

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

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

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## 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

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## CONTENTS

ACKNOWLEDGEMENTS	Page
List of Maps	
List of Tables	
List of Graphs	
List of Appendices	
<b>CHAPTER-I</b>	
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>Practising</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
<b>CHAPTER VI</b> : Major findings, suggestions and conclusions	171
VI.A Major findings	171
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 JPIIs to DIEFs	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 Government of India. policy perspective" 1985 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.

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\* IBID

- (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 educators
- (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.

to conclude that today's teachers would be called upon to play very active and dynamic roles as effective social change agents.

Teachers in the new context is considered as a change agent, a transformer in the society. The old concept of acquiring at an early age a set of intellectual and technological informations valid for a life-time is outdated. There is tremendous knowledge explosion in the present technological age and each individual needs to update the knowledge irrespective of the field of study and a teacher needs it most who by his profession plays the indirect role of shaping the nation.

#### 1 : 5 THE NEW CONCEPT OF TEACHER EDUCATION

Teacher education means professional preparation of teachers. Earlier it had a limited scope. It meant only training of teachers, but now a new concept of teachers is developed.

The terms 'training' and 'education' imply two different views on teaching and therefore, teacher preparation too, has been looked at and analysed from two different perspectives. Training is considered as a narrower concept than education and it is emphasised that teachers should be educated rather than trained. 'Training' connotes practice and exercise of some skills or routine performance, 'education' on the other



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.1 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 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 out with a National Curriculum for Teacher Education: A 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 competence:-

- (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 co-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.

\* 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. : "Inservice Education and Training of Teachers. National Journal of Education Vol IX No 2 1978 Page-12  
*Place of Inds?*

- (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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\* Pugagheni 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,

\* 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 devises 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.

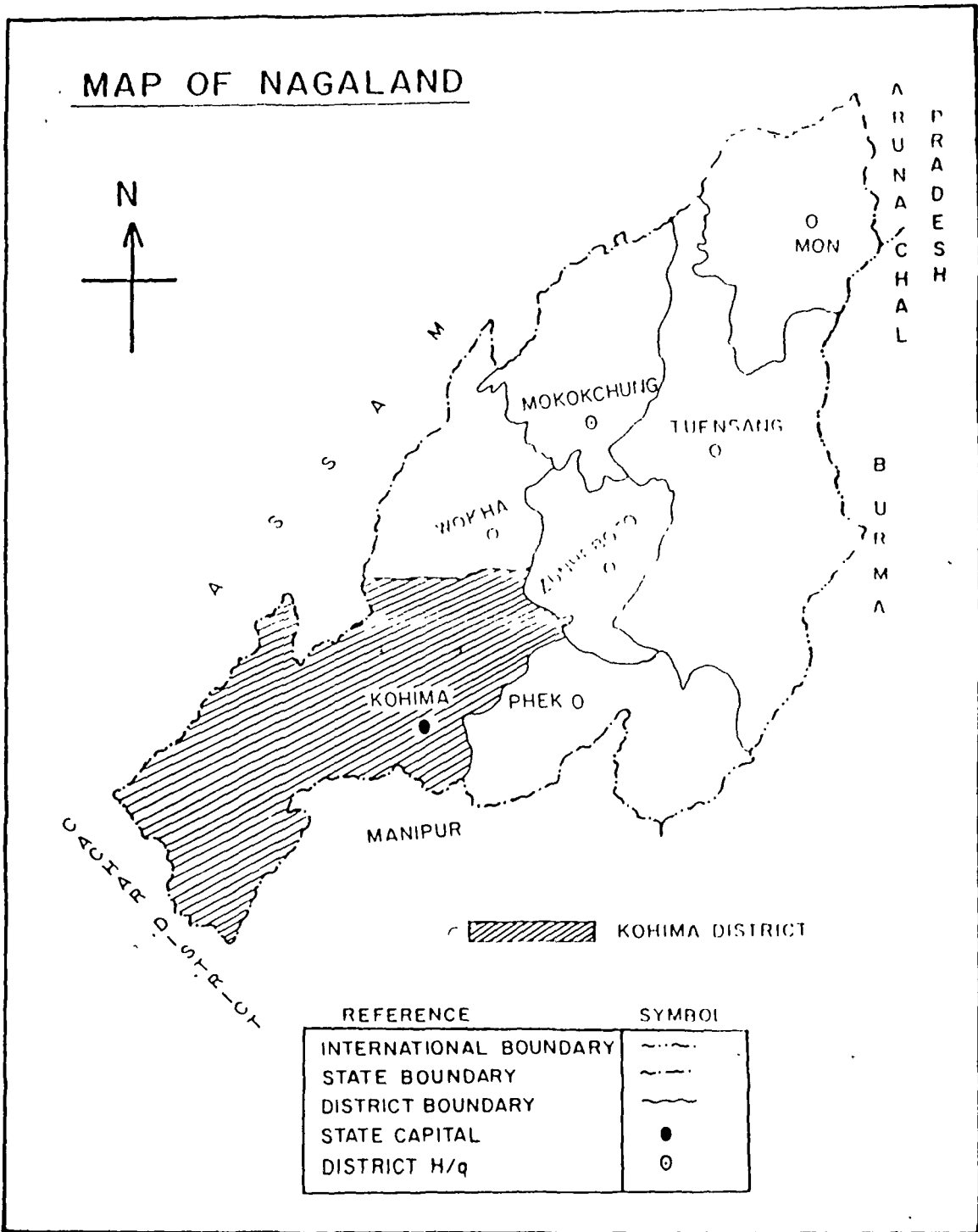


FIG.1 LOCATION OF KOHIMA DISTRICT IN NAGALAND.

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, Yimchangers, 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\*\*\* 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  
Statement: 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

\* 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.

Are there any studies to this effect?

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."<sup>\*\*</sup> 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.

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

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.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In this chapter the review of the earlier works done in the area of teacher education is presented. The studies of the development of teacher education covering the aspects of pre-service and in-service are being attempted.

State Institute of Education (SIE) Gujarat 1966 made the studies of Primary Teacher Training Institution of Gujarat revealed the following findings that (i) more physical facilities were needed for the trainees, as these institutions were residential units; (ii) all the institutions had adequate number of basic trained staff members (iii) no institution had a science laboratory; (iv) there was no reading facility in these institutions; (v) there was a great need for adequate reading room for students and staff members (vi) fifty percent of the staff members needed refresher courses and (vii) there was no proper planning done in these institutions.

Srivastava A.S. (1966)\* made an ambitious study on the growth and organisation of in-service programme in India revealed significant improvement

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\* SIE (Gujarat)1966. State Institute of Education (Gujarat) Case Studies of Primary Teacher Training Institutions of Gujarat Ahmedabad, 1966.  
'In A Survey of Research in Education'  
M.B.Buch NCERT 1974 Page-465

\*\*Srivastava A.S.:(1966): Growth and Organisation of In-service Programme in India and its impact on Secondary Schools Ph.D.Ed. SP.U 1966 IBID Page-468.

in attitude of the teachers towards the profession after every inservice programme. It also found out the contributing factors for the effectiveness of the programme such as (i) standing of the college; (ii) quality of the training college staff; (iii) quality of the extension staff; (iv) practical utility of the programmes and (v) co-operation of the state departments of education and inspectorate staff.

In 1967 Joseph K.J.\* made a comprehensive study on the teacher education for secondary education in Kerala. The main findings were; (i) the trends that stood out were gradual improvement in the qualification of the trainees; (ii) only 35% of the staff members satisfied the minimum qualification laid down by the university; (iii) no uniformity in practice teaching as well as practical works; (iv) the libraries in the training colleges were generally poor in their stock of books and journals; (v) the method of teaching was most often lecture followed by dictation of notes; (vi) most of the training colleges were unsatisfactory from the point of view of accommodation, furniture and sanitary facilities; (vii) with regard to the duration of practice teaching, the majority of staff members felt that atleast thirty days were needed; while the majority of students felt that twenty to thirty days were enough; (viii) on the question of practicability of methods taught in training colleges only 15.2% of the staff and 11% of students considered them quite practical.

Banerjee J.C.(1967)\*\* Conducted a Study on the Training

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- \* Joseph K.J. : Teacher Education for Secondary Schools in Kerala Ph.D. Edn.Ker.U. (1967)  
3 Op.cit. Page-453.
- \*\*Banerjee J.C. : Training of Primary Teachers in India (1967)  
Ph.D. Edn.MSU 4 Op.cit page-446.

of Primary Teachers in India reported the following observations :- (i) The need to make vigorous attempts to make the programme on the right track; (ii) basic education attached great value to the child and real development would take place only under conditions of freedom; (iii) the training colleges had to play a great role in changing the old patterns of education.

Mallaya A.V.(1968)\* on the study of Teachers' Training in Madhya Pradesh found that (i) the Pre-primary teachers' training facilities were insufficient; (ii) the need to improve existing facilities at Primary and Secondary levels; (iii) need for the proper dissemination of research findings; (iv) inclusion of agriculture, co-operation and rural upliftment activities; (v) evaluation techniques were mostly routine type and provided large variations in external and internal assessment; (vi) need for adequate libraries and (vii) need for the training inspectors.

The study of the impact of extension services departments on School Improvement in Haryana by Shanker (1969)\*\* found that (i) seventy percent of heads and

\* Malaya A.V. : Teachers' Training in Madhya Pradesh (1968) Ph.D Sag.U. 5 Op.cit Page-455.

\*\* Shanker L. : The impact of Extension Services Departments on School Improvement in Haryana Department of Education Kur U. 6 Op.cit Page - 461.

teachers thought that the extension services proved useful; (ii) extension services enabled the heads and teachers to start experimental projects; (iii) a fair majority felt that the various activities undertaken were organised keeping in view of the needs of the schools; (iv) there a result of extension service programmes, teachers and heads started taking more interest in school work (v) while there were some positive results; they were not commensurated with the expenditure made; (vi) there was a greater need for more follow up programmes to assess the implementation of new ideas, methods and techniques.

Gumashta B.K.(1969)\* revealed on the Study of Contribution of Christian Missionary Institutes to Indian Education that the missionary education made efforts for the establishment and development of training of teachers during the year 1800 to 1900 A.D.

Kamalamma (1969)\*\* observed in the study of History and Problem of Primary Education Kerala that the provision of special teachers unsatisfactory and a very few teachers had taken the advantage of refresher courses and inservice training.

\* Gumashta B.K. : Contribution of Christian Missionary Institutes to Indian Education (1800-1900) Ph.D.,Education All U. 7 Op.cit Page-60

\*\* Kamalamma G: History and problems of Primary Education in Kerala Ph.D.Edn.Kerala U. 8 Op.cit Page-63.

Srivastava R.C.(1970)\* on the study of evaluation of practice teaching in teacher training institutions in Central Institute of Education New Delhi; found that (i) the majority of the institutions had some system of internal assessment and most of the institutions did not give more than fifty percent of the total marks for practice teaching in internal assessment; (ii) the systems of evaluating practice teaching were either all internal or all external examinations or combined (iii) about 76.8 percent of student teachers developed unfavourable attitude towards practice teaching.

The study of the progress of education in Assam 1882-1937, Renu Devi (1971)\*\* discovered that the small percentage of the trained teachers for the entire period of the survey revealed a sorry state of affairs. Government also closed down some training schools for a number of years.

Saikia (1971)\*\*\* on the study of the problems of Secondary Teacher Education with special reference

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- \* Srivastava R.C.: Evaluation of Practice Teaching in  
(1970) Teachers Training Institute C.I.E  
New Delhi 9 Op.cit Page-468.
- \*\* Renu Devi : Progress of Education in Assam  
(1971) 1882-1937 Ph.D. Edn.Gau.U.  
10 Op.cit Page - 75.
- \*\*\*Saikia S. : Teacher Education : A study of the  
(1971) problems with special reference to  
Assam (at Secondary Level) D.Phil.Edn.  
Gau. U. 11 Op.cit Page-460.

to Assam found that (i) the relationship between the training institute and practice teaching school seemed strained; (ii) the wastage in teacher training colleges in India varied between 10% to 40% (iii) the growth of untrained teachers was partly due to the rapid growth of secondary schools; (iv) phenomenal growth of the member of teacher education institutions and departments for inservice education of the teachers.

Chakravarti A.(1972)\* found on the study of "History of Education in Assam 1826-1717" that the professional education did not progress due to financial stringency.

Das L.(1973)\*\* observed in the study of 'Development of Secondary Education in Assam from 1874-1927' that the christian missionaries were pioneers in organising the training of female teachers.

Mithal H.C. (1973)\*\*\* in the study of 'Professionals in India 1881-1961' found that (i) during 1902-1922, teacher education was in the process of development, (ii) the period 1922-1937 teacher education was devoted in the graduate level; (iii) 1937-47 the Central Advisory Board of Education appointed a Committee to consider the problems of training

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\* Chakravarti A (1972) : History of Education in Assam 1826-1919, Ph.D. Hist.Gau.U."In Second Survey of Research in Education" M.B.Buch Page-44  
1979 NCERT.

\*\* Das L. (1973) : Development of Secondary education in Assam from 1874-1927 and its impact on the Social Development. Ph.D.Edn.Gau. U.IBID  
Page - 45.

\*\*\*Mithal H.C.(1973) : Professional Education in India (1881-1961) Ph.D.Edn.Kur.U IBID Page-53.

recruitment and service conditions of teachers. Sargent Plan further re-emphasised the teacher education. (iv) The important development in teacher education during 1747-66 was 'All the Secondary Education Commission' visited the international team of experts and established an All India Association of Training College. In 1958 the Central Institute of English Hyderabad and College of Education Kurukshetra were established. The Government had established a number of research institutions in education, which were grouped together into National Institute of Education under NCERT 1961.

Shishak (1973)\* showed on his study on Higher Education for Nagaland that (i) only thirty percent of the elementary teachers have received any training and about twenty percent of the high school teachers have B.T.(Bachelor of Teaching) degrees; (ii) as many as 5,128 teachers were seriously deficient in general education especially in spoken and written English which is the medium of instruction.

Desai D.V.(1974)\*\* on "A study of the Development of Secondary Teachers Education in Gujarat State since 1947 reported the following :- (i) the increase of teacher training college in the state from one in 1947 to forty in 1972 (ii) the intake capacity rose from 100 in 1947 to forty in 1972 (iii) the percentage of trained teachers in the state in

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\* Shishak T.A.(1973) : 'Higher Education for Nagaland' A proposal for curriculum organisation and co-ordination. Ph.D.New York U. Buffalo (unpublished Thesis).

\*\* Desai D.V.(1974) : A study of the Development of Secondary Teachers Education in Gujarat Sate since 1947 Ph.D.Edn.Guj.U. 1 Op.cit Page-49\* page-340

1960-61 was 59.2 which rose to 83.5 percent in 1972-73, which was higher than that in India, (iv) The inservice facilities were provided only after independence. (v) The weightage to internal assessment increased differently; range beginning from 17.5 to 100 percent.

In "A critical study of the development of teacher education in Rajasthan" by Bhardwaj G .N.(1974)\* reported that (i) thirteen out of twenty institutions were run by state governments, one by the NCERT, and four were aided by the state Government (ii) seventy percent of the institutions were residential, while thirty percent were partly residential (iii) the criteria for selection were written tests, interview, academic records, teaching experience and credit for co-curricular activities, (iv) besides lecture method, assignment, seminars, symposium, supervised study, tutorials and discussion were also used.

Arora K & others (1974)\*\* on 'National Survey of Teacher Education at Elementary Level' revealed the following major findings (i) 54.71 percent institutions were residential and 63.18 percent were run by the state government, (ii) most of the syllabus were prescribed by the State Department of Education, most of the theory papers were different. More than 50% of the institutions had demonstration and practising schools inside the campus but they were

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\* Bhardwaj G.N.: "A critical study of the development of teacher education in Rajasthan Ph.D.Edn. (1974) Raj.U. 2 Op.cit Page-425

\*\* Arora K \* others. National Survey of Teacher Education at Elementary Level. Department of Teacher Education NCERT, 3 Op.cit Page - 423.

**ill-equipped** (iii) Poor physical facilities were observed in many respects viz :- lack of science laboratories, inadequate buildings and accommodations.

Kohli V.K. (1974) \* on 'A critical evaluation of curriculum for teacher education at B.Ed. level in Punjab observed that (i) Sessional work was useful but it had to be organised in a more serious manner, (ii) Theory should be reduced to fifty percent and practical work should be increased accordingly. (iii) Block practice teaching could better be replaced by practice of internship under the charge of practising school, (iv) need was felt to extend the duration of training to two years.

Marker N.A. (1975) \*\* on 'Survey of Teacher Education in the State of Maharashtra' found (i) There were substantial increase in the college of education since independence. (ii) Increase in the number of trained teacher; (iii) There was no long term plan of development of teacher education by the Department of Education. (iv) The Syllabus was revised infrequently. (v) Students were dissatisfied with the teaching in B.Ed and evaluation, as there was no significant improvement in the quality of the teacher education at secondary level.

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\* Kohli V.K.: A critical evaluation of curriculum for Teacher Education at B.Ed. level in Punjab. Ph.D. Edn.MSU. 4 Op.cit Page-436.

\*\* Marker N.S. Survey of Teacher Education in the State of Maharashtra Ph.D.Edn.Bom.U. 5 Op.cit Page-820.

Lakdawala U.T.(1977)\* Observed that women teachers working in the secondary schools of greater Bombay, though conscious of the need to grow professionally; did not avail themselves of the facilities because of the shortage of time and lack of incentives.

Gupta. M.D. (1978)\*\* Studied the status of Secondary School teachers of Uttar Pradesh which revealed nearly 86.7% were trained out of which 70% were in favour of having a code of conduct for teachers. It was also found that teachers in the rural areas command more respect than the teachers in the urban areas.

Buch & Singh (1978) \*\*\* In the Third All India Education Survey revealed that (i) only 13,68% of the Primary School Teachers, 20.76% of the Secondary School Teachers had participated in some kind of inservice education programme during the two years preceding the survey. (ii) It also revealed the magnitude of the task to be accomplished in terms of an inservice education.

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- \* Lakdawala U.T. (1977) "The professional growth of women teachers of Secondary Schools of greater Bombay" SNDT Bombay. 'In Third Survey of Research in Education' M.B.Buch 1986 NCERT PAGE-817.
- \*\*Gupta M.D. (1978) "A study of the status of Secondary School Teachers in Eastern U.P. Ph.D.Ed. BHU I Op.cit Page-807.
- \*\*\*Buch & Singh: (1978) Third All India Education Survey Teachers, NCERT New Delhi 2 Op.cit Page-793.

Goyal & Chopra (1979) \* on their study of the problems bearing on teacher education in the context of the 10+2 pattern found that (i) the B.Ed Syllabus in all the Universities of Maharashtra was not revised to suit the needs of the new curriculum. (ii) The need of the revision of the course in view of the new addition to the course; (iii) and teachers under training were not well-prepared in the area of health and physical education.

Sharma M (1982) \*\* showed in the study of 'progress and problems of teacher education in India' that (i) Even after a lapse of sixteen years from the publication of Education Commission Report (1964-66), teacher education programme had not undergone any marked improvement. (ii) Methods of teaching and evaluation being used in training institutions were traditional, (iii) The dire need of the organisation of inservice courses time and again (iv) The need of preservice education as the fundamental for continuous education of the teachers.

Singh L.C.(1982)\*\*\* on the Third National Survey of Secondary Teacher Education in India found that (i) during 1963 to 1971, 42.5% additional teacher education

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\* Goyal & Chopra (1979): "A study of the problem Bearing on Teacher Education in the context of the 10+2 Pattern. Dept. of Teacher Education NCERT New Delhi 3 Op.cit Page-805.

\*\*Sharma M : (1982) "Progress and Problems of Teacher Education in India" Ph.D. Edn Pat.Un 4 Op.cit Page-839.

\*\*\*Singh L.C.: (1982) Third National Survey of Secondary Teacher Education in India NCERT 5 Op.cit Page-844.

institutions came into existence; 83% were co-educational (ii) 35.90% had their extension service departments. (iii) The medium of instruction used was English in 56.8% of the total institutions.

Hemambujan K. (1983)\* conducted a study on the teacher education at secondary level in Tamil Nadu revealed that (i) The State Government controlled the recruitment of all teacher education, selection was done on the reservation basis; the service of teacher education was insecure and their salary was strictly paid (ii) The comprehensive B.Ed curriculum was not effectively implemented due to time shortage, semester internal assessment etc. (iii) The revised B.Ed.Syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in content knowledge of the academic subjects. (iv) The teacher education followed the latest methods in teacher education programme due to the proper facilities prevalent in their colleges of education. (v) Many colleges of education had hostels for trainees and some had hostels for staff too.

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\* Hemambujan K : A Critical Study of Teacher Education at the Secondary Level in Tamil Nadu Ph.D.Edn. Kar.U. 'In Fourth Survey of Research in Education' M.B.Buch 1991 NCERT Page-943.

Mohanty S.B (1984) \* found out on a study of students teaching programmes in Colleges of Education with special reference to innovation that (i) Training of techniques, observation, maintenance of classroom discipline and organisation of functions and festivals were found in all the colleges; (ii) The manner in which criticism lessons were held was not proper; (iii) The practice teaching programmes stressed on delivery of lessons and not other activities expected from a student; (iv) Supervisors did not observe lessons completely. They rarely discussed their observations in the lesson plans with the trainees. (v) The evaluation was of doubtful validity as no evaluation criteria were explicitly stated (vi) School and college co-operation was found poor in almost all institutions under study (vii) Micro-teaching and team supervision of criticism were the only two innovations practised in the colleges.

Tali R.(1984)\*\* revealed in the study of the problems faced by High School Teachers and their attitude towards teaching profession in Nagaland that (i) 37% were trained and 32% of the teachers reported to have attended

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\* Mohanty S.B.: "A study of students teaching programmes in Colleges of Education with special references to Innovation" Ph.D.E.MSU Op.cit Page - 964.

\*\* Tali R. : "A study of the problems faced by High School Teachers and their attitude towards teaching profeswsion in Nagaland" Ph.D.Edu. NEHU 2 Op.cit Page - 1134.

inservice training (ii) 24% of the teachers were said to have joined the job because of interest and on their own choice (iii) 81% were of the opinion that strict appointment of teachers and training should be done.

Dash J. (1985)\* found on the study of the development of teacher education programme with reference to motivation, cost structure and quality in Orissa that (i) The private training colleges were established mostly with commercial motives and parochial feelings; (ii) Inadequate physical facilities, inefficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training college were reflected in the teacher training programmes. (iii) Faulty admission procedure of trainees and their negative attitude towards the teaching profession were other indications of poor performance of the training programme (iv) The provision of in-service education of teachers was inadequate (v) The lecture method dominated in teacher training programme.

Gogate S.P. : (1985)\*\* in the study of teacher education in Marathwada found the following major findings viz:- (i) Diploma in Education (D.Ed) a two-years course was the training qualification prescribed for pre-primary

\* Dash J. : (1985) "An Investigation in the Development of Teacher Education Programme in Orissa with reference to Motivation, cost structure and quality" Ph.D.Edn. Utkal U. 3 Op.cit Page - 930.

\*\* Gogate S.P.: (1985) "Teacher Education in Marathwada" "A study of Regional Inbalance in Vocational Education and Man-power planning in Marathwada". Swami Ramanand Teerth Research Institute Aurangabad 4 Op.cit Page - 938.

school teachers in Maharashtra. B.Ed. a one-year course was prescribed for secondary school teachers. Diploma in Higher Education (DHE) was prescribed for Junior College (xi & xii) teachers (ii) No training qualification was prescribed for college and university teachers (iii) Percentage of trained primary teachers were 93.6 and 88.3 in Maharashtra and Marathwada whereas secondary teachers percentage were 72.2 and 95.1 respectively (iv) Most colleges lacked good library and co-operation from the practising students.

Mishra A. : (1986) \* in the study of the growth of Teacher Education for Women and problems with special reference to Uttar Pradesh revealed the following major findings. (i) There was a steady growth in the number of training institutions for women, specially in Post-independence India (ii) The facilities such as library, furniture, building and staff had grown and examination results showed improvements.

Butala M. (1987)\*\* observed in his inquiry

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- \* Mishra, A : "Growth of teacher education for women  
(1986) and problems there of (with special reference to U.P. Ph.D.Edn. Gor.U 5 Op.cit Page - 961.
- \*\* Butala M : "A critical inquiry into Inservice  
(1987) Educational Programmes conducted by Secondary Teacher Training College of Gujarat State, Ph.D. Edu. Guj.U. 6 Op.cit Page - 927.

into inservice educational programmes by Secondary Teachers Training College of Gujarat State in 1987 (i) that during 1980 - 1985 only nine colleges conducted in service college programmes; (ii) on average of a college conducted about 33 programmes; (iii) Teacher preferred the programmes on working days and on summer vacations; (iv) participants indicated their achievements in terms of updating their content knowledge and developing the skills as well; (v) The co-ordinators felt the need of organising such programmes by SIE, Regional Colleges of Education and National Council of Educational Research and Training.

As many as 24 studies of teacher education in historical perspective in India and other countries like Bangladesh and Thailand have been completed. The National Council Educational Research and Training has conducted a number of surveys of institutions of teacher education as part of general surveys of elementary and secondary education programmes. This effort has been supplemented by the State Council of Educational Research and Training at the State levels. All these surveys painted a dismal picture of teacher education

so far as the qualitative aspect was concerned. Dearth of required physical facilities and adequate financial provisions, and inadequate number of inservice education programmes were the major findings.

In the above review, altogether thirty three studies conducted in the area of teacher education have been reviewed. It is observed that so far no study has been conducted in the area of the development of teacher education in Nagaland State. Hence, the present study is undertaken.

CHAPTER THREE3 : 1 METHODOLOGY OF RESEARCH AND DATA  
COLLECTION FOR THE STUDY

This chapter deals with the methods adopted to obtain the required data with reference to the objectives of the study. In the present study the investigation through the descriptive research tried to determine the nature of prevailing conditions, practices and attitudes of the persons concerned related to the development of teacher education in Nagaland. Besides, the investigator tries to project the requirements in teacher education, problems and suggestions for further development in a better way.

The investigator used the survey method to collect data about various aspects of educational policies, programmes and practices related to teacher education in Nagaland.

3 : 2 CONSTRUCTION OF QUESTIONNAIRE.

To obtain the data in order to conduct the survey needs a careful selection of the tools of educational research. Before construction of the questionnaire the investigator consulted the personnel in research field, related literature and personnel involved in the teacher education.

The following tools were constructed for the present study :-

- (1) Questionnaire to the trained teachers;
- (2) Questionnaire to the teacher educators;
- (3) Questionnaire to the headmasters;
- (4) Questionnaire to the heads of the teacher education institution;
- (5) Questionnaire to the Inspectors and Deputy Inspectors of Schools;
- (6) Information schedules for the Director of School Education, Higher and Technical Education and SCERT;
- (7) Interview schedule for selected personnel.

The questionnaire consists of series of question items pertaining to different aspects of teacher education, which the respondent has to answer himself. It is a device through which both qualitative and quantitative information can be collected to get a valid and reliable data. The questions were framed in an unambiguous language. There were no suggestive questions which would make the respondents get biased. Annoying and embarrassing questions were also not put.

The respondents were promised anonymity and secrecy. It was kept in mind to get respondents attentions, interest, co-operation and honesty in answering.

The items were mainly Yes/No type. However, some of the items demanded the respondents to give responses on their own thinking and observations. These items were followed by instructions such as; mention some of the reasons or give your suggestions.

3 : 3      TRY - OUT

The purpose of the try out was to establish the workability and feasibility of questionnaire. Since the larger population is scattered all over the state and the transport and communication is very poor, the try-out was done only in Kohima. Moreover, the main institutions and offices related to teacher education are established in the state capital Kohima. Trained teachers, teacher trainees under training coming from different parts of the state consisting of Headmasters and Inspecting personnel, numbering to eighty (80) were taken as the sample for the purpose. The questionnaire were also given to some experienced persons in the field for their opinions and suggestions. They were asked to give views about the items covered in the light of the objectives of the study. The overlapping contents and mistakes were corrected on the basis of suggestions and views given by the experts and the response made by the respondents. Then the

final draft was prepared after the procedure mentioned above was completed. The procedure itself established the validity of the questionnaire. The validity of a test is valid if it measures what it claimed to measure. The final draft of the questionnaire has been given in Appendix II, I-XI.

3 : 4        TIME LIMIT

There was no time limit fixed for filling up the questionnaire. The questionnaire were distributed to the respondents either personally or by mail.

3 : 5        SAMPLE

The population of the study consisted of all the trained teachers in the state. The questionnaire were distributed to 1500 from the total population of trained teachers in the state. By using the technique of stratified random sampling, 420 respondents were selected as the sample of this study. The sample consisted of 240 male and 180 female. They represented all the seven districts of Nagaland. Kohima 151, Mokokchung, 121, Tuensang 54, Phek 27, Zunheboto 20, Wokha 31, and Mon 16. Besides, the following categories of persons involved in the teacher training programmes such as 24, teacher educators from five teacher education institutions 66 Headmasters and all the five Heads of the

teacher education institutions in the state and 17 Inspectors and Deputy Inspectors of Schools were also covered.

Table - I

'Table of the distribution of trained teachers, headmasters and Inspectors and Deputy Inspectors of Schools selected for final sample.

Districts	Number of Trained Teachers	Headmasters	Inspectors & Dy. Inspectors of Schools.
Kohima	151	28	4
Mokokchung	121	14	2
Tuensang	54	7	2
Wokha	31	2	2
Mon	16	4	3
Phek	27	7	2
Zunheboto	20	4	2
Total :-	420	66	17

### 3 : 6            ADMINISTRATION OF THE TOOLS

The following two methods were employed for seeking necessary informations from the trained teachers, headmasters, teacher educators, heads of the teacher education institutions and Inspectors and Deputy Inspector of Schools viz :- (a) mailing (b) personal contacts.

The investigator faced a lot of problems in acquiring the required data from the persons concerned. It was required to remind time and again and personally collected the questionnaire from the respondents. The personnel interviews were conducted with great difficulty, the investigator had to make a number of trips to different parts of the state to locate different selected personnel.

### 3 : 7            INTERVIEW WITH PERSONNEL

Interviews of the personnel who were involved in the education of the Nagas with the Britishers and the Christian Missionaries were found to be relevant in understanding the development of education in the field of education in the state. Interviews with the selected personnel and officials on different issues of the contemporary teacher education and the problems were also found to be very practical. Ideas and sugges-

tions collected through the interviews were used in formulating suggestions for solving the problems of teacher education. The interviews were held on the basis of interview schedule given in Appendix at Page-XIX.

3 : 8 THE STUDY OF THE OFFICIAL RECORDS AND LITERATURE/.

The study of the official records to obtain information relating to the growth of the teacher education since the beginning of the education among the Nagas was being attempted. Official records of the Government of Nagaland in the Directorate of School Education, Education Secretariat, Information and Public Relations Department were consulted. Council of Baptist Churches in North East India Library, Guwahati, Assam, State Library Kohima, Nagaland, Nagaland Assembly Secretariat Library were consulted in order to get relevant materials. Over and above, the Library in National Institute of Education - New Delhi, Libraries of NEHU Shillong and Kohima Campuses and Nagaland College of Education Kohima were also consulted.

The investigator had to obtain the necessary permissions from all the authorities concerned and made trips to collect the relevant informations and data.

CHAPTER - FOURDEVELOPMENT OF EDUCATION & TEACHER  
EDUCATION IN NAGALAND4 : 1 PRIOR TO INDEPENDENCE.

The dawn of modern education for the Nagas was brought by the christian missionaries and the British officials. The American missionaries were the pioneers in the field of education, literature and medical services in the Naga Hills. The successful missionaries Rev.E.W.Clark of American Baptist Mission and an Assamese associate Godhula Brown started the work at the village of Dekahaimong, the present Molungyinchin village of Mokokchung district in 1871. In 1876 a centre was opened at Molungyimsen near Dekahaimong. Godhula Brown and Rev.E.W.Clark's arrival opened a new chapter in the history of the Nagas.\*

The British Government \*\* started a school at Chumukedima in 1876-77 for the official children as the local Angamis were apathetic to any system of

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\* Barpujari S.K.: Christianity and its impact on the Nagas. (An assessment of the work of the American Baptist Mission) The tribes of the North East India Karotemprel S. (Missionary activities) Vendrame Missiological Institute Shillong 1984 Page - 106.

\*\* Bareh H.: Gazetter of India Nagaland, Kohima District, Kohima Unit 1970 Page - 190.

education. Three more Government schools were established during 1878-84. The christian mission work was started in the same year by Rev.C.D.King but discontinued due to the war between the local people and the government 1879. Rev.C.D.King resumed the missionary activities in 1884 and put down Angami to the Roman alphabet as the other counterpart in the Ao area and began schools in their vernacular.

By 1889 Clarks had made an impact of their ministry establishing eight (8) day schools with average daily attendance of 120 to 130 children.\*

Report from Impur field in 1905 at the Assam Mission of the American Baptist Missionary Conference in Tura recorded a total of 21 schools in Ao area with an enrolment of 380 children by 1904, out of which nineteen of the schools were getting aid from the British Government.\*\*

The modern education among the Nagas was nurtured both by the American Baptist missionaries and the British officials beginning from the end of the nineteenth century mainly based at Mokokchung and Kohima areas.

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\* CBCNEI : The Assam Mission of the American Baptist Missionary Minutes, Resolution and Historical Papers of the Second triennial Conference December 21 - 30, 1889. (Council of Baptist Churches in North East India).

\*\* CBCNEI : The Assam Mission of the American Baptist Missionary Union, Minutes Resolution 1905.

Table - 2

Table showing the total number of Mission and Government schools in Naga Hills 1911 to 1914.\*

Year	Mission Schools	Government Schools	Total No. of Schools.
1911-12	12	10	22
1913-14	14	13	27

In 1908 the first Technical School "Fuller Technical School" at Kohima was opened. In 1910 one Mission Training Centre was established at Kohima.

"By 1947 Naga Hills had 161 government primary schools 3 government middle schools and 1 government High School with an Assamese Middle Section at Kohima and one Government Aided High School at Mokokchung. One Technical school with two trades viz:- carpentry and blacksmithy. The Inspector of Schools of the erst-while Upper Assam Circle, Jorhat and the then Assistant Inspector of Schools for Hills, Shillong with two Inspecting Pandits were supervising the schools of Naga Hills. By this time due to private interprises a number of primary and middle schools were established in the range centres and villages." \*

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\* Bareh H.: Gazetter of India Nagaland Kohima District (1970) Kohima Unit, Page - 190.

\*\* Aier Y.: A brief History of Education in Naga- (1972) land during last 25 years for 1947 to 1972 Directorate of School Education.

4 : 2 EDUCATION AFTER INDEPENDENCE.

The expansion of educational facilities in Naga Hills had been quite rapid after the independence. There was a great awakening among the people, many schools were opened by the Government as well as private agencies. "A Sub-Inspector of Schools was appointed after the independence to inspect and supervise the schools in the Naga Hills of Assam State in 1949. Later in 1952 an Inspector of Schools was posted with the headquarters at Kohima. By June 1952 there were one Deputy Inspector of Schools; three Sub-Inspectors of Schools."\*

Table - 3

Table showing the different categories of education institutions in Nagaland in 1963.\*\*

Category of Institutions	Government	Private	Total
Lower Primary Schools	582	6	588
Middle Schools	70	14	84
High Schools	14	4	18
I.T.I.	1	X	1
Colleges	1	1	2
Teacher Training Institutes	2	X	2

\* IBID :

\*\* Source : Directorate of School Education 1965-1964.

**4 : 3 EDUCATION AFTER STATEHOOD**

The State of Nagaland, formerly a part of the then British India, was a District of Assam known as the Naga Hills with two Sub-Divisions Kohima and Mokokchung. Later on a constitutional change took place in December 1953 and the Naga Hills was renamed as Naga Hills Tuensang Area (NTHA) by amalgamating the Tuensang Division of the North East Frontier Agency (NEFA) was known as Arunachal. On the 1st of December 1963 the present Nagaland State was constituted as the sixteenth State of the Indian Union. After the attainment of statehood there has been mushroom growth of the institutions at the school level in the state.

There was tremendous growth in terms of number of schools and enrolment during the first decade of the statehood. Subsequently the literacy rate raised to 24.40% in 1973 from 15% in 1951. There has been a fast development in education and growth in literacy, that in 1981 the literacy rate increased to 42.54%.

The table in the next page shows the number of different educational institutions established within ten years after statehood in 1963.

Table - 4

Table showing the number of government and private institutions of different categories and enrolment therein during 1973-1974.\*

Categories	Number of Institutions			Total Enrolment
	Govt.	Prvt.	Total	
Primary Schools	932	49	981	28,754
Middle Schools	144	58	202	36,236
High Schools	40	23	63	11,692
Industrial Training Institute	1	X	1	NA
Polytechnic	1	X	1	NA
Colleges Arts/Science	2	4	6	1,318
Teacher Training Institutes	3	X	3	NA

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

Table - 5

The following table shows the number of government and private institutions after twenty (20) years of Statehood i.e. in 1983-1984.\*

Type of Institutions	Govt.	Pvt.	Total	Total Enrolment
University	1		1	71
Colleges of General Education	3	7	10	3,951
Nagaland College of Education.	1		1	90
Polytechnic Training Institute	1		1	192
Junior Teacher Training Institutes	3		3	134
I.T.I.	1		1	294
Law Colleges		2	2	136
High Schools	59	49	108	45,747
Middle Schools	214	118	332	54,302
Primary Schools	1,103	132	1,235	1,39,713
U.G.T.T.		1	1	NA

\* Source : Statistical Hand Book of Nagaland 1990. Directorate of Economics & Statistics, Government of Nagaland, Kohima.

There has been a considerable growth of the institutions at all the levels during next eight years. The literacy rate has raised to 61.30% (Male 66.09 and Female 55.72) in 1991.

Table - 6

Table showing the number of government and private institutions of different categories and enrolment in 1990-91.

Types of Institutions	Government	Private	Total	Enrolment
University	1		1	130*
Law Colleges	X	2	2	180**
General Colleges	8	8	16	8089**
Nagaland College of Education	1		1	110*
Polytechnic	1	X	1	275**
Undergraduate Teacher Training Institutes		1	1	40*
JTTI's	3	X	3	35*
High Schools	72	107	179	102062***
Middle Schools	235	122	357	79892***
Primary Schools	1216	88	1297	118258***

Sources :           \* Respective Institutions  
                   \*\* Higher & Technical Education Directorate  
                   \*\*\* Directorate of School Education  
                           Nagaland, Kohima.

DEVELOPMENT OF TEACHER EDUCATION

The concept teacher education was installed by the pioneering missionaries from the very beginning of the modern education among the Nagas. Pre-service teacher education was imparted to the prospective teachers, while they were still in the institutions as students.

"The Assam Mission of the American Baptist Missionary Union" Third Triennial Conference, 1893 reported that the training of the pupils in their Mission station school to become effective teacher was in practice. The senior pupil taught the junior pupils under the supervision of missionaries. "The number of the pupils increased every year in the Station School. The senior pupils were made to teach the other pupils making the prospect of serving what the school was designed to produce trained teachers and preachers. The Station School served the dual purpose of training teachers and preachers." \*

The same tradition continued and further endorsed by a "Special Resolution in the Assam Baptist

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\* CBCNEI : The Assam Mission of the American Baptist Missionary Union, Minutes and Resolution. Historical Reports of the Third Triennial Conference held in Tura (January 14 - 27, 1893)

Missionary Conference in 1929 at Guwahati. Case A 292, 23 : 3.

Teacher Training : "It is our firm conviction and desire that teacher Training be given a major place in at least the two years of all our High School"\*

The result was that the products of the Station School became Pastor-cum-teacher. This practice prevailed for a long time. The monitorial system of engaging the senior pupils to teach the junior pupils proved to be very effective under the supervision of the missionaries.

Besides the inservice teacher education was organised by the Ao Baptist Arogo Mungdang (ABAM), along with the clergymen training programme as an integral part of the training. Retired Principals and experienced teacher educators from normal schools were invited to give training during the annual Bible classes. Orientation on psychology, pedagogy, principles of education, methodology of teaching were given in condensed form. \*\*

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\* CBCNEI : Assam Conference Report 1927-1938 American Baptist Missionary Conference Report Twenty Seventh Session Guwahati Dec. 7 - 10 1929.

\*\* Aier Y.: Personal Interview with Ex. Director of Education Nagaland.

"In 1952 the Inspector of Schools Mokokchung, Sub-Division organised an inservice programme where the then Missionary Rev.Anderson was the resource person for the teachers in the government institution." \*

"The teachers of the then Naga Hills District of Assam had to go for teachers. training to Shillong, Guwahati, Imphal, Jorhat, Titapur and even as far as Wardha. "In 1955 the first Junior Teachers' Training Institute was established at Chiechama in Kohima District, shortly after, two more were opened, one in 1962, at Mokokchung and another in 1964 at Tuensang."\*\*

The secondary teachers continued to go outside the state for their professional education. They were deputed for courses such as B.T., M.Ed., Diplomas in subject teachings such as English, Mathematics, Geography and so on. "By the end of Fourth Five Year Plan i.e. 1969-74, 156 secondary teachers were trained and the amount spent was Rs.5.5 lakhs."\*\*\*

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\* IBID

\*\* Aier Y. : Reliving the Joy of the Past  
(1990) K.N.Dutta Baruah Page-98 Lawyers' Book  
Stall Guwahati.

\*\*\* Op.cit Page-70

Table - 7

Table showing the percentage of trained teachers in 1964-1965.\*

Levels	Trained	Untrained	Total
Primary Schools	278	1300	21.38%
Middle Schools	65	536	12.12%
High Schools	30	237	12.65%
Total	373	2073	17.99%

"Despite the availability of some training institutions within the state, barely 30% of elementary school teachers had received (any) training in teaching and about 20% of the high school teacher in B.T.(Bachelor of Teaching Degree) till 1971."\*\*

In 1975 the State Government in collaboration with the North Eastern Hill University established Nagaland College of Education for the secondary school teachers in Kohima. The college offers Bachelor of Education degree affiliated to North Eastern Hill University Shillong.

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\* Aier Y. : An Inservice Teacher Training Programme aimed at improving the effectiveness of the school system in Nagaland. As a UNESCO Scholar Trainee 1965-66.

\*\* Shishak T : Higher Education for Nagaland. A proposal for curriculum organisation and co-ordination. Doctoral Thesis submitted at University New York at Buffalo, U.S.A. 1973.

The State Government of Nagaland independently ran the college from next year. The college offers Bachelor of Education degree affiliated to North Eastern Hill University Shillong. In 1977 the Undergraduate Teacher Training Course was introduced to the undergraduate teachers in the state under the same establishment for a duration of one year. The course of U.G.T.T. study is controlled by the State Board of Teacher Education (SBTE) including conducting of examinations and awarding of the certificates. In the same year the Jesuist Brothers opened another training institute at Phesama St.Paul's Institute for the same course. Table-8 (A & B) show the growth of teacher training institutes from 1961 to 1992.

Table - 8 (A)

GROWTH OF TEACHER TRAINING INSTITUTES (1962-1977) \*

Type Year	61- 62	62- 63	63- 64	64- 65	65- 66	66- 67	67- 68	68- 69	69- 70	70- 71	71- 72	72- 73	73- 74	74- 75	75- 76
B.Ed	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1
TTTI	1	1	2	3	3	3	3	3	3	3	3	3	3	3	3

Source : Directorate of Education & Higher & Technical Education Directorate, Nagaland, Kohima.

Table - 8 (B)

## GROWTH OF TEACHER TRAINING INSTITUTES (1962-1977) \*

Type Year	61 62	62- 63	63- 64	64- 65	65- 66	66- 67	67- 68	68- 69	69- 70	70- 71	71- 72	72- 73	73 74	74 75	75- 76
B.Ed.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1
JTTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

The trend of the growth of the teacher education institutions in the state has not come up to meet the growing needs of the state. Though the number of untrained teachers are going up in the state, sufficient number of training institutions have not been increased according to the needs.

Enrolment of the Teacher Trainees

All the government institutions for teacher education have been established mainly for the training of the government teachers in the state. Hence, the government deputed the government teachers to the training institutions according to the limited capacity year by year. However, there is reservation for the admission of private school teachers at the high school level. At present a reservation of 14.28% of the seats is provided to the private schools teachers.

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\* Source : Statistical Handbooks of Nagaland,  
Directorate of Economics & Statistics,  
Government of Nagaland, Kohima.

Table - 9 (A)

Tables below show the year-wise enrolment of the Teacher Training for 1961-1991.

Type Year	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77
B.Ed	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N.A	N.A
JTTI	34	35	65	80	102	114	218	300	300	285	300	251	264	254	280	311

Table - 9 (B)

Type Year	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
B.Ed.	113	106	121	112	112	94	90	86	107	91	93	93	102	104	*
JTTI	277	183	169	178	166	173	134	97	180	86	87	254	69	41	**

The number of teacher trainees has been going up except for the last 3 years in case of JTTI in the training institutions but the number of the training institutes in the state at different levels have not increased. The sudden decline in the enrolment at JTTI level was due to the change of recruitment policy of the state government by appointing matriculate for educationally backward areas and P.U.pass for others. The teachers who are matriculate and above do not go to JTTI for their training. They are deputed for UGTT course to Nagaland College of Education where the intake capacity is very limited.

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\* Source : Nagaland College of Education Kohima, 1992.

\*\* : Directorate of School Education, 1992.

There are still 3,000 primary teachers untrained in the state. The teacher at this level should be motivated to undergo the teachers training.

The intake capacity is limited in Nagaland College of Education to 70 for B.Ed. course and 40 for UGTT course. The facilities are not adequate so the enrolment in the B.Ed. College had not been increasing for more than one and a half decades, though the rate of untrained teacher is increasing.

4 : 5 EXISTING TEACHER EDUCATION INSTITUTIONS IN THE STATE.

The state has five teacher education institutions. Three junior teacher training institutes, one undergraduate teacher training institute and a secondary teacher training institute. There is an Hindi teacher training institution in Dimapur. Only one of the institutions is managed by the private, the rest are all run by the government.

(a) Elementary Teacher Education Institutes

The three JTTIs and one UGTT come under this level of teacher education. The three JTTIs are viz: (i) Chiechama JTTI Kohima district (ii) Yimyu JTTI Mokokchung district (iii) Tuensang JTTI Tuensang district (iv) St. Paul's Institute Phesama for Undergraduate Teacher Training Course sponsored by the Jesuist Brothers.

Both courses have one year course of duration. St. Paul Institute however extends to one and a half years, six month duration for the improvement of English and one year for UGTT. The Nagaland College of Education also offers UGTT course to the undergraduate government teachers with a limited capacity of forty seats. State Board of Teacher Education conducts the examination and awards the certificates annually.

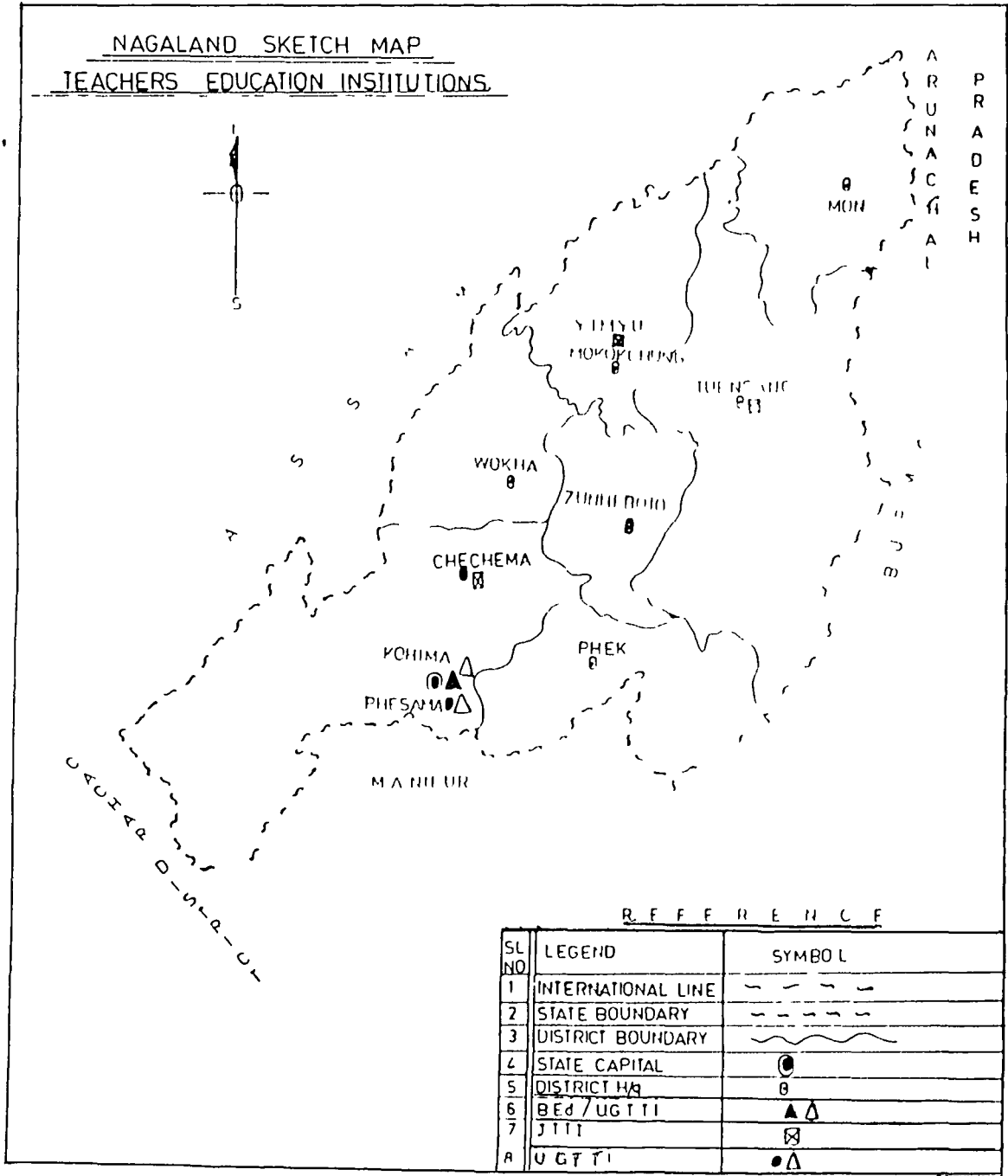
(b) Secondary Teacher Education Institution

Nagaland College of Education, Kohima is the lone college in the state for the secondary teacher education. This college was established in 1975 initially in collaboration with the North Eastern Hill University. The college is independently run by state government from the second year of opening with 70+40 (B.Ed. and UGTT) teacher trainees. The college is affiliated to NEHU for B.Ed. course and UGTT is conducted by the SBTE Nagaland. The duration of both the courses is only one year.

There is no pre-primary teacher education institutions. The teacher at this level along with the primary level are admitted to JTTI which do not stress on specific stage relevance. There is an urgent need to open a pre-primary teacher education institution in the state.

Graduate teachers, irrespective of the levels of their teaching are admitted to B.Ed. College also which do not stress sufficiently on the stage

NAGALAND SKETCH MAP  
TEACHERS EDUCATION INSTITUTIONS.



R E F F E R E N C E

SL NO	LEGEND	SYMBOL
1	INTERNATIONAL LINE	--- --
2	STATE BOUNDARY	- - - - -
3	DISTRICT BOUNDARY	~~~~~
4	STATE CAPITAL	●
5	DISTRICT HQ	⊙
6	BEd / UGTTI	▲ △
7	TEI	⊠
8	UGTTI	● ▲

relevance and specialization. There is a doubt if the teachers are receiving the relevant courses training or not.

Table - 10

Table No.10 shows the existing teacher education institutions in Nagaland.

Name of the Institutions	University Board.	Year of establishment	Intake capacity.	Course Duration	Courses offered
Nagaland College of Education.	NEHU Shillong Meghalaya	1975	70+40 B.Ed-80 UGTTI-40	1 Year	1.B.Ed. 2.UGTT.
JTTI Chiechama	State Board of Teacher Education	1954	200	do	J.T.T.I.
JTTI Yimyu Mokokchung	do	1962	150	do	J.T.T.I.
JTTI Tuensang	do	1964	80	do	J.T.T.I.
St.Paul's Institute Phesama	do	1977	50	1½ Year	U.G.T.T.

#### 4 : 6 QUALIFICATION OF TEACHER EDUCATORS

With regard to the qualification of the staff in the training institutions definite rules concerning the required basic qualifications are laid down.

It is found that about 93% are found having the minimum required qualifications. However, the qualifications required for the teaching special subjects are found to be very low. Only 10% is found to have additional teaching specialization.

Table - 11

The following table shows the number of qualified and unqualified teacher educators at different levels.\*

Name of the Institutions	Qualified		Unqualified		Total
	Male	Female	Male	Female	
Nagaland College of Education Kohima	5	6			11
JTTI Chiechama Kohima Dist.	2	X	2		4
JTTI Yimu Mokokchung District.	3	3			6
JTTI Tuensang, Tuensang District.	2	2			4
St. Paul's Institute Kohima Dist.	3	1			4

Teacher educators themselves need continuous orientation in managing educational organization in terms of managing finances, utilization of resources in techniques of teaching in terms of knowledge genera-

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\* Source : Directorate of School Education and Nagaland College of Education.

tion and knowledge dissemination. "If teacher educators are weak as community, they will produce weaker teachers and they further will produce weakest citizens. Therefore, serious consideration is needed and a programme of action be suggested for orientation for teacher education." \*

In view of the heavy backlog of untrained teachers in the state particularly at high school level the percentage of 71.44 and 70.97 at the middle level, more institutions should be established. Re-organisation of the existing institution is another alternative solution to this problem. The present secondary teacher education institution may be expanded so as to increase the intake capacity of the college. Accordingly the strength and the quality of the teacher educators should be enhanced.

In the recent years with the expansion of educational facilities candidates with educational qualification of HSLC pass and above are available for teaching at primary level. This has changed the recruitment policy. As regards minimum qualification for primary teacher, it is matriculate for educationally backward areas; in the remote areas and

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\* Desai D.B.: Teacher Education and National Policy on Education (PDA) Challenges and opportunities Teacher Education Vol.XXV No.50-51 January - June 1990  
Indian Association of Teacher Education.

for advanced areas the pre-university pass and above. As a result the existing JTTIs are becoming irrelevant and as such they are in the process of being wound up. At this juncture the new Education Policy has come up with the proposal of establishing one District Institute of Education and Training (DIET) in each district. As a result Chiechama JTTI has been upgraded to DIET in 1991 which is presently attached to SCERT Kohima, Nagaland. Gradually all the JTTIs will be upgraded to DIETs. DIETs have been created under National Policy of Education 1986. The objective of the institution is to achieve excellence in the field of education and to cater to the needs of other institutions which are directly and indirectly related to the field of education. The objective of DIET is to give both pre-service and in-service teachers training including extension services.

The selection of staff in the DIET will determine its effectiveness and achievement of its goals. Recruitment of staff in DIETs in other states has been made from the existing Education Department through a selection board where Commissioner Secretary is the Chairperson, experts from NCERT and SCERT as the members. "Only the person of higher repute with significant evidence of excellence in their respective

fields have been selected."\* The staffing of this unique institution has to be done with proper care otherwise the whole objective of DIET will be defeated because of its working staff.

#### 4 : 7 HINDI TEACHER TRAINING PROGRAMME

Considering the importance of Hindi as an official language of the nation, and as an implementation of three language formula an institution for the training of Hindi teachers, the Rashtrabhasha Hindi Training Institute is established in Dimapur. Trainees with a minimum qualification of Class-VIII pass are admitted here for a Diploma Course in Hindi for four years. The first three years course is conducted in Dimapur, then in the fourth year, the successful candidates are sent to Agra for the final year. The successful candidates are awarded a certificate equivalent to matriculate. The trainees are given a stipend of Rs.150 per month. Ninety percent of the successful students, so far, have been appointed as Hindi Teachers in the state under centrally sponsored scheme. The inservice programmes are conducted by the institute from time to time.

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\* Singh B.: District Institute of Education & Training  
(1991) "The progress of Education Vol.LXIV  
No.6 January Page-146.

The qualified personnel from outside the state as well as from the state are appointed by state government under the central scheme and are posted to different schools. This scheme covers the private schools also. So every private school is given a Hindi teacher from government and two Hindi teachers for larger school for the promotion of Hindi as the official language of the country. Hindi is taught on compulsory basis upto Class-VIII in the state of Nagaland.

Table - 12

The following table shows the enrolment of trainees in the Rashtrabhasha Hindi Training Institute Dimapur during last five years. \*

Year	Number Institute	Enrolments Boys	Enrolment Girls	Total
1987-88	1	39	17	56
1988-89	1	32	19	51
1989-90	1	32	25	57
1990-91	1	31	29	60
1991-92	1	46	34	80

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

#### 4 : 8 IN-SERVICE TRAINING OUTSIDE THE STATE

(i) The primary teachers from the state are sent outside the state for one year training course by the government on deputation, from 1986 ten teachers are sent every year to New Delhi for better primary teacher education.

(ii) Key personnel are sent to NCERT for orientation in different programmes in conformity with the national programme.

Besides, the Educational Technology Cell in the Directorate of Education gives training to the teachers for utilisation of educational technology in the school and script writing for the lessons through the mass media.

Educational guidance and counselling cell in the Directorate of School Education extends guidance and counselling services to the students as well as orientation to the teachers for counselling.

#### 4 : 9 PRE-SERVICE TEACHER EDUCATION

The term pre-service teacher education connotes the training given to a person who is aspiring to become a teacher. The pre-service teacher training in the state has not taken its proper shape as the appointment policy of the state government of Nagaland regarding the teacher

does not stress on the professional qualification of the candidate. In 1937 the state government for the first time organised a pre-service programme for the three months duration for the newly appointed primary teachers. The objective of the programme was for the orientation of the new entrants to teaching. The programme was conducted by SCERT.

A very small percentage of seats 7.14% in the B.Ed college is reserved for the pre-service candidates, which is normally filled by the trainees from the state and outside the state, through a very tough competition. One of the major factors for the high rate of untrained teacher in the state is the government policy of appointing without any professional diploma or degree. Fresh graduates are appointed in the schools and it ultimately becomes a liability for the government to give them due training.

The government needs to change the policy of appointing untrained teachers. More institutions should be opened for fresh graduates as well as the teachers in the service. To begin with a reasonable number of the seats in the existing institutions may be reserved for the local fresh candidates, which will be able to cater to the needs of the government to appoint qualified teachers and solve the problem of sending the teachers on deputation for training at the expense of the Government.

**4 : 10    IN-SERVICE TEACHER EDUCATION PROGRAMME**

Inservice programmes are organised for the teachers who are in the service to enhance their professional efficiency by keeping them abreast with the new methods and techniques of teaching and by orientating to addition of knowledge relating to the subjects. The whole programme of teacher education in the state is inservice in nature; as the appointment of the teachers in the state is done without any teaching diploma or degree. The long term programmes such as JTTI, UGTT and B.Ed which are pre-service in its approach as well as short term refresher courses are given on inservice to the teachers in the state. They are sent by the government on deputation for the long term course and two advance increments are given to the successful candidates. Teachers participating in the refresher courses are provided DA/TA by the government.

Due to prolonged insurgency in the state, the educational activities were hampered that the inservice teacher programmes were minimal even after the attainment of statehood in Nagaland. The Directorate of School Education in collaboration with the Inspector of Schools organised the programmes of inservice education at the district headquarters. In the early days of statehood

mainly two kinds of inservice activities were organised viz :- seminars for the high school teachers and camping for primary teachers. Camping for a duration of seven to eight days with various educational activities to orient the primary teachers were organised.

The state government organised these seminars and camps in collaboration with the National Institute of Education and NCERT. Over and above, subjects teaching seminars on English, Maths and Science were also organised. The following Table will show the number of inservice programmes organised in the first ten years of statehood.

Table - 13

The following table shows the number of inservice programmes conducted in the state during 1963-1974.\*

Year	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	1973-1974
Seminars for High School Teachers	5		5	9		3	3	3	3	3
Training Camp for Primary Teachers	5		9			2	6	8	5	5

\* Source : Directorate of School Education,  
(1990) Nagaland, Kohima.

Since the establishment of College of Education the inservice programmes in the state were also organised under the establishment of Nagaland College of Education.

The State Educational Research and Training was set up during the year 1979 by upgrading the erstwhile State Institute of Education to take up all academic programmes for qualitative improvement of school education from pre-primary to higher secondary stages. The Principal Nagaland College of Education was nominated as the Ex-officio Director of SCERT. However the administrative and financial matters were with the Director of Education.

The table below shows the number of inservice programmes conducted during 1976-1983.

Table - 14

The following Table shows the number of inservice programmes organised during 1976 to 1983.

Year	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Primary & Middle level Teachers	3		3			4	18
High School level Teachers	4	4	3	10	3	4	6
Teacher Educators	1	1	X	1	X	X	X
Headmaster DIS/SIS.		2	X	X	X	X	X

\* Source : Nagaland College of Education Kohima 1991.

In 1983 on the advice of the Government of India SCERT was headed by the Secretary of Education as the Ex-Officio Director as it was a parallel academic wing to Directorate of Education and thus it was moved out from Nagaland College of Education.

"In 1988 Nagaland SCERT became a full-fledged SCERT. As the academic wing of the Department of Education; the SCERT deals with the academic aspect of different levels of pre-primary, primary, elementary, secondary, higher secondary as well as non-formal education." \*

The main functions of the SCERT are :-

- (i) To act as an agent of change in school education in general and in teachers education in particular
- (ii) To arrange for the in-service training and orientation of supervisory/inspecting officers dealing with pre-school, elementary, secondary and higher secondary education.
- (iii) To arrange for the in-service training of teacher educators working in the teacher training institutions and for the teachers working at all the stages of education from pre-school to higher secondary.

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\* Government of Nagaland (1988) : State Council of Educational Research and Training Annual Report Page-2.

- (iv) To organise programmes including correspondence-cum-contact teacher educators and supervisory/inspecting officers.
- (v) To provide extension service to teacher training institutes, at all levels of education and co-ordinate the work of these centres.
- (vi) To provide curricular, instructional materials, text books and others for use in educational institutions by teachers from pre-school of higher secondary.
- (vii) To prescribe curricular and text books for schools and teacher training institutes.
- (viii) To produce instructional materials for use by teacher educators at the secondary and higher secondary education.
- (ix) To function as a controlling authority essentially in connection with the academic aspects of elementary teacher education and in connection with its administrative aspects also. To conduct studies and investigations on the various problems of education in general and in the training of teacher.

- (x) To co-ordinate programmes of different subjects,  
(xi) and to undertake specific projects upto higher secondary stages of education as may be entrusted to it by the government from time to time."\*

The Nagaland SCERT has the following cells :-

- (1) English
- (2) Mathematics
- (3) Primary Education
- (4) Social Sciences
- (5) Vocational guidance & Counselling
- (6) Population Education
- (7) Information Unit
- (8) Science
- (9) Early Childhood Education Cell
- (10) Evaluation Cell
- (11) Extension Service
- (12) Administrative Unit.

The National Policy on Education 1986, in 'making the system work' envisaged a new management structure for education and also stressed the need for decentralised educational planning. The SCERT is made as the state level agency to provide training facilities for the officials at different levels in decentralised educational planning. As it is not possible to set up State Institute

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\* IBID

of Educational Planning and Administration at the moment, the responsibility for training at the state level in educational planning and administration rest with the SCERT.

Consequently the training on educational and planning covers the Inspectors of Schools, Deputy Inspector of Schools, headmasters and lecturers of training institutes.

The Table below shows the inservice programme conducted by SCERT during last 9 years.

The following Table shows the number of inservice programmes organised by the SCERT during 1983-1991.\*

Table - 15

Level	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
Pre-Primary					4	4	6	6	4
Primary		6	4	16	9	23	21	14	9
Secondary		1	4	5	7	12	9	4	15
Teacher Educators			1		2				
Headmaster					1				
Inspector Dy. Insp.					1				

\*Source : State Council of Education Research & Training (1992) Kohima, Nagaland.

It is observed that the number of inservice programmes organised is inadequate considering the number of teachers in the state and the changes that are taking place in the school curriculum.

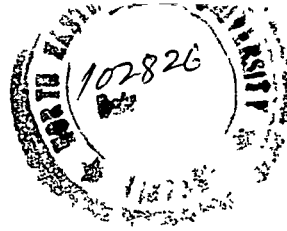
The programmes are mostly conducted in the state headquarters. Therefore, the participation is not up to the mark. In a study of 75 training programmes conducted for a total of 1052 teachers only 67.58% participated. There is no proper accommodation for the participants both at the state headquarters and at the district levels. So in the absence of required infrastructure the programmes cannot be conducted for targeted population successfully.

In this regard the programmes conducted in the whole country is inadequate. "Fifth All India Survey by National Council of Educational Research and Training found that only 7% of teachers in the upper primary schools had undergone some form of inservice programme." \*

Organisation of inservice involves the need of resource personnel, financial expenditure and time suitability of the participants as well as the resource

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\* UNI : Poor Educational System (UNI Features)  
'Nagaland Post' Wednesday Sept.23, 1992  
Dimapur, Nagaland.



personnel. It is not easy for effective organisation of the many programmes at all levels, school based in-service education of teacher should be encouraged. "In the face of these challenges the existing inservice programmes launched by the central and state agencies, on their own may prove utterly inadequate and as such supplementary and additional programmes of inservice teachers have become absolutely essential. Some strong grass root measures seem to be the only strategy. School -Based Inservice perhaps provide the best and the most economic answer." \*

There is a great need of organising more inservice programmes at different levels. For meaningful participation the administrative support is important. "This requires nucleus staff in every district education office so that there is proper deputation and monitoring of inservice education programmes. It will be desirable that a cell is established to co-ordinate the activity of inservice education institution and the administrative staff. This cell will have the function of sponsoring systematically teachers for inservice programmes and maintain upto date base and inservice training profile of every teacher. It will also see that the deputed teachers do not abstain from under-going inservice

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\* Mathur V.S.: School Based In-service Education of Teachers. Teacher Today Vol.29:3 January - March 1989 Page - 21.  
Directorate of Primary and Secondary Education Rajasthan

programme for which they are sponsored."\*

4 : 11 PROGRAMME OF MASS ORIENTATION OF SCHOOL TEACHERS.

The Programmes of Mass Orientation of School Teachers was launched as an implementation of the New Policy of Education 1986. "This programme targeted to cover 5,00,000 teachers by 1989. The main objectives of the programme is to develop a general awareness among the teachers regarding the National Policy of Education 1986, the major thrust and the role of teachers."\*\* Accordingly Nagaland state conducted PMOST under the leadership of SCERT. "It targeted to train 7301 teachers from all the levels in the state. The programme was conducted for four years and trained 4932 teachers only."\*\*\*

4 : 12 THE PRESENT POSITION OF TEACHER, SCHOOLS AND STUDENTS IN THE STATE

The position of teachers and institutions in 1991 are as such, the total number of schools are 1835 out of which 1558 are government and 277 are private.

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\* Chilana M.R.: In-service Education of Secondary School Teachers. The progress of Education Vol.LXV No.6 Page-140. Pune Vidyarthi Griha Prakashan Pune 411030.

\*\* Op.cit Page-4\* Page- 86-87.

\*\*\* Source : State Council of Educational Research and Training, Kohima, Nagaland.

The over all enrolment of students is 300212 out of this 145898 are in the government schools and 154314 are in the private schools. The enrolment is higher in the private schools, though the percentage of private schools is only 15.09% in the State.

The total number of teachers in the state is 13742 out of which 10247 are government teachers and 3495 are private school teachers. The total trained teachers in the state is 5200, out of which the government school teachers are 4634 and the private schools teachers are only 566. The total untrained teachers are still 8542 out of which 5613 belong to the government schools and 2929 to the private schools.

Table - 16 (A)

The following Table will show the position of schools, students, trained and untrained teachers in Nagaland in 1991.

Particulars	Government	Private	Total
Schools	1558	277	1835
Enrolment	145898	154314	300212
Teachers	10247	3495	13742
Trained Teachers	4634	566	5200
Untrained Teachers	5613	2929	8542

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

Table - 16 (B)

The following Table will show the percentage of trained teachers and teacher-pupil ratio in India and in Nagaland.\*

Level	*In India 1986		** In Nagaland 1986		** Nagaland 1991	
	Trained Teachers	Teacher-Pupil Ratio	Trained Teachers	Teacher-Pupil Ratio	Trained Teachers	Teacher-Pupil Ratio
Lower Primary	86:66	1:44	44:47	1:20	48:14	1:31
Middle Level or UP	87:33	1:29	36:22	1:15	29:03	1:30
High School	90:23	1:21	35:98	1:08	28:56	1:29

The figures in Table-16 A & B indicate that the state of Nagaland is lagging far behind other states in the country with respect to teacher education. The Fifth All India Educational Survey revealed that Nagaland has been the lowest rate of trained teachers in the country.

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\* Source : Fifth All India Educational Survey selected Selected Statistics as on September 1986 NCERT.

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

The picture in 1991 is not better than that of 1986, instead it has declined. Teacher education, infact, is the weakest in the state.

4 : 13 THE GROWTH TREND OF TRAINED TEACHERS IN THE STATE.

(i) OVER ALL TREND

The over all growth trend of the trained teachers in the state had not been significant within last 27 years; that is from 1965 to 1992 (records from 1966-1975 were not available). Although there was rapid rise in terms of schools, enrolment and number of teachers, the growth of the trained teachers in the state has been very unsatisfactory.

The picture is very grim as the large bulk (62.16%) of teachers in the state is still untrained. Out of the total 13742 teachers in the whole state in 1991 only 5200 were trained which is a very sad commentary.

The following Table shows the over all growth trend of trained teachers in the state in percentage during last 27 years i.e. from 1965 to 1992.

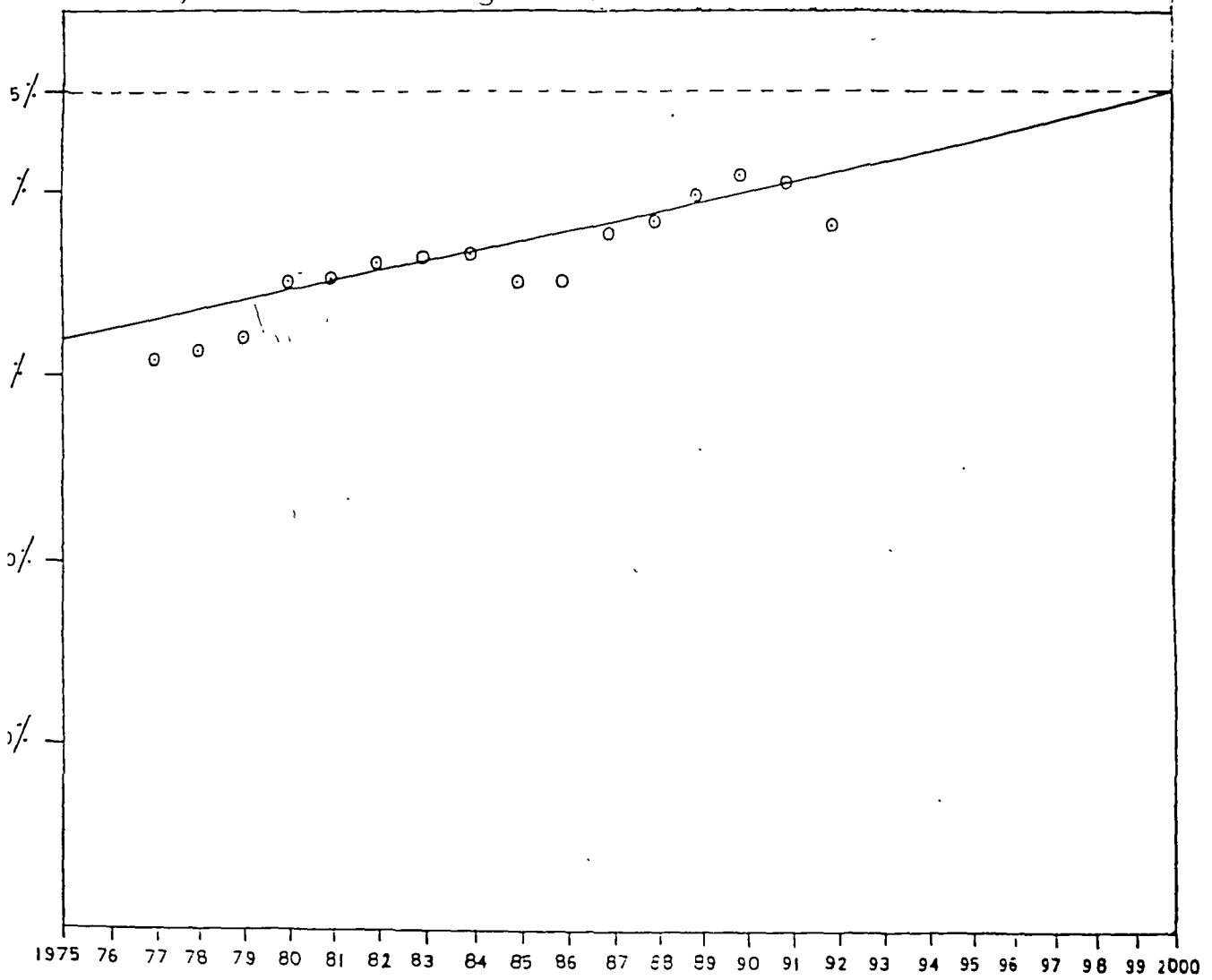
Table - 17

Table showing the over all growth trend of trained teachers in percentage from 1965-1992 in Nagaland.\*

Year	Male	Female	Total
1964-65			18%
1976-77	32.66	23.75	30.72
1977-78	32.81	26.74	31.37
1978-79	33.34	27.28	31.87
1979-80	36.04	33.45	35.10
1980-81	36.04	32.28	35.06
1981-82	38.44	28.90	35.98
1982-83	38.66	28.81	36.18
1983-84	39.11	28.22	36.33
1984-85	35.68	33.45	35.10
1985-86	36.04	32.27	35.06
1986-87	39.00	34.25	37.75
1987-88	40.20	35.31	38.59
1988-89	41.43	35.37	39.84
1989-90	42.19	37.59	40.96
1990-91	41.67	37.18	40.45
1991-92	38.73	35.43	37.84

\* Source : Directorate of School Education 1992.

Graph No.1 : Projection of the trained teachers by 2000 A.D. in Nagaland.



The growth had been very low throughout the period. In 1965 the percentage of trained teachers was 18% which raised to 30.72% in 1977 it further increased to 35.98% within five years in 1982. The growth during this period was substantial. The growth in the preceeding years was very marginal, it increased to 37.75% in 1987. The growth in the next phase was minimal that it reached only 37.84% in 1992. The slow growth is mainly due to the increase in the number of schools and the appointment of untrained teachers.

The Graph No.I in page-107 shows the projection of the growth trend of trained teachers by 2000 A.D. Under the present available facilities for teacher education, the expected growth rate of the trained teachers in the state will be 45% only by 2000 A.D. The over all rate of trained teachers in India in 1986 was 88.19%. The statistics show a very grave situation. The state of Nagaland is lagging far behind the main stream. The state with the lowest rate of trained teachers was Nagaland with 38.84% in 1991-92.

More institutions are required to open to cater to the need of the state. Provision for undergoing training for the serving teachers as well as pre-service need to increase.

(ii) HIGH SCHOOL LEVEL

The growth trend of trained teachers at high school level is very unsatisfactory. During last 27 years that is from 1965-92 the growth had been very poor. The backlog of untrained teachers at this level is maximum compared to those other two levels. The percentage of trained teachers is much below the average level.

The rate of trained teachers was 12.65 in 1964-65 at high school level which increased to 24.30% in 1977. The growth had been quite significant within the next twelve years. The reason for the considerable growth was due to the establishment of Nagaland College of Education Kohima for high school teacher education in 1975. The initial capacity was only twenty which was increased to full capacity of seventy in the following years. The growth rate was maintained during next five years which raised to 31.59%. Unfortunately the rate declined during the next five years to 27.87% in 1987. The next five years show a marginal increase of less than one percent in 1992 to 28.56%. The reasons for decline and marginal growth are due to nonincrease in intake capacity and growth of number of untrained teachers, by the unqualified appointment. The table in the next page shows the growth trend of trained teachers at high school level during 1965 to 1992 in Nagaland.

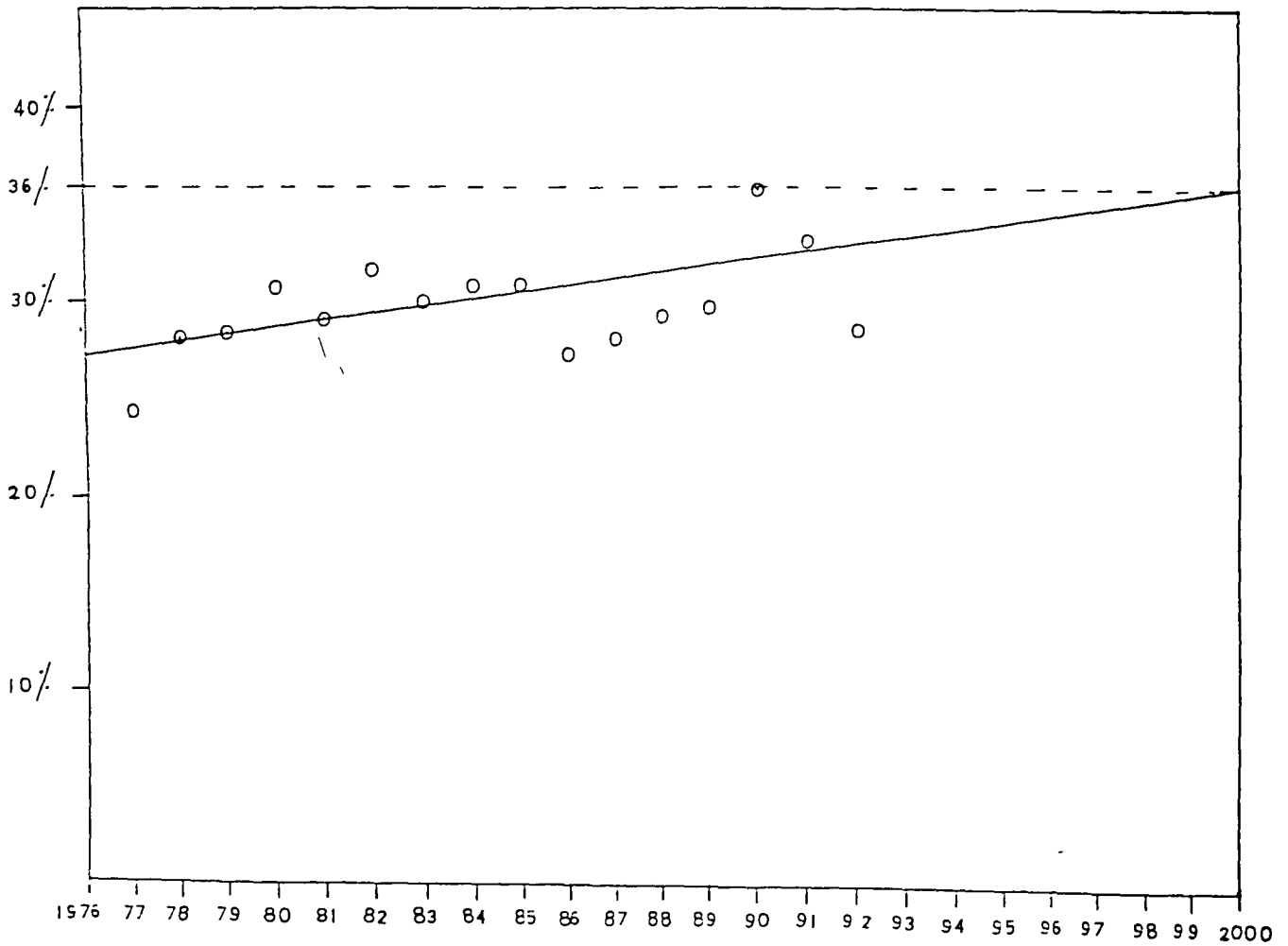
Table - 18

Table showing the growth trend of trained teachers at high school level in Nagaland during 1965-1992.

Year	Male	Female	Total
1964-65			12.65
1976-77	25.00	22.50	24.30
1977-78	29.22	24.94	28.00
1978-79	28.61	27.07	28.19
1979-80	33.31	24.60	30.68
1980-81	31.38	22.58	28.83
1981-82	33.95	25.78	31.59
1982-83	30.66	27.31	29.73
1983-84	33.33	24.60	30.70
1984-85	33.31	24.60	30.68
1985-86	30.63	19.84	27.27
1986-87	31.10	20.74	27.87
1987-88	32.90	21.11	29.26
1988-89	33.24	20.90	29.40
1989-90	37.80	31.36	35.72
1990-91	34.59	29.15	32.84
1991-92	29.58	26.29	28.56

\* Source : Directorate of School Education 1992.

Graph No.2 : Projection of the trained teachers  
at high school level by 2000 A.D.in Nagaland.



that the present rate of trained teachers is extremely low. Out of 3666 high school teachers only 1047 teachers are trained. The over all percentage of trained teachers at this level is 28.56% with 29.58% male teachers and 26.29% female teachers. There is a marginal difference in the percentage of the male and female trained teachers.

The graph in the page-111 shows the projection of the trend of trained teachers at high school level by 2000 A.D.

The projected growth trend of trained teachers at high school level during next 8 years is estimated to be 36% only. This rate is far below the national rate of trained teachers in 1986 which was 90.23% at high school level. This percentage of trained teachers (36%) by the beginning of the 21st century will be inadequate to prepare the younger generation to enter the century. Therefore, new strategy will have to be adopted for increasing the rate of trained teachers in order to meet the challenges of the next century. More training colleges need to be established to clear the backlog of untrained teachers at this level.

(iii) MIDDLE SCHOOL LEVEL

The trend of growth of the trained teachers in the middle school level is not different from that of high school level. The trend has been in a positive direction showing slight increase from time to time. However, the rate of trained teachers at this level is far below satisfaction.

The record of 1965 shows a rate of 12.12% which had a substantial increase to 23.78% in a period of twelve years in 1977. The growth during this period was due to opening of three JTTIs which functioned in full-swing since 1964.

The trend continued to maintain a positive direction increasing from 23.87% in 1977 to 25.05% in 1982. It further increased to 29.31% in 1987. During the next five years the trend shows a marginal decline. This decline was due to appointment of more untrained teachers. As high as 70.97% at this level are untrained which is very alarming. Out of the total of 3651 teachers only 1060 are trained at this level.

The following Table shows that the growth trend of trained teachers in percentage at the middle school level during last 27 years in Nagaland.

Table - 19

Table showing the growth trend of trained teachers at Middle School level in percentage 1965-1992.\*

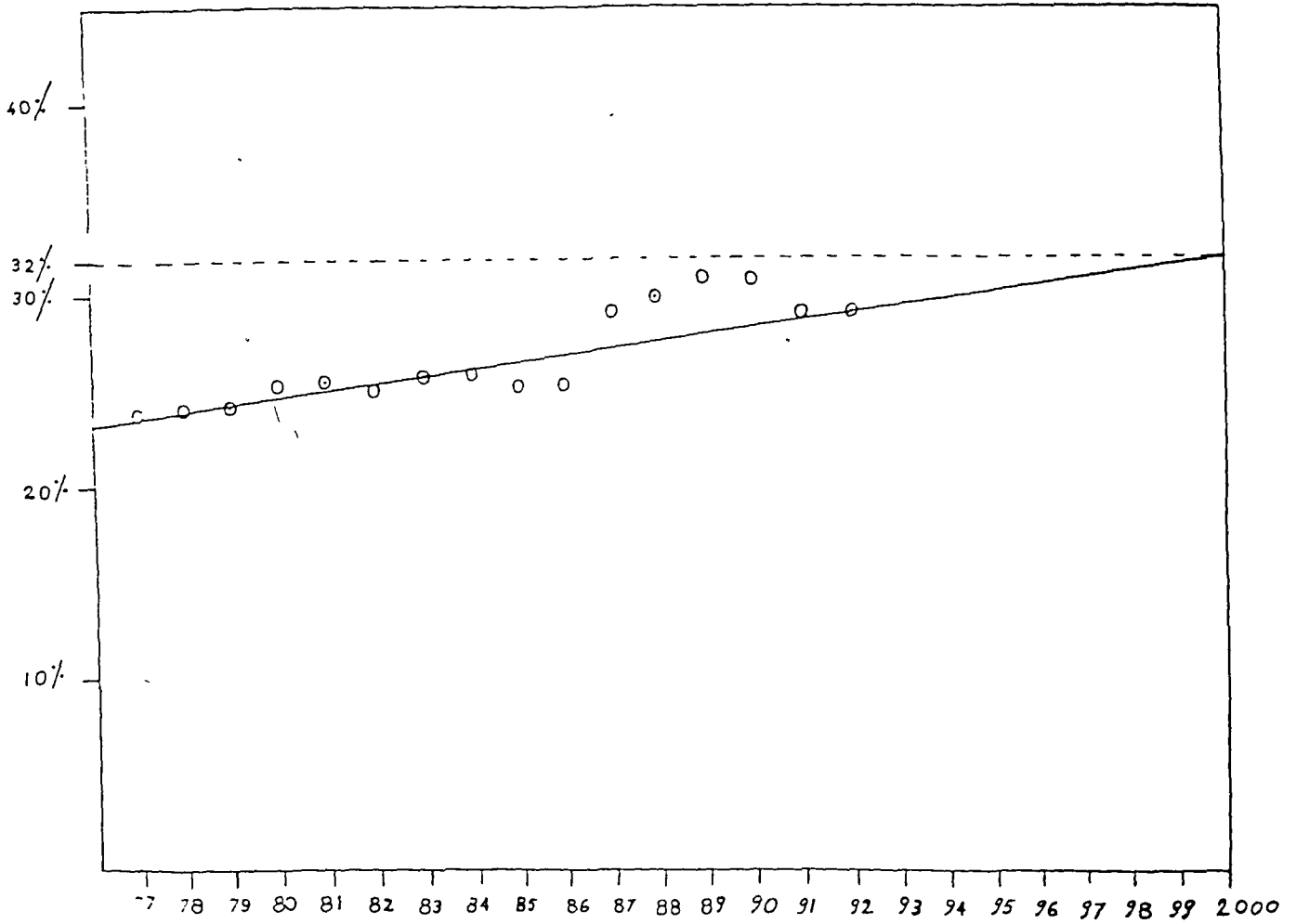
Year	Male	Female	Total
1964-65			12.12%
1976-77	25.55	12.95	23.78
1977-78	24.62	20.61	24.01
1978-79	24.20	22.33	23.90
1979-80	26.37	20.74	25.23
1980-81	26.74	20.69	25.50
1981-82	26.34	20.27	25.05
1982-83	27.22	20.77	25.88
1983-84	26.22	20.77	25.88
1984-85	26.37	20.74	25.23
1985-86	26.74	20.69	25.50
1986-87	26.86	23.50	29.31
1987-88	31.61	23.95	30.00
1988-89	32.57	24.82	30.94
1989-90	32.59	24.74	30.94
1990-91	29.96	26.93	29.38
1991-92	29.61	26.76	29.03

\* Source : Directorate of School Education 1992.

The reason for the low rate of trained teachers at the middle schools level is due to lack of stage relevant institution for teacher education. The JTTIs are meant for the undermatric teachers and B.Ed college is for the graduates. The UGTT course is offered in only one institution for the government teachers, that is in Nagaland College of Education Kohima which has limited seats. Besides, Nagaland College of Education has limited facilities in terms of classrooms, workshop, rooms for practical works, schools for practice teaching and shortage of teacher educators. The UGTT course under Nagaland College of Education Kohima is conducted under many constraints.

Considering the important role played by the teachers at the elementary level the UGTT course needs a longer duration of training programme of a minimum two years. The UGTT course needs re-organisation, in all respects.

Graph No.3 : Projection of the trained teachers at middle school level by 2000 A.D. in Nagaland.



The graph No.3 on page-116 projects the growth trend of the trained teachers by 2000 A.D. at middle school level.

The projected rate of the trained teachers at the middle school level in the graph by 2000 A.D. will be only 32% against the All India rate of 87.33% in 1986. The present rate is only 29.03% in 1992, which is extremely low in view of its importance and investment. The rate of trained teachers is not going to have a satisfactory improvement unless some new and effective approach to teacher education is designed. The upgraded JTTIs under DIETs are expected to cater to the needs of the training facilities for the undergraduate teachers both long term and short term inservice programmes. The course for the undergraduate teacher should be organised in line with the NCTE elementary teacher education for a duration of two years. Only one JTTI has been upgraded to DIET. The functioning of new institution for teacher education should not be delayed at the cost of education and development.

(iv) PRIMARY LEVEL

The growth trend of the trained teachers at this level is better than the other two levels. The reason for the better growth was due to the early establishment of JTTIs in the state. However the rate is still below the level of satisfaction. As high as 51.86% of the primary teachers are still untrained. Out of 6425 primary teachers only 3093 are trained. The rate of trained teachers at this level is 48.14% with 49.28% male and 45.13% female trained teachers. Reasons for the slow growth of trained teachers at this level are (i) inadequate number of primary teacher training institution and (ii) the appointment of untrained teachers (iii) financial constraint on the part of the government to appoint substitute for all the teachers during their training period.

The table in the next page will show the growth trend of trained teachers at the primary level in the state within last twenty seven years.

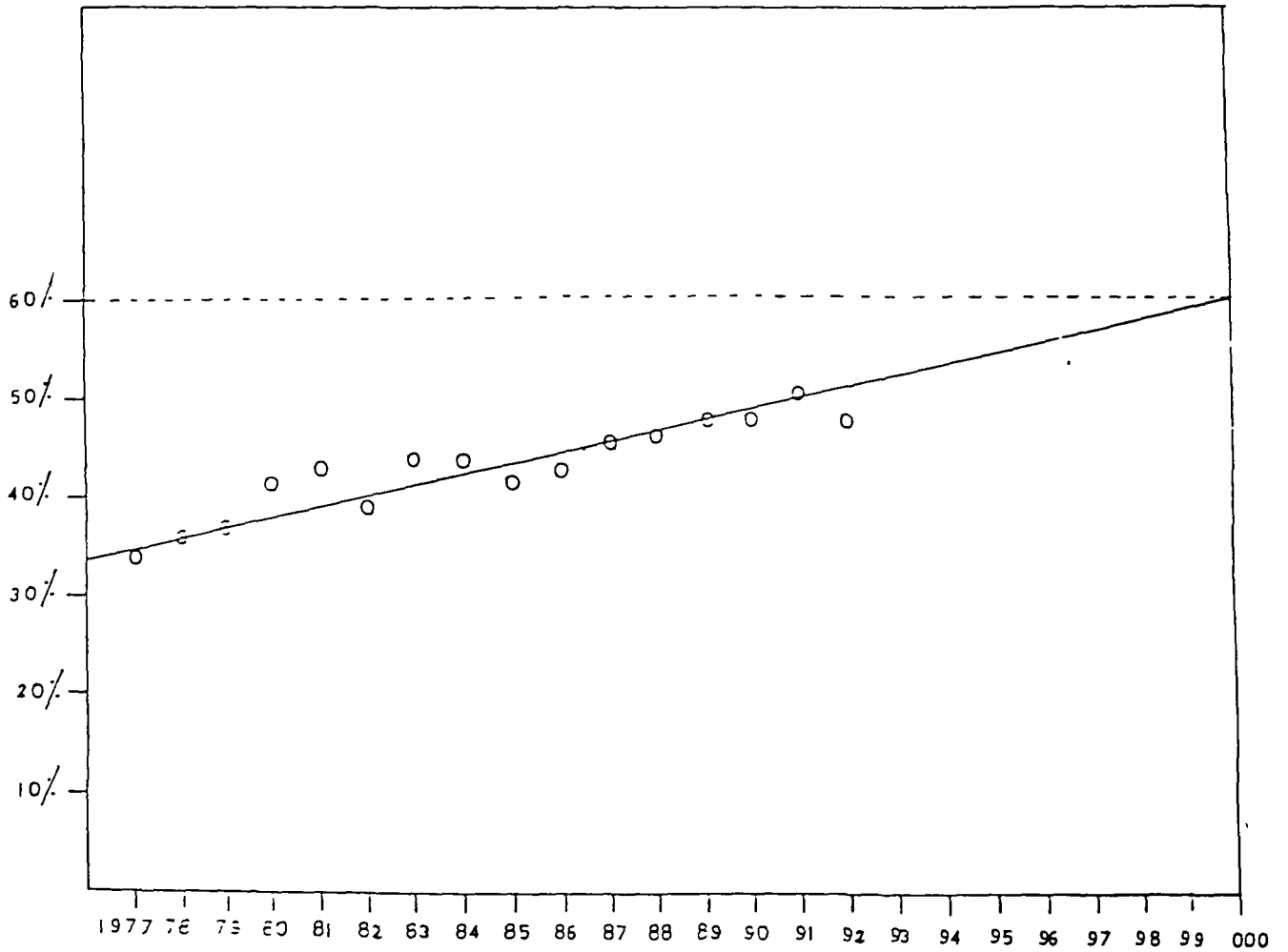
Table - 20

Table showing the growth trend of trained teachers in percentage at Primary level 1976-1992.\*

Year	Male	Female	Total
1964-65			21.38
1976-77	36.19	26.38	33.74
1977-78	38.45	28.94	35.90
1978-79	39.92	28.91	36.87
1979-80	41.48	41.17	41.40
1980-81	43.19	42.09	42.82
1981-82	46.46	33.40	39.06
1982-83	47.92	32.72	43.89
1983-84	47.91	32.72	43.89
1984-85	41.48	41.17	41.40
1985-86	43.08	42.09	42.82
1986-87	46.18	44.27	45.67
1987-88	46.64	45.90	46.44
1988-89	49.14	45.85	48.25
1989-90	49.14	45.85	48.25
1990-91	52.28	46.80	50.79
1991-92	49.25	45.13	48.14

\*Source : Directorate of School Education 1992.

Graph No.4 : Projection of the trained teachers  
at primary level by 2000 A.D. in Nagaland.



The growth trend had been in a positive direction. In 1965 it was 21.38% which raised to 33.74% in twelve years in 1977. It further increased to 45.67% in 1987. There was no significant progress during next five years that it reached only 48.14% in 1992.

Many of the teachers at this level are matriculate and above, lack of facility for undergoing teacher training is the main reason for the heavy backlog of untrained teachers. There is urgent need to open more UGTT institutions where the teachers at this level can go for training. The upgraded JTTIs can organise programme for two year UGTT course in line with the two years elementary course of the national curriculum for teacher education.

The graph No.4 on page-120 shows the projection of the growth trend of trained teachers by 2000 A.D. At the present rate the growth rate of the trained teachers at primary level within next eight years is going to be 60% only. The expected level of achievements by 2000 A.D. is far below the required rate. The national rate was 86.66% in 1986. The position of the state is far behind the other states. The proposed programme of pre-primary and primary teacher education need to be implemented in urgency. The quality

of education depends upon the quality of teachers, if all the teachers are not trained, the quality of education will definitely suffer. As per the projection of the graph as high as 40% will still be untrained by 2000 A.D. at the present rate of growth.

Apart from the regular short term and long term courses, which the government is providing at present, some kind of correspondence course for those who cannot go for the training should be organised otherwise the untrained teachers will become a heavy burden in the whole system. A short term course of study relevant to their situation may be taken care of by the DIETs or State Institute of Advance Study in Education may organise for the ones who do not have any scope to attend formal institutions. New courses and institutions for teacher education should start without any further delay.

#### 4 : 14 TREND OF UNTRAINED TEACHERS IN THE STATE

##### (i) Over all trend of untrained teacher in the State/.

The trend of untrained teachers in the state is very gloomy. There has not been significant decline during last twenty seven years.

The over all rate of untrained teachers is as high as 62.16%. The following table shows the trend of untrained teachers in the state in general during last twenty seven years.

Table - 21

Trend of over all Untrained  
Teachers in the State 1965-1992.\*

Year	Male	Female	Total
1964-65			82%
1976-77	49.53	73.52	69.85
1977-78	67.19	73.26	68.63
1978-79	66.72	72.72	68.24
1979-80	64.32	66.55	64.90
1980-81	63.96	67.72	64.94
1981-82	61.56	71.10	64.02
1982-83	61.34	71.19	63.82
1983-84	60.89	71.81	63.67
1984-85	64.32	66.55	64.90
1985-86	63.96	67.72	64.94
1986-87	61.00	65.75	62.25
1987-88	60.92	64.70	61.41
1988-89	58.57	64.63	60.16
1989-90	57.81	58.97	59.84
1990-91	58.33	62.82	59.55
1991-92	61.27	64.57	62.16

\*Source : Directorate of School Education 1992.

The reasons for the failure to bring down the high incident of untrained teachers is mainly due to the absence of adequate infrastructure for the teacher training programme and state government policy of appointing untrained teachers.

(ii) Trend of untrained teacher at high school level .

The decline of untrained teacher at high school level during last 27 years had been very insignificant. The bulk of untrained teachers at this level remains unaffected. In 1965 the rate of untrained teachers at high school level was 87.35% which had come down to 71.44% within 27 years.

The main reasons for slow growth of teacher education is due to the lack of adequate facilities. There is only one training college for the teachers at this level. Though the number of untrained teachers increased, the capacity of the college remained the same due to the limited facilities in the establishment. Another prominent reason is the government's policy of appointment.

The table in the next page will show the trend of untrained teachers at the high school levels during last 27 years.

Table - 22

Trend of Untrained teachers at  
High School level 1965-1992.\*

Year	Male	Female	Total
1964-65			87.35
1976-77	75.00	77.50	75.70
1977-78	70.97	75.06	72.00
1978-79	71.39	72.93	71.81
1979-80	66.69	75.40	69.32
1980-81	66.69	75.40	72.90
1981-82	71.06	77.42	68.41
1982-83	66.05	74.21	70.27
1983-84	66.67	75.40	69.30
1984-85	66.69	75.40	69.32
1985-86	69.37	80.00	72.73
1986-87	68.90	79.26	72.13
1987-88	67.10	79.89	70.74
1988-89	66.76	79.10	70.60
1989-90	62.70	68.64	64.28
1990-91	62.20	70.85	67.16
1991-92	70.42	73.71	71.44

\*Source : Directorate of School Education 1992.

(iii) Trend of untrained teachers at Middle School level/.

The trend of untrained teachers at this level is in no way different from high school level, within last 27 years it could come down only 16.91% i.e. from 87.88% in 1965 to 70.97% in 1992. The reasons for the failure to bring down are same with that of the high school level. Though the number of teachers at this level was increasing, the training facilities were not increased.

There is only one institution with a limited capacity of 40 seats for the teachers at this level for the whole state. Moreover the teachers at this level are not motivated to study. The capacity of 40 is never full in Nagaland College of Education, Kohima. The response of the teachers at this level for professional education is not encouraging. Therefore, separate institutions with proper infrastructure should be organised for the middle school teacher education. Upgradation of JTTIs into DIETs with new qualified teaching staff is very essential. The in-service programme for this level by the DIET will contribute in motivating them for regular courses of study. This stage has been a weak link in the teacher education system in the state. The table in the next page will show the trend of untrained teachers at middle school level in the state during the last twenty seven years.

Table - 23

Trend of Untrained Teachers at  
Middle School level 1965-1992.\*

Year	Male	Female	Total
1964-65			87.88
1976-77	74.17	87.05	76.18
1977-78	75.38	79.37	75.99
1978-79	75.80	76.67	76.10
1979-80	73.63	79.26	74.77
1980-81	73.26	79.31	74.50
1981-82	73.66	79.73	74.95
1982-83	72.78	79.23	74.12
1983-84	72.78	79.23	74.12
1984-85	73.63	79.26	74.77
1985-86	73.26	79.31	74.50
1986-87	69.14	76.50	70.72
1987-88	68.38	76.05	70.00
1988-89	67.43	75.18	69.06
1989-90	67.41	75.26	78.97
1990-91	70.04	73.07	70.76
1991-92	70.39	73.04	70.97

\*Source : Directorate of School Education 1992.

(iv) Trend of Untrained Teachers at Primary Level

The rate of untrained teachers at this level had been slightly declined within the last 27 years. Although it is far from satisfaction yet it came down to 35.49% only i.e. 87.35% in 1965 to 51.86% in 1992.

The reason for the little improvement is due to the functioning of three JTTIs in the state for more than 30 years in the state. However, the larger (51.86%) bulk of the teachers at this level needs to be trained. The "catering" institutions i.e. JTTI's are meant for undermatric teachers, whereas due to advancement in education many of the primary teachers are matriculate and above. Infact, a large number of them are graduate teachers. In view of the different levels of qualification among the primary teachers, proper monitoring of the teachers for the teacher training programmes both inservice and pre-service nature is needed. The JTTI's course may be wound up and introduce pre-primary teacher education for one year and elementary teacher education programme for a duration of two years. For the effectiveness of the training, the physical facilities and academic staff appointment should be done in proper manner keeping the objectives in view. Table - 24 in the next page will show the trend of untrained teachers at the primary level in the state.

Table - 24

Trend of Untrained Teachers at  
Primary School level 1965-1992.\*

Year	Male	Female	Total
1964-65			87.35
1976-77	60.95	73.14	66.49
1977-78	61.55	71.06	64.64
1978-79	60.08	71.46	63.11
1979-80	58.52	58.83	58.60
1980-81	56.92	57.91	57.18
1981-82	53.92	66.60	57.00
1982-83	51.97	67.28	56.11
1983-84	52.03	52.03	56.11
1984-85	58.52	58.72	58.60
1985-86	56.92	57.91	57.18
1986-87	53.92	55.73	54.41
1987-88	53.36	55.81	53.56
1988-89	50.86	54.15	51.75
1989-90	50.86	54.15	51.75
1990-91	47.72	53.03	48.69
1991-92	50.72	54.87	51.86

\*Source : Directorate of School Education 1992.

4 : 15 DISTRICT WISE PERCENTAGE OF TRAINED TEACHERS  
IN GOVERNMENT AND PRIVATE SCHOOLS/.

The rate of trained teachers district-wise in government and private institutions reveals a very thought provoking picture. The disparity between the two is extremely wide.

The over all rate of trained teachers in government schools is 35.99% whereas it is only 9.38% in private schools.

District-wise government school position is the highest in Mokokchung district with 49.73% and lowest of 31.06% in Mon district. The rate of trained teachers in private schools is very discouraging; the over all rate in the state is only 9.38% with 14.60% in Kohima, as the highest and 1.66% the lowest in Mon district.

The above picture shows a wide disparity between the government school teachers and the private school teachers position. The low rate of trained teachers in private school is due to the lack of facilities. The little achievement is also due to the personal efforts of the private school teachers only.

The table in the next page will show the position of district-wise trained teachers in percentage both in government and private schools in 1991.

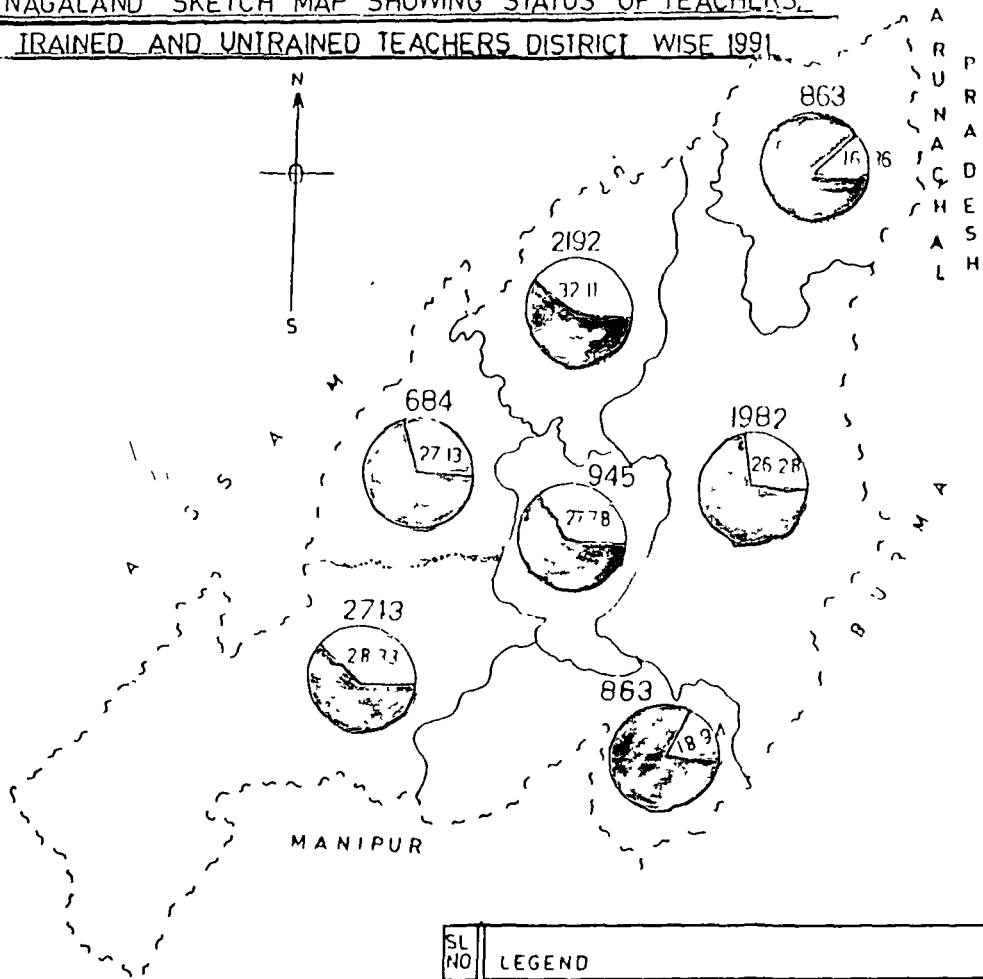
Table - 25




Position of District-wise Trained Teachers in percentage  
in Government and Private Schools as in 1991.\*

Levels	Kohima		Mokokchung		Tuensang		Zunheboto		Phek		Wokha		Mon		India
	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvts.	Govt.	Pvts.	Govt.	Gvt.	Govt.	Pvt.	By 1986
High Schools	39.5	18.6	52.8	12.9	40.2	19.3	47	22.3	44.2	10.4	42	112	48.5	9	90.23
Middle Schools	42.7	25.2	33.5	30.6	42.7	5.2	27	10	8.5	8.6	35.7	17.5	10.7		87.33
Primary Schools	44	X	62.9	X	50.3	X	60.4		42		55.6		33.6	X	86.66
Total District-wise.	42.6	14.60	49.73	14.50	44.40	8.16	44.80	10.76	31.56	6.33	44.43	9.83	31.06	1.66	88.07

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

NAGALAND SKETCH MAP SHOWING STATUS OF TEACHERS.  
TRAINED AND UNTRAINED TEACHERS DISTRICT WISE 1991



SL NO	LEGEND
1	PERCENTAGE OF TRAINED TEACHERS 
2	PERCENTAGE OF UNTRAINED TEACHERS 
3	UNITS NOT TO BE IN SCALE
4	NUMBER OF TEACHERS 

There is no assistance from the government side for the private school teachers except the reservation of seats in the training college. There is no scope for private school teachers for undergoing training except to avail distance teacher education, which is infact discouraged by the Nagaland Council of Teacher Education at present. On the other hand government teachers are sent on deputation for the different courses and an incentive of two advance increments is given after the successful completion of the course.

4 : 16 TEACHER-PUPIL RATIO DISTRICT-WISE  
IN GOVERNMENT AND PRIVATE SCHOOLS/.

The teacher-pupil ratio in the state is very imbalanced. The gap between the government and private is very wide. District-wise position shows a very unsatisfactory picture. The ideal teacher-pupil ratio is 1:20. There is a serious deviation from the normal ratio.

The over all teacher-pupil ratio in the whole state is 1:46 with a range of 1:7 to 1:95. The condition of the private schools in this respect is very discouraging compared with that of government schools. The table in the next page will show district-wise teacher-pupil ratio in government and private schools at different levels in Nagaland in 1991.

Table - 26

Teacher - Pupil Ratio of District-wise in Government & Private  
at different levels in Nagaland as in 1991.\*

Levels	Kohima		Mokokchung		Tuensang		Zunheboto		Phek		Wokha		Mon		Total	
	Govt	Pvt.	Govt	Pvt	Govt	Pvt.	Govt	Pvt.	Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt	Pvt
High School	1.17	1.31	1.16	1.56	1.24	1.41	1.16	1.16	1.16	1.47	1.20	1.33	1.19	1.61	1.18	1.40
Middle School	1.8	1.59	1.7	1.31	1.10	1.37	1.7	1.58	1.10	1.65	1.11	1.62	1.16	1.54	1.8	1.52
Primary School	1.15	1.95	1.10	1.54	1.16	1.30	1.15	1.32	1.25	1.30	1.12	1.30	1.29	X	1.17	1.45
Total	1.13	1.62	1.11	1.47	1.17	1.36	1.13	1.35	1.17	1.47	1.14	1.42	1.20	1.38	1.14	1.45

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

The teacher-pupil ratio at the high school in government schools is 1:18 whereas in private it is 1:40; at the middle level government school ratio is only 1:8 whereas it is 1:52 in private schools. At the primary level the government schools have a ratio of 1:17 and the private schools 1:45. The over all ratio in the private school is 1:43 with a range of 1:16 to 1:95 in the state. Many of the schools have overcrowded classrooms.

The picture is just the reverse in the government schools with ratio 1:14, with the range of 1:7 to 1:29. Many of the schools at primary and at middle levels are having very low teacher-pupil ratio. The enrolment in many of the institutions are very low. The observation of the above picture shows a serious disparity in the teacher-pupil ratio between government and private schools. The former is overstaffed and latter is understaffed.

The Government is responsible for the educational system in the society. In a developing state where the per capita income is below average, if the government machinery is unable to cater to the needs of the society, and the majority of the students are not benefited by the government underaking, then it is a serious matter. The custodian of the majority

of the students in the state, which is the private schools, should be financially assisted by the government as they are also serving the society through the schools. The government may also reorganise the total number of the government schools by dropping the schools with very low enrolment. There are schools where the teacher-pupil ratio at times are equal. Physical inspection or verifications are infact needed to be undertaken in this context.

In view of the present situation of anomaly in government's funding to the private schools, it may be pointed out here that in the other states the private schools are financed by the government except those schools which do not want any government help. Consequently, the job security of the teachers serving in government aided schools are in no way different from those of the government school teachers.

The state government may scrutinise the growth of private commercial schools and extend full support to the willing private schools as it is done in the other states.

4 : 17      ENROLMENT OF THE STUDENTS AT DIFFERENT LEVELS  
IN GOVERNMENT AND PRIVATE SCHOOLS IN THE STATE/.

The following Table shows the enrolment of the students in government and private schools during 1991.

Table- 27

Table showing the enrolment of students at different levels  
in Government and Private Schools in the State as in 1991.\*

	Government			Private			Total Enrolment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School	13821	13371	27192	40509	34361	74870	54330	47732	102062
Middle School	11188	12075	23263	31784	24845	56629	42972	36920	79892
Primary School	49168	46275	95443	12758	10057	22815	61926	56332	118258
Total	74177	71721	145898	85051	69263	154314	159228	140984	300212

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

According to 1991 report the total number of schools in the state is 1835 out of which 1558 are government and 277 private. In spite of wide difference in the number of government and private schools the above table shows that the enrolment is higher in private schools. With 51.40% in private schools and 48.59% in the government schools, whereas the state financial record shows no record of expenditure on the education of private teachers education programme except for the reservation of 14.28% seats in the training college. Performance-wise the private schools are doing better than those of the government schools. The HSLC Examination within last five years i.e., 1986-1990 revealed that the pass percentage of the private schools was 38.26%, whereas it is only 19.61% in case of government schools.\*

The teachers education programmes in the state both pre-service and in-service covers mainly the government school teachers. The government teachers are given the facilities of undergoing different courses of professional study according to their qualification on deputation basis. Besides, a number of in-service programmes are conducted from time to time for which their D.A. and T.A. are borne by the government.

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\* NBSE : Report on Nagaland Board of School Education  
1st August 1991 (Nagaland Board of School  
Education Kohima).

There is so much anomaly on the part of government in the treatment of government and private school teachers in the state whereas both are serving in essential service to the society. Equal assistance should be given to both the groups as both are serving the society.

Despite the long term and short term professional education received by the government teachers, there is hardly any improvement in the results of the government schools. This gives a serious doubt on the quality of training imparted to them and the management of the government schools. On the other hand, privately managed schools with negligible number of trained teachers are doing better. This is the reason why most parents admit their children in the private schools under better management. Given a chance these privately managed school teachers will excel in their performance. Government authorities should make provision for the education of private teachers.

#### 4 : 18 THE POSITION OF PRIVATE SCHOOLS TEACHERS

The total number of schools in the state in 1991 is 1835 out of which 1558 are government schools and 277 private schools. The percentage of government schools is 84.90% and private schools is 15.09%. Where as enrolment in the private schools is 51.37% and 48.60% in Government.\*

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

It is found in 1986 that 91.62% of the schools in Nagaland were government schools, 8.37% were private schools and of which 7.38% were private aided schools, 65% unaided private schools and 32% run by the local bodies. The All India Statistics on the same was 40.12% government schools, 21.85% local bodies, private aided 31.48% and private unaided 12.88%\* The situation in the state in this context is very different from the rest of the country.

A large percentage (59.88%) of the management of school education in the whole country is done by private management. In case of Nagaland 91.62% of the management is under government upto 1986 which has come down to 84.90% in 1991; whereas performance-wise the government schools are lower than those of the privately managed.

On the other hand, the qualifications, teacher-pupil ratio, teacher's pay; and working conditions under the private schools are inferior. The private schools also suffer from the problems of unstable faculty. An unstable faculty has an adverse effect on the quality of education imparted as it generates problems such as drop outs, indiscipline and most of all it affects on

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\* Source : Fifth All India Educational Survey  
Selected Statistics (as on September 30,  
1986. NCERT 1989.

the prospects of the teacher inservice programme as well as recruitment of new qualified teachers to the private schools.

In spite of the better working conditions, better staff pattern, more qualified teachers and the expression of the government trained teachers for their satisfaction with the training programme and their change of attitude towards the profession after the completion of the course, the performance of the government schools are still not upto the mark.

Teachers in the private schools are deprived of good pay as well as the scope for teacher education programme both pre-service and in-service in the state under purely privately-managed schools. The grant-in-aid given to 7.38% of the schools is mostly used for developmental needs of the schools. The teachers' pay is to be met from the tuition fees collected from the students. There is no deficit system or provisional system of management in the state. The financial burden of the school indirectly affects the teachers and ultimately the quality of education in general. So the deficit system and provisional system of management of private schools or government aided schools system should be introduced in the state of Nagaland. This is justified on the basis of the enrolment of the students in the

private schools which is higher than that of government schools. The private schools form only 8.37% of the total schools in the state. The expenditure on education is not justified when the majority of the total population of students is not benefited. The following Table shows the expenditure on school education and grant-in-aid given to the private schools during last 10 years in Nagaland.

Table - 28

Table showing the financial expenditure on school education and grant-in-aid given to the private schools from 1982 to 1992 in Nagaland.\*

(Figure in lakhs)

Year	Plan	Non-Plan	Grant-in-aid given to Pvt. Schools
1982-83	2,46,51	15,57,32	8.85
1983-84	2,49,62	16,63,58	97.05
1984-85	3,30,86	17,82.39	1,31,96
1985-86	4,45,23	26,72,35	30.57
1986-87	4,79,79	27,71,61	49.7
1987-88	5,94,53	31,21,87	8.79
1988-89	31,56,40	7,01,96	74.14
1989-90	32,85,87	8,00,18	25,80
1990-91	34,22,97	8,42,84	24.50
1991-92	37,95,30	7,19,52	19,50

\* Source : Demands for Grants of the Government of Nagaland, Budget documents of government of Nagaland.

The amount spent for the private schools in the form of grant-in-aid is not rational comparing with that of the huge amount of money spent for the government schools where there is less enrolment of students. The grant-in-aid given has not been increasing inspite of the increase in the number of private schools and their teachers.

4 : 19    **EXPENDITURE ON THE TEACHER EDUCATION PROGRAMME BOTH PRE-SERVICE AND IN-SERVICE PROGRAMME/**

The state government of Nagaland spends a huge amount of money annually for the teacher education programmes in the state both for pre-service and in-service. The institutions of teacher education impart pre-service programme, though 85% of the trainees are the serving teachers coming on in-service. State Council of Educational Research and Training (SCERT) organises the inservice teacher education programmes which are short duration in nature.

The institute of Hindi Teacher Training Dima-pur gives pre-service and inservice teacher education to the Hindi Teachers. The trained Hindi teachers are posted in both government and private schools under the centrally sponsored scheme. The financial expenditure shown in the following tables excludes

the expenses on the Hindi Teachers Training Institute as this programme covers both the private and government schools. The expenditure shown here covers only the government schools teacher education programme both pre-service and in-service in the state.

Table - 29

The following Table shows the expenditure incurred on teacher education programme both preservice and inservice during 1982-1992, figures in lakhs.

Year	JTTI and other Teacher Training	Nagaland College of Education	SCERT & Capital Expr for teacher education.
1982-83	55.78	9.79	7.51
1983-84	66.52	10.08	7.60
1984-85	72.57	10.70	16.36
1985-86	17.06	12.20	4.00
1986-87	17.68	13.47	16.00
1987-88	17.33	15.23	70
1988-89	1,11,52	16.64	1.00
1989-90	19,86	20.22	9.89
1990-91	60.10	21.64	36.00
1991-92	51.29	18.39	55.13

\* Source : Demands for Grants of the Government of Nagaland. Budget documents of Government of Nagaland.

Though the financial expenditure increased, the number of trained teachers in the state have not increased proportionately.

In conclusion, it is observed that the growth trend of the teacher éducation in Nagaland had been very slow and poor as well. The increase of the schools and its untrained teachers was not correspondingly met by the increase of the teacher training institutions. The existing institutions have limited seats and facilities and they cannot meet the demands of training of teachers in the state." The limited trained teachers in the state were very unproportionately placed in government and private schools. Government schools and their teachers are in a very advantageous position in terms of the teacher education programme both for pre-service and in-service programmes. On the other hand, private schools were deprived of both pre-service and in-service teacher education programmes.

A wide gap has been maintained in terms of teacher pupil ratio between government and private schools, the government schools were overstaffed whereas the private schools were understaffed. The huge expenditure on the school education and teacher education annually by the government for the government schools and their teachers was not justified as the majority of students were enrolled in the private schools.

## CHAPTER - FIVE

### ANALYSIS AND INTERPRETATION OF DATA

In the previous chapter the development of modern education in general and teacher education programme in particular were reported. The present chapter is devoted to the analysis and interpretation of the data. The interpretation is done basically under the following aspects:-

#### 5 : 1 ADMISSION PROCEDURES TO THE THEACHER EDUCATIOON INSTITUTIONS/.

Prevailing Practice :- Admission to the four government institutions is given to the government teachers on the basis of service seniority with exception to B.Ed. course where provision of 14.28% of the seats is reserved for the admission of fresh local trainees and private school teachers who are serving in the state. The selections of non-government candidates are done on the basis of an oral interview by the selection committee consisting of the Director, Higher & Technical Education as the Chairman, Principal of Nagaland College of Education, as the Secretary and members from the teacher educators and educational administrators.

The investigator found that 54.16% of the teacher educators are in favour of selecting the trainees on the basis of academic record and a written test whereas

40% of the Heads of the Teacher Education Institutions are of the opinion that academic record and an aptitude test for teaching should be given priority in the selection.

From the above findings, it may be concluded that selection of the trainees should be done basing on the academic works as well as performances on the written test and aptitude test(s) conducted by the admission panel.

However, if no new institutions come up, the admission to the government institutions for next twenty to twenty five years will continue on seniority basis keeping in view the large backlog of untrained government teachers, which implies no change in the present practice of the selection of teachers for admission to the training institutions. The selection for the fresh trainees may be done on basis of achievements in previous examination, written and oral tests, and an aptitude test.

"Many a time the competent persons get admission in the course whereas committed persons do not get admission. This is because the affective variable of the candidates are not taken into consideration at the time

of the construction of the test." \* The test should be developed so as to measure both competence as well as commitment of the candidate.

To screen off the unsuitable personnel from the teaching community, the original appointment may be done strictly on the basis of aptitude test for teaching and good academic record. In view of the growing trend of the fresh local private candidates coming for admission the required qualifications for the fresh appointment of teachers should be (a) a good general academic record (b) a professional diploma or degree in teaching. This approach to appointment policy can check the large backlog of untrained and unqualified teachers in the state.

## 5 : 2 DURATION OF THE COURSES

Relating to duration 56.67% of the trained teachers were of the opinion that the duration of the course should be extended while 44.05% of them suggested for the extension to two years course and 12.62% for 18 months duration. Out of the total teacher educators 41.66% of them suggested for the extension of duration

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\* Dubey A.: "Admission to Teacher Education Institutions" Some issues. Teacher Education Vol.XXV January to June 1990 No.50-51 Page - 100.

to two years or at least 18 months whereas 58.33% indicated the present duration was satisfactory

The suggestions given by different categories of respondents reveal that duration of one year for all the three courses is not sufficient. A majority of the trained teachers (56.67%) and a good number of teacher educators (41.66%) indicated the need to extend the time duration to two years or at least eighteen months. On the basis of the findings above it is imperative that the duration of the courses needs to be extended. It may be stated here that "The National Commission on Teacher-I recommended lengthening the duration of secondary teacher training to five years after class-XII, revamping the curriculum of existing one year B.Ed programme and at least two years duration of training after Class XII for elementary teachers." \*

Under Graduate Teacher Training Course and Junior Teacher Training Course in the state needs to be extended to two years in line with the rest of the country to develop competence and skills by strengthening the general education and orientating the metho-

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\* NCERT : National curriculum for Teacher Education  
A framework curriculum special Vol.I  
No.I June 1989 (National Council of  
Teacher Education).

dologies, pedagogy and practice teaching. As the general education of the state is very low in standard, a good foundation of teacher education be given extending the duration of the course. St.Paul's Institute Phesama offers the course of UGTT for one and a half years which is only one year under Nagaland State Board of Teacher Education. The first six months is concentrated on the improvement of the English content, and the remaining period of one year on the prescribed course of UGTT by Nagaland SBTE. This practice is found to be very effective and relevant as the medium of instruction in the schools is English, the trainees get an opportunity to develop competency in the language which is very important for teachers at this level.

1988 National curriculum for Teacher Education: A framework provide one year duration for the pre-primary teacher education curriculum, two years for elementary level and one year both for secondary and higher secondary level.

However, the secondary teacher education duration may continue to be one year in line with the national curriculum for teachers framework. Although the need of extending the duration at this level is sounded time and again, it has not been implemented anywhere.

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\* IBID Op.cit page-148.

**5 : 3    RELEVANCY OF THE CURRICULUM**

The prevailing curriculum is according to the National Curriculum for Teacher Education - A framework 1978 guidelines. The details of the curricula is attached in the Appendix-I. A sound and relevant curriculum of teacher education is essential for the qualitative improvement of education. The content and the methodologies need to be in relevance with the changing context of Indian society with special reference to the particular state or community.

As high as 90.10% of the trained teachers were found expressing their satisfaction with the present curriculum and 75% of the teacher educators also expressed the same. The analysis of data relating to Deputy Inspector of Schools and Inspector of Schools showed that 90% of them found improvement in the teachers after the course. A positive change in the trained teachers was observed by 87.87% by the Headmasters after the course. Interestingly 65.25% of trained teachers realised a positive change in their attitude towards teaching profession after the completion of the course.

It can be stated from the findings that the present curriculum is relevant to the needs of the

system to a large extent. However 56% of the Headmasters are not satisfied with the quality of education imparted to the teacher trainees. Therefore, this group suggested to improve the quality of teacher education by enriching the following aspects in the teacher education curriculum.

- (i) More practical activities.
- (ii) Extension of duration of the course.
- (iii) Relevant teaching equipments.
- (iv) Competent and committed teaching staff.
- (v) Increase of assignment and tests.

In the same way 40.26% trained teachers also suggested to organise more seminars for strengthening the programme, 15.1% suggested the need for competent and committed teacher educators. It has been suggested by 33.33% of teacher educators to make the curriculum more activity-oriented.

The curricula for the three courses of studies such as JTTI, UGTT and B.Ed were found to be revised from time to time. The State Council of Teacher Education controls the curricula of JTTI and UGTT. The JTTI curriculum was revised in 1984. The Undergraduate teacher Training Course was revised in 1983. The B.Ed curriculum was revised by the NEHU in 1981 and 1983. It is again under revision in the current year.

**5 : 4 PRACTICAL WORKS**

The practical works of the teacher education is the most significant component in preparing the teacher for a natural classroom situation.

"Practical works relating to the foundation courses, teaching methodologies and specialization help in further strengthening knowledge and understanding acquired by student teachers." \*

The practical works were found to be relevant and helpful to their work situations in the school by 85.71% of the trained teachers. Though a high majority (85.71%) were satisfied with the relevancy of the practical works, 21.67% of the trained teachers and 56% headmasters suggested for the enrichment of the practical work items. It has also been suggested by 25% of the teacher educators to improve the practical works making it more relevant to the theory papers and work situations.

**5 : 5 PRACTICE TEACHING**

Practice Teaching of the teacher students is the heart of the teacher education course. It refers

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\* Op.cit Page-148\*

to the art of learning the techniques of teaching students through well-structured, well planned, well-organised courses. It aims at preparing teachers through some specialised forms of strategies, techniques, and methods in managing classrooms, pupils, teaching learning activities both theoretically and practically.

It is observed that 52.50% of the trained teachers and 60.06% of teacher educators suggested the need to improve practice teaching programme in the teacher education institutions.

#### 5 : 6 PRACTICING SCHOOL

Out of the five teacher education institutions only one school has a practicing school attached to the institution, that is, St.Paul's Institute Phesama. The rest have to depend on the neighbouring schools which cause different problems such as shortage of schools for practice teaching of the teacher-trainees, adjustment of practice teaching time with the schools involved, supervisory problems for the teacher educators, trainees adjustment problem in a new situation, and shortening the time duration of practice teaching. As many as 26.19% of trained teachers reported facing problems during practice teaching in the new situation. As high as 90% of

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the teacher educators projected the need of having own practicing school attached to the institution. Attachment of practicing school will ensure better supervision due to longer exposure of the trainees to the teaching situation under the supervision of the teacher educators. The trainees will also get opportunity to observe more classes of the peers for better self evaluation. Practicing school for each of the teacher education institution will ensure qualitative improvement of teacher education in the long run. The notion that the students in practice teaching schools will suffer does not hold any water as the classes conducted will be well organised and supervised by the teacher educators.

#### 5 : 7 SUPERVISION OF PRACTICE TEACHING

Trainees are prepared for the practice teaching within the institution by conducting micro-teaching under the simulated situation. During the micro-teaching process, the trainees are equipped with some very important teaching skills before the actual situation is conducted. "In simple words, simulation may also be defined as role-playing in which the process of teaching is enacted artificially and an effect is made to practise some important skills of communication through this.

Herein, the student-teachers and the students simulate a particular role and try to develop an identity with the actual classroom environment. Thus the whole teaching programmes become a training in role perception and role-playing." \*

The actual school teaching takes place in the neighbouring schools under the supervision of the college teachers. Due to the factors such as high number of trainees, high number of practice schools to be covered within a short time, scattered location of schools, the supervision is often not effective. Meaningful feedback to all the teacher trainees cannot be ensured. In view of this situation the involvement of trained and experienced teachers in the practicing schools are suggested for helping the supervision of practice teaching. The idea is supported by 83.33% of the teacher educators by keeping the opinion in the positive direction, 53% of the trained teachers were also in favour of the same. It may be suggested that the institution may in collaboration with the schools involve competent, experienced and qualified teachers for the supervi-

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\* Khan A.H. : Simulation : A realistic Technique in Teacher Education Journal of Indian Education Vol.15. No.1 May 1981  
Page - 9 NCERT New Delhi.

sion of the practice teaching for providing timely and effective feedback and not for the purpose of evaluation and assessment.

#### 5 : 8 DURATION OF THE PRACTICE TEACHING

The duration of the practice teaching is found to be not in uniform in different institutions having the same course. It varies from two weeks to three months, with two to five hours per week whereas the required number of lessons is no less than thirty in each of the teaching specialisation subjects for B.Ed. and five lessons for all the four teaching subjects for UGTT and JTTI. To ensure quality of feedback and qualitative teaching experience, practice teaching should be spread for a minimum duration of two months. It can be concluded that the present curriculum as a whole is found to be relevant with exceptions to strengthen the areas such as conducting practical works and practice teaching duration and conducting more seminar and assignments.

#### 5 : 9 EDUACTIONAL TECHNOLOGY

The implication of educational technology both hardware and software technology are expensive in nature. At present, the teacher education institutions mostly

depend on the traditional teaching aids except for a few exceptions where there were few hardware technological aids. These hardware were not used much due to various constraints in the local situation such as power failures, non-availability of relevant hardware accessories, films etc.

In view of the financial constraints within the whole system, the institutions were encouraged to prepare improvised teaching aids from the locally available low cost materials. Accordingly 80% of the teacher education institutions have provisions for preparing teaching learning materials within the course.

A little over half (54.16%) of the teacher educators indicated on the availability of teaching aids in the institution. However, 14.25% trained teachers suggested to equip the institution with the latest and relevant teaching aids.

As high as 85.39% of the headmasters found that their teachers were using teaching aids in the classroom which indicate the effectiveness of the preparation of the low cost teaching aids in the training institution.

Preparation of the teaching aids and models from the locally available materials may be made a compulsory practical work for all the teacher trainees to enrich the teaching learning process making it more

meaningful. Besides, the hardware technology should be provided to the institutions adequately to keep up the standard of teacher education.

#### 5 : 10 SCIENCE LABORATORY FACILITIES

The role of science and technical education in the life of a nation is immense. No nation can exist without it. "It is the key to the national prosperity and glory. There is a positive co-relation between economic prosperity and advancement of science and technical education."\* Education in science and technology should be up-to-date as well as upto the marks.

A fairly high percentage (79.16%) of the teacher educators reported to have science laboratories in the institutions but poorly equipped. Hence, most of the laboratories in the institutions remained unable to conduct the necessary experiments. Besides, they were also not properly maintained.

In view of the importance of a sound science education in the modern age, well equipped science laboratories should be organised in all the teacher training

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\* Op.cit - Page-16\* Page-354.

institutions where the laboratories are already existing, and establish new science laboratories in the institution where there is no laboratory .

#### 5 : 11 EVALUATION OF THE TEACHER TRAINEES

The system of evaluation should be made valid, scientific, objective and reliable. "Evaluation is continuous and comprehensive, reliable and valid, evidences of progress should be collected at appropriate time intervals."\* Internal assessment for both theory and practice should be developed.

As high as 66.66% of the teacher educators are satisfied with the present mode of evaluation of theoretical papers which is still serving the purpose. However, 20% of the teacher educators and 11.90% of the trained teachers are of the opinion that the ratio of assessment for internal and external be 40% and 60%.

Regarding practice teaching and practical works 33.33% of the teacher educators suggested for 50% of the grade to be given by the teacher educators under whom they were studying; as one shot affair by the external board of examiner is unjustified to grade a teacher trainee's annual work.

5 : 12 STAFF EVALUATION

Staff appraisal is a necessary part of staff development. The importance of professional competence and staff-appraisal training and development continue to be the major challenges that authorities, teachers and teacher association have to face up to. "In the self appraisal process the staff engage in evaluating both the system and their own self evaluations. In a more philosophical sense know-thy-self and it consisted with the view of teachers as self-aware, self-critical thinking professionals."\*

Staff evaluation is a necessary process for the professional satisfaction of the members. "Performance evaluation can and does serve a multitude of purposes, only one of which is instructional improvement."\*\*

Only one institution of teacher education practise the staff assessment monthly out of which 70.83% of the teacher educators expressed satisfaction with the practice.

"The purpose of an appraisal system is to develop personal and institutional effectiveness. It

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\* Erskine S. : Staff appraisal and teaching as a career in Scotland. Educational management & Administration Vol.18, No.1 (1990)

\*\* Holdzkom D. :Teacher Performance Appraisal in North Carolina Preferences and Practices Ph.DELTA KAPPAN Page-783 June 1991.

is one of the means of moving to the goal of an organisation which is committed to worthwhile innovation and achievement of the highest possible quality of educational provision. It should not be seen as a negative means of assessment nor a way of checking upon people."\*

Quarterly self-assessment may be uniformly adopted in all the teacher training institutions for creating awareness of one's own professional responsibilities.

#### 5 : 13 PHYSICAL FACILITIES

(a) The physical facilities have a profound effect on the whole outlook of the programme. Out of the five teacher education institutions four institutions have buildings for the classes as well as hostel facilities for the trainees. However, the number of hostel accommodation is far below the required numbers of accommodations. The buildings for the JTIs were pretty old which required major repair and replacement. Tuensang JTI does not have a building of its own; it is run in a rented building with no hostel facilities. It is found that buildings for the institutions were in very pitiable conditions as such that 46.90% of the trained teachers suggested to improve the hostel facilities. Private

buildings were hired for the hostels which were not designed originally for hostels nor the location suitable for the institutions so as to create conducive environment for healthy living and academic interaction.

(b) All the teacher education institutions have quarters for the staff. As high as 80% of teacher educators were provided with accommodation facilities.

It is observed that there is a need of improving the basic facilities of life such as accommodation, so as to enable the teacher trainees to complete the course successfully and effectively and the teacher educators to render their best service.

#### 5 : 14 LIBRARY

Library is the heart of an institution. A good library is an asset to an institution. It plays a very significant role in the creation of academic environment and enhancement of teaching learning process. It is found that except one institution all the libraries were understocked. It has been suggested by 52.38% of the trained teachers to have a good library as a requirement for the successful and meaningful completion of the course. Educational journals need to be added to the library. In view of the need expressed for better equipping of libraries, it can be stated that the existing library facilities need to be enriched.

**5 ; 15    TEACHING SPECIALIZATION**

It has been observed that a very limited scope for teaching specialization is provided in the institutions. So high as 30% of the teacher educators and 35% of the trained teachers suggested for the enrichment of the teaching specialization facilities. Due to fast explosion of knowledge in the modern scientific age there is need for teaching specialization in different areas to cater to the changing need of time. Accordingly, as many as 8 teaching specialization is included in the B.Ed. curriculum under NEHU. In view of its importance more facilities should be provided by strengthening the staff strength. Teacher educators should be sent for acquiring special courses to other institutions in the interest of the college.

**5 : 16    PROFESSIONAL DEVELOPMENT**

Awareness of professional growth in a broader sense covers besides in-service training the "Variety of other opportunities that allow individual teachers to develop their own potentials to the full. This extends to the membership of local or national working groups, as they are concerned with curricular development, national examination or other informal training experiences within

the school."\*

All the teacher education institutions have the provision for the professional growth such as study facilities both short course in-service programmes and research studies, and the organisation of teachers' associations. Three out of five institutions have formed teachers' association with the objective to uphold their professional integrity. The study facilities for teacher educators in the secondary teacher training institutions are given for study leave with full pay on seniority basis. Whereas others are provided the normal study leave provisions.

The participation of the teacher educators in other institutions or programmes outside the college programmes such as seminar as participants and resource personnel had been 50% whereas in case of trained school teachers it was 37.29%

There is strong school teachers' association at the state level which endeavours to maintain, professional integrity as well as protects and fights for the welfare of the members of the association. There is also a Teacher Educators' Association at the lone

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\* Ref: Erskine S.: Staff Appraisal and Teaching as a career in Scotland. Aducational Management and Administration Vol.18 No.I, 1990.

B.Ed College for the welfare of the members of the association. It can be concluded that a minimum facility and structural provision for the professional growth is prevalent. However, there is a need for greater involvement in the local and national working groups to keep in touch with emerging trend in the country and in order to understand their own role in the national context. Therefore, more facilities for the professional growth such as seminars, conference, visiting professorship should be facilitated. Teacher educators need exposure by attending the programmes organised at important national institutions.

#### 5 : 17 IN-SERVICE EDUCATION

Pre-service and in-service components of the teachers preparation programme, are inseparable from each other. "In-service education and training of teachers soar high on the educational horizon as the most significant means to meet all pious expectations of the new policy of education to improve the quality of education."\*

A sizeably large number (50%) of the teacher educators could attend in-service programmes within the last five years, whereas only 31.86% of the

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\* Chilana : In-service Education and Training of Teachers.  
National Journal of Education  
Vol.IX No.2 Page:5 - 12.

trained teachers in the school attended in-service programme within the same duration.

A study conducted covering a total population of 1445 trained and untrained teachers revealed that only 20.76% of the teachers attended in-service programmes within last five years; for a duration of three to ten days organised by State Council of Educational Research and Training, National Council of Educational Research and Training and Directorate of School Education.

A study conducted in 66 schools only 25.75% conducted in-service programme within the school; in the areas such as science teaching, new policy on education, pedagogical orientation, personality development and methodology of teaching.

Three out of five teacher education institutions conducted in-service programmes within the institution for one to two times in an academic year.

Although the in-service training exposed to teacher educators is satisfactory, to some extent yet school teachers exposition to different in-service courses is far below the satisfactory level.

Reasons for the low participation in the in-service programme is due to the lack of adequate facilities and transportations. Hence, proper accommodation should be provided in the training centres. In-service

programmes by SCERT have been decentralised lately at the district levels. There is an urgent need of the functioning of DIETs at the district levels for conducting meaningful research as well as conducting effective in-service programmes for the teachers in the state.

5 : 18 INNOVATIONS & RESEARCH

Education is dynamic and not static. Innovative practices make the learning process more effective and meaningful. It is found that only 12.50% of teacher educators were involved in the innovative practices in the institution. Considering the impact of innovative practices in the system; incentive should be given to the teachers who are creative and initiative in the innovative programmes.

It is observed that the innovative practices such as micro-teaching and programmed learning had been introduced since 1978 in the B.Ed College. Micro-teaching is one of the most recent and important innovations in the teacher education programme. It is a specific teacher training technique through which teacher trainee practises one skill at a time, thus before starting practice teaching in a simulated situation, the student-teachers under the supervision of teacher educators, practise a set of required teaching skills.

This was also incorporated to both the UGIT and JTTI courses as technique of teacher training. However, programmed learning is kept only as an item of practical work in B.Ed course. Research on teacher education at the post graduate level have been conducted in the areas such as teacher education in Nagaland, development of different teaching skills relating to teaching of different subjects at the school level. However, no fresh attempts on the research of the teacher education at the Ph.D level has been taken up; since 1984 on the study of problems faced by high school teachers and their attitudes towards teaching profession.

5 : 19     **THE METHODS OF TEACHING AND MATERIALS FOR INSTRUCTION IN THE TEACHER TRAINING INSTITUTIONS.**

The methods of teaching in the teacher education institution were found to be 75% traditional. Lecture method dominated; followed by giving of notes by the teacher educators in the classrooms. Seminars, tests and assignments were conducted occasionally. Demonstration classes were given by the subject lecturers before practice teaching. There is lack of adequate and relevant text books, journals and teaching aids in the institution. Notes given by the teacher educators in the classroom

are in practice by 60% of the teacher educators. From the above findings it can be concluded that the method of teaching is traditional in practice and instructional materials are inadequate.

5 : 20 TEACHER EDUCATION PROGRAMME FOR COLLEGE AND UNIVERSITY LEVELS/.

There is no regular programme of teacher education for College and University levels. The Academic Staff College, North Eastern Hill University, Shillong organised programme of teacher education for the teachers under the affiliated colleges. Orientation programmes for a duration of three weeks on pedagogy in general were organised for all the teachers irrespective of the disciplines. Refresher courses for a duration of four weeks on different subject contents such as Zoology, Botany, Chemistry, Political Science and Khasi language were organised at different settings.

Department of Education NEHU, Kohima Campus, organised a refresher course for the teachers of Mizoram, Nagaland and Meghalaya in 1985 at Kohima on education. Department of English NEHU Kohima Campus also organised refresher course on the teaching of English for the teachers in Nagaland.

The Academic Staff College under NEHU has been closed down due to the financial constraints. There will be only one Academic Staff College for the whole of the North-Eastern Region at Guwahati, which will cover the teacher education programmes at the higher levels including Nagaland.,

## CHAPTER - SIX

### MAJOR FINDINGS, SUGGESTIONS AND CONCLUSION

The major findings of the study and the suggestions on the basis of the findings for the improvement of teacher education in Nagaland are reported in this chapter. The findings of the study has two important areas, the development of teacher education from the inception upto date and the present position, and problems relating to the teacher education in Nagaland.

#### 6 : A. MAJOR FINDINGS

The following are the major findings of the study :-

##### 6 : A-1 EDUCATION-~~IN~~CEPTION AND GROWTH

(1) The Christian Missionaries were the pioneers of education among the Nagas. The first educational activities began along with the propagation of their faith in 1871 at Deka Haimong on Assam border village in Mokokchung District. Godhula Brown - an Assamese evangelist and teacher was the first person to enter the Naga Hills with great mission of religion and education. Rev.E.W.Clark an American Baptist Missionary visited Deka Haimong in 1871 December and worked for Nagas stationed at Sibsagar Camp in Assam, as Naga Hills was not officially annexed into British

territory. He joined Godhula Brown and his wife Lucy in 1876 at Deka Haimong. The Missionary's presence and his teachings had spread like wildfire from mountain peak to mountain peak. Schools and churches sprang up that the church reports recorded in 1893 showed that the station school at Impur served the dual purpose of training preachers and teachers, which was the land mark in the history of teacher education among the Nagas.

(2) The number of schools in 1914 were 27 out of which 14 were mission schools and 13 were government schools. There was fast growth of institutions with the initiatives of the missionaries, British officials and indigenous efforts. By 1947 Naga Hills had 161 government primary schools, 3 middle schools, one government high school with an Assamese middle section at Kohima and one government aided high school at Mokokchung. In spite of the growth of the institutions, there was no teacher training institution. The teachers were sent outside for the teacher training to the normal schools in Assam and other places. Village schools started by the missionaries were taken over by the government. However, the missionaries endeavoured to give some form of training or other through inservice programme during their annual Bible

classes at their stations.

(3) The beginning of teacher education programme is very recent. The first teacher training institute in the state was established in 1955 at Chiechama for primary teachers. Shortly after, two more of the same kind of training institutions were opened, one in 1962 at Mokokchung and another one in 1964 at Tuensang. The intake capacity of the institutions were 200, 150 and 80 respectively.

(4) The high school teachers were sent outside for professional courses such as B.T.(Bachelor of Teaching) M.Ed. (Master of Education) and different subjects on teaching diplomas such as teaching of English, Geography, Science and Maths. They were sent on deputation by the government till 1975, when the first training college for the high school teachers was established at Kohima; Nagaland College of Education as a joint venture of state government of Nagaland and School of Education, North-Eastern Hill University. The college was ran by the State Government of Nagaland independently from the second year. The initial capacity of the college was twenty, which increased on the second year to seventy. The capacity remains stagnant upto date due to limited facilities within the establishment. In 1977 an undergraduate teacher

training institute was established by Jesuist Brothers; St. Paul's Institute Phesama with 50 intake capacity. In the same year the undergraduate teacher training course was introduced to Nagaland College of Education, Kohima. The total number of teachers' training institutes since then is five in the state.

(5) It is found that the growth of the trained teachers in the state has been very slow. The percentage of total trained teachers was 18% in 1965, 21.38% at primary level, 12.12% at middle level and 12.65% at high school level. During last twenty seven years it increased to 37.84% with 48.14% at the primary level 29.03% at middle level and 28.56% at the high school level. The growth had not been significant.

(6) The number of untrained teachers increased substantially but the number of training institutions and the enrolment capacities did not increase.

(7) The decline of the rate of untrained teachers had been very unsatisfactory. During the last twenty seven years only 20% reduction was achieved. In 1965 the over all growth rate of untrained teachers was 82% which came down to 62.16% in 1992. At the primary level it came down from 87.35% to 51.86%, at middle level from 87.88% to 70.97% and at the high school level from 87.35% to 71.44%.

(8) It was revealed that the number of inservice education programmes for the teachers were extremely inadequate during the initial years after the independence. By 1974 the total number of inservice programmes organised for primary teachers were only 54 and 34 for high school teachers.

(9) It was found that the main reasons for the slow growth of the teacher education both pre-service and in-service were :-

(a) Lack of adequate facilities such as teacher education institutions, proper accommodation for the trainees etc.

(b) Appointment policy of the state government in appointing untrained teachers without any diploma or degree.

The appointments were made till recently without any kind of tests by the government that any one with a minimum certificate or degree can become a teacher; adding the liabilities of the government of giving due trainings.

**6 : A    PRESENT PROBLEMS RELATIONG TO THE POSITION OF TEACHERS/.**

(1) It was found that there was a wide gap between the rate of trained teachers in the government schools and private schools. The rate of trained teachers in government schools was 36% whereas the

rate of trained teachers in the private schools was only 9.38%. The highest rate of trained teachers in government schools district-wise, was in Mokokchung district with 49.73% and the lowest was in Mon district with 30.06%. The highest rate of trained teachers in private schools district-wise, was in Kohima with 14.60% and the lowest in Mon with 1.66%.

(2) The teacher-pupil ratio of the government and the private schools showed a serious disparity. The ratios of teacher-pupil in government schools were 1:14 and in private schools 1:45. The ratio in the government schools ranges from 1:7 to 1:29 whereas it was 1:16 to 1:95 in private schools. The figures showed a serious deviation from the ideal ratio of 1:20. The former was found overstaffed and latter understaffed. Many of the schools have very low enrolment in the government schools. Yet there was a strong pressure to admit one's child to a privately managed school rather than in a government managed schools.

(3) The enrolment of students in the state projected a very contrasting picture. There were 1835 schools in the state, out of which 1558 government schools and 277 were private schools. The enrolment in private schools was 51.40% whereas it was 48.60% in the government schools. This picture indica-

tes that the private schools were overcrowded. On the other hand, no government assistance was given to the private school teachers for their further professional education except for the grants-in-aid given for the developmental needs of the school and reservation of 14.28% of seats in the training college. The seats were filled up through a very tough competition. Performance-wise the private schools were found doing better than those of the government schools. The results of the HSLC during last five years showed that the pass percentage of private schools was 38.26% whereas its only 19.61% in the government schools. This gives doubts on the quality of training received and the management of the institution as well.

6 : A-3. INSERVICE TEACHER EDUCATION PROGRAMME

(1) It was found that inservice programme for the teachers in the state was not adequate. Only 31.86% of the trained teachers attended the inservice programme within last five years. The programme covered only the government school teachers. It was revealed that 50% of the programmes were conducted at the state headquarters Kohima, and 50% was conducted at the district levels. The participation of teachers for a programme targeted for a population of 10521; only 67.58% participated. The absence of accommodation

facilities for the teacher participants and poor transport and communication were the main factors for the low participation in the inservice programmes.

6 : A-4 ADMISSION TO THE TEACHER EDUCATION INSTITUTIONS

(1) The Government school teachers were deputed to the training institutions as inservice education. The selection for the government deputees are done by the Directorate of School Education for the graduate teachers, and the Inspector of Schools for the under-graduate teacher trainees and junior teacher training institution trainees. The selection at these levels were done on the basis of seniority of service and on the basis of Science and Arts subjects in view of the number of seats in Science and Arts streams in the training institutions.

There is reservation of 14.28% for the private candidates serving in the schools as well as pre-service fresh candidates. As regards to the admission of private candidates, it was found that 54.16% of the teacher educators were in favour of selecting the trainees on the basis of academic records and a written test conducted by educational administrators and teacher educators whereas 40% of the heads of the teacher education institutions were of the

opinion that the total performance covering achievements in previous examinations plus an aptitude test should be given priority in the selection of the trainees for the course.

(2) It was observed that all the graduates irrespective of their levels of teaching were admitted to B.Ed. college which imparts general professional education for school teaching, without any stage relevant specialization. Out of 592 graduates admitted during 1983 to 1992 to B.Ed class, 404 were teaching in high schools, 138 were teaching in middle schools and 50 at the primary school level.

#### 6 : A-5 DURATION OF THE COURSES

Duration of the courses was found to be insufficient. A majority (55.67%) of the trained teachers were of the opinion that the duration should be extended, out of which 44.05% suggested for two years and 12.62% suggested for 18 months duration. As high as 58.33% of the teacher educators indicated the present duration being satisfactory and 41.66% suggested the need of the extension of duration of the course.

#### 6 : A-6 CURRICULUM

(1) As high as 90.10% of the trained teachers

and 75% of the teacher educators expressed their satisfaction with the present curriculum. Supporting this fact 90% of the Inspectors and Deputy Inspectors of Schools and 87.87% of the headmasters observed positive change in the trained teachers after the completion of the course. A positive change in their attitude towards the profession after the course was expressed by 65.25% of the trained teachers.

Though improvement was seen after the training, 56% of the headmasters further suggested for the improvement of the practice teaching and the enrichment of the practical work. In the same directives 40.26% of the trained teachers also suggested to organise more seminars, tests and assignments for strengthening the programme of teacher education and 33.33% of the teacher educators suggested to make the course more activity oriented.

(2) The curriculum of the teacher education at different levels was found to be constructed in the line with the national curriculum for teacher education, a framework 1978. The curriculum had been revised from time to time at all the three levels.

**6 : A-7 STUDENT TEACHER TEACHING**

It was revealed that 52.50% of the trained teachers and 60.05% of the teacher educators, suggested the need to improve the practice teaching programme in the teacher education institutions. The duration of the practice teaching is not in uniform in all the institutions. It varies from two weeks to three months with two to five hours per week. The practicing school which is a necessary condition for qualitative training of teacher education is found to be missing. No such schools had been attached to the training institutions except for one institute, that is St. Paul's Training Institute at Phesama. The trainees are sent out to the neighbouring schools for practice teaching, where they are generally not welcomed and they have to face many odd situations. Moreover, the required time duration for the practice was not available. As many as 26.19% of the trained teachers reported of facing problems during practice teaching in the new situation of teaching. As high as 90% of the teacher educators projected the need of having own practice teaching school attached to the training institutions and 52.50% of the trained teachers also expressed the same. The supervision of the practice teaching of the trainees is done by the

teacher educators. In absence of practicing schools, all the trainees are required to send out to the neighbouring schools at a time, which makes the supervision of the classes very difficult and ineffective on the part of the teacher educators. To extend adequate feedback to the teacher trainees it has been proposed to involve the experienced and qualified teachers who are serving in the schools where practice teaching is organised. This idea is supported by 83.33% of the teacher educators and 53% of the trained teachers. This will ensure better supervision and qualitative feedback to the trainees' practice teaching.

#### 6 : A-8 PRACTICAL WORK

Practical work items were found to be relevant and helpful to their work situation in the schools by 85.71% of the trained teachers.

Though a high majority (85.71%) were satisfied with the relevancy of practical work, 21.67% of the trained teachers and 56% of the headmasters suggested for the enrichment of the practical work items. It has also been suggested by 25% of the teacher educators to improve the practical work making it more relevant to the theory papers and work situation.

6 : A-9 METHODS AND INSTRUCTIONAL MATERIALS IN  
TEACHER EDUCATION INSTITUTION/.

The methods of teaching in the teacher education institutions were found to be 75% traditional. Lecture method was a dominated method followed by 60% of teacher educators giving notes in the classrooms. Instruction materials such as text books, reference books, educational journals etc. were found to be inadequate. Seminars, tests and assignments were conducted occasionally. Demonstration classes were conducted by the subject teacher educators as a process of the preparation of practice teaching.

6 : A-10 EDUCATIONAL TECHNOLOGY

The use of hardware technology was found to be more or less absent, even if some of the institutions had installed some hardware technology. These technologies cannot be utilised effectively due to the lack of accessories and financial constraints. In view of the financial constraints in the whole system the institutions were encouraged to prepare improvised teaching aids from the locally available low cost materials. Accordingly, 80% of the teacher education institutions were found having provision for preparation of teaching aids. A little

over half (54.16%) of the teacher educators indicated the availability of teaching aids in the institutions. However, 14.25% of the trained teachers suggested to equip institutions with the latest relevant teaching aids. As high as 85.39% of the headmasters found that their teachers were using teaching aids in the classrooms.

#### 6 : A-11 SCIENCE LABORATORIES

The science laboratories in the training institutions were found to be ill-equipped. A fairly large (79.16%) percentage of teacher educators revealed that their laboratories were poorly equipped that they could not conduct experiments.

#### 6 : A-12 LIBRARY FACILITIES

The Library facilities were found not up to the standard. Except for one institution, the rest were inadequate and understocked. As high as 52.38% of the trained teachers suggested to improve the libraries. Teacher educators as high as 51% found the libraries below standard.

#### 6 : A-13 INNOVATIONS AND RESEARCH

It is revealed that innovative practice in the field of teacher education such as micro-teaching and programmed learning have been introduced

since 1978 in Nagaland College of Education, Kohima. Micro-teaching is one of the most recent and important innovations in the teacher training techniques through which the teacher trainees practise one skill at a time. This technique has been effectively adopted in the training of teachers before they actually go for practice teaching. This was also incorporated in both UGTT and JTTI courses. However, programmed learning is kept only as an item of practical work in the B.Ed course. It is also revealed that 12.50% of the teacher educators were involved in the innovative practices in the institution.

Research studies on teachers education as a partial fulfillment of M.A. Education studies has been done in the area of teacher education in Nagaland and development of different teaching skills relating to the teaching of different school subjects. However, no new work at Ph.D. level has been attempted after 1984 on the study of the problems faced by the high school teachers and their attitudes towards teaching profession.

#### 6 : A-14 EVALUATION PATTERN OF THE TEACHER STUDENTS

The present evaluation pattern of division

of marks internal and external assessment in theory papers in the ratio of 20:80 was found to be satisfactory by 66.65% of the teacher educators. However, over 20% of the teacher educators and 11.90% of the trained teachers wanted the division of marks in the ratio of 40:60. Regarding the practical work and practice teaching, 33.31% of the teacher educators suggested that the provision of internal assessment should also be made, as one shot affair by the external board of examiners is unjustified to grade a teacher trainee's annual work under the supervision of the teacher educators.

6 : A-15 HOSTEL ACCOMMODATION

The hostel accommodations for the teacher trainees were found to be in very poor condition . Some of the hostels are on rented buildings. The locations of the hostels as well as the amenities of the hostels are hardly conducive to creating academic atmosphere for the teacher trainees.

6 : A-16 STAFF ACCOMMODATION

As high as 80% of the teacher educators are provided with accommodation facilities. It is observed that there is need of improving the basic facilities of life such as accommodation for better service to the institutions.

6 : A-17 TEACHER EDUCATION PROGRAMME FOR COLLEGE AND UNIVERSITY LEVELS/.

There is no regular programme of teacher education at higher levels. A number of inservice programmes within last seven years were initiated by the departments of Education and English, NEHU, Kohima Campus and Academic Staff College NEHU. It is found that the Academic Staff College under NEHU had been closed down in 1992 by University Grants Commission (UGC) due to financial constraints. Now there is only one Academic Staff College for the whole North East India which is located at Guwahati, Assam. This institution will cater to the needs of inservice teacher education programmes for the teachers at the higher education level for the whole of the North-Eastern Region of India.

6 : A-18 UPGRADATION OF JTTIs TO DIETs

The enrolment in the JTTIs is found declining with the change of recruitment policy of the state government at the primary level, as minimum qualification of matriculate for the educationally backward tribes and pre-university passed and above for the advanced tribes, with exception to remote rural areas. JTTIs are in the process of upgradation to DIETs (District Institute of Education and Training).

Chiechama JTTI has been upgraded in 1991 which is at present attached to State Council of Educational Research and Training at Kohima.

6 : A-19 STAFF APPRAISAL

The staff appraisal or the assessment was found to be in practice in only one teacher education institution. Out of which 70.83% of the teacher educators expressed their satisfaction with the practice. A quarterly assessment of the teacher educators relating to their academic activities within and without the institutions are assessed. It is one of the means of moving to the goal of an organisation which is committed to the worthwhile innovation and achievement of the highest possible quality of educational provision.

6 : A-20 PROFESSIONAL DEVELOPMENT OF THE TEACHERS

Facilities contributing to the professional development of the teachers in the state were found to be inadequate. The participation of resource personnel and participants in case of teacher educators was 50% whereas it was only 37.29% in case of the trained teachers. Besides, there was no other media whereby teaching community can come together

for a common interest such as academic interest and professional exposition. The teacher associations at different levels were so occupied with their specific grievances that there was hardly any scope for creating awareness for professional development and commitment.

**6 : B**      **SUGGESTIONS FOR IMPROVEMENT OF  
TEACHER EDUCATION IN NAGALAND**

The growth trend of trained teachers has not been able to keep its pace with the needs of the state. As high as 62.16% of the teachers in the state are untrained, which is a very alarming fact. In view of these circumstances, timely and wise steps should be taken concerning the improvement of the teacher education for the improvement of quality education in general. The following suggestions are given to solve the problems discussed earlier in this chapter and for the improvements of teacher education in the state.

**6 : B**      **(1) ESTABLISHMENT OF THE INSTITUTIONS AND  
EXPANSION OF THE EXISTING INSTITUTIONS.**

Lack of educational facilities for teachers was found to be the most prominent factor. The state needs more teacher education institutions at different levels. The following institutions may be established or reorganised to cater the needs of the

state.

(1) Pre-Primary Teacher Education Institute

There is no training institute for pre-primary teachers in the state; considering the significant role played by the pre-primary teachers in the state; considering the significant role played by the pre-primary-education, one institution for pre-primary teacher education needs to be established.

(2) Integrated Teacher Education Course

A three to four year integrated course after Pre-university or +2 may be established in line with the Regional College of Education for the better quality of teacher education programme.

(3) Elementary Teacher Training Institution

Some more elementary teacher training institutions needs to be opened in order to meet the changing needs of time in regard to teacher education. It can be organised under DIET to ensure co-ordination and quality of the programme. The duration of the course should be two years.

(4) State Institute of Advance Studies in Education (SIASE)

State Institute of Advance Studies in Education (SIASE) is necessary to establish to cater to the needs of advance studies in education in the state. In view of the new organisation in the

field of teacher education such as DIET, pre-primary education, two years elementary course and the expansion of educational facilities at the high school level teacher education programme, an institution of higher learning in the field of teacher education is required. The objective of the SIASE is to meet the man power needs in the institutions mentioned above and many other institutional needs in the state. Courses of studies such as Master of Education (M.Ed) guidance and counselling, education for rural development, tribal education, educational psychology, gifted and backward children and adult education should be introduced in order of its needs and relevance. An extension service of the institution to meet the needs of the different inservice education programmes for all categories of teacher education will become an important part of the institution. The research unit of the institution will conduct research from time to time on important and needy areas.

This institution will strengthen the entire system of the teacher education meeting their educational and professional needs of the teacher educators. Its ultimate aim is to enrich the teacher education

system by supplying relevant man power and academic guidance.

- (v) Expansion of existing Teacher Education Institutions.

The facilities of the existing institutions such as B.Ed college and UGTT needs to expand in terms of staff, intake capacity, libraries, laboratories etc. should be strengthened so as to meet the needs of teacher education. Every teacher training institute needs to have a practicing school attached to the institution to ensure quality of teacher education by spreading the practice teaching period for a longer duration under the supervision of teacher educators.

#### **6 : B-2 APPOINTMENT POLICY OF THE STATE GOVERNMENT**

The appointment policy of the state government of Nagaland is found to be contributing to the growth of untrained teachers in the state. This policy of appointing unqualified teachers is to be stopped. The government may encourage the fresh graduates to go for pre-service training so that the needs of qualified teachers may be met for the new appointment. Adequate facilities may be provided for the fresh candidates. Proper reservation of seats for the fresh candidates and stipends may be given to attract best

talents to the teaching profession. This approach will lighten the state government burden of giving long term training at the expense of the government as well as screen off the personnel without any commitment and interest from entering into teaching community.

6 : B-3 INSERVICE PROGRAMMES

Inservice programmes needs to increase at all the levels. More programmes should be organised at the district levels. Physical facilities needs to be improved particularly the accommodation of the participants both at the state headquarters and at district levels. In absence of proper infrastructure the inservice programme may be organised during the school vacation time. Lack of motivation and proper monitoring of the inservice programmes at the district level are the other factors for the low participation. This require nucleus staff in every district level education office so that there is proper deputation and monitoring of inservice education programme. The success of the participation of the teachers at the field level will be to a great extent depend on the administrative co-operation. It should in no case show any slackness for the failure to attend any inservice programme by the teachers who are selected by the authority to attend a particular programme. To off set the resistance of the teacher from attending

the courses, number of attendance in the inservice programme may be made as a condition for the crossing of efficiency bar in the service.

In service programmes for the teachers should also be extended to the private school teachers under whose custody the majority of the students in the state are enrolled. The government should also provide DA and TA for the private school teachers as provided to their counterparts in government schools."

**6 : B-4 TREND OF TRAINED TEACHERS IN PRIVATE SCHOOLS.**

The rate of trained teachers in the private schools is found to be extremely low. It is only 9.38% in the whole state whereas the government schools rate of trained teachers is 36%. Although the performance of private schools are far better than those of the government schools, yet each school needs to have a minimum number of trained teachers. The present picture of trained teachers in every school is 2 trained teachers for every private school. In 277 private schools there are only 566 trained teachers. The following measure should be taken to increase the rate of trained teacher in the private schools.

(i) Private schools should be given financial assistance for the education of the teachers apart from the normal grant-in-aid by the government for

the developmental needs of the schools.

(ii) The government needs to review the conditions for the recognition of the private schools by including a minimum of four trained teachers; one in every four major subjects such as English, Social Science, Science and Mathematics, as a condition for the recognition.

(iii) The ratio of teacher-pupil is very high in private schools in the state 1:45, ranging from 1:16 to 1:95. It has a serious deviation from the normal ratio of 1:20. The government may check the mushroom growth of commercial institutions by making strict conditions of recognition of the private schools. Maintenance of a balanced teacher-pupil ratio may also be a condition for recognition.

(iv) The government should enact the act of education in the state assembly for the introduction of provincial and deficit system in the state. Under the provincial system the state government will meet the expenses of the private schools by paying their teachers' salaries while the schools will deposit the fees collected from the students to the government. A little percentage may be kept for the management of the schools. The government representation along with the management will appoint the teachers and

teachers will be paid directly by the benefits of other government school teachers. Under the deficit system, the government pays the expenses on teachers partially; for example, 40% of the expenditure for the teachers pay by the management and 60% by the state government.

By introducing these changes the stability of the teaching staff in the private schools will improve and the trained teachers will also increase.

#### 6 : B-5 ADMISSION TO THE TEACHER EDUCATION INSTITUTION

(i) As much disparity is observed between the numbers of trained teachers district-wise in the government schools, the government may consider the district-wise position of the trained teachers while deputing the teachers for the training courses. For example, Mokokchung district has the rate of 49.73% trained teachers in its schools whereas there is only 31.06% in Mon district. A proper ratio of the trained and untrained teachers in each of the district should be maintained by monitoring deputations, transfers and postings by the department.

(ii) Teachers on the verge of retirement need not be deputed for the course of studies depriving the other prospective candidates.

(iii) Admission of the private candidates may be done on the basis of total academic records, a written test and an aptitude test for teaching.

(iv) The reservation of seats in the training institutions may be increased for the private schools, as well as the fresh candidates to cater to the needs and proposed appointment policy of the state.

**6 : B-6 METHODS AND MATERIALS FOR INSTRUCTION  
IN THE TEACHER EDUCATION INSTITUTIONS**

(i) Methods of teaching in the institutions needs to improve by increasing the number of seminar, group discussion, assignment, test and project work. The lecture method needs to be supplemented by group discussions, seminars, test and assignments. Materials for instruction such as text books, journals, reference books and teaching aids should be enriched. Facilities such as Xerox machine will ensure the best use of the minimum available resources.

(ii) Considering the poor general standard of the teacher trainees at elementary level and the limited instructional material available; instructional materials should be written by the teacher educators within the state to supplement the prescribed text books. This effort will make the curriculum more relevant to the needs of the state

as these teacher educators are in a position to identify the problems and needs of the state.

(iii) Library facilities need to improve by providing reading room, enrich the stocks of text books and journals and other reference books. Habit of reading has to be developed in the teacher trainees while they are in the institutions by creating a congenial atmosphere through a good library.

#### 6 : B-7 EDUCATIONAL TECHNOLOGY

The use of modern technology in the classroom learning is becoming inevitable. The training institutes should orientate the teachers in the operation of hardware technology in a meaningful and effective way. Every training institute should have a Video Cassette player and a linguaphone set for the exposure of the trainees to different well organised programmes of learning in different areas.

#### 6 : B-8 SCIENCE LABORATORIES

Considering the importance of science education in modern technological age every teacher education institution should have a well-equipped functioning science laboratories where all the experiments within the level of school teaching should be conducted and

demonstrated.

6 : B-9     PRACTICING SCHOOL

To ensure qualitative teacher education programme practicing school is a necessary condition. Practicing school attached to the teacher education institution under the control of the Principal of the institute will provide required facility for the trainees practice teaching. Internship of teacher trainees for a considerable length of time under the supervision of the teacher education is very important. Trainees will get opportunity to practice under proper supervision as well as get opportunity to observe the peers class for better self evaluation. The notion that the students in practicing school will suffer does not hold any water as the class conducted by the trainees will be well organised and supervised classes under teacher educators. A practicing school attached to training institution will solve the problems of engaging many unco-operative scattered schools for the same purpose, at the same time trainees will avoid teaching unmotivated students who know that they will be there for only two weeks.

**6 : B-10     EVALUATION PATTERN OF THE TEACHER-STUDENTS**

The present evaluation pattern of theory papers is done in an internal-external ratio of 30:70 . The practical works and practice teaching evaluation may be in the ratio of 50% internal and 50% external.

**6 : B-11     PHYSICAL FACILITIES**

The hostel facilities need to improve into living conditions where there will be an atmosphere conducive to study and healthy interaction. The accommodation for the teaching staff and the ministerial staff should be provided within the campus for better service to the institution.

**6 : B-12     ORGANISATION OF TEACHER EDUCATION PROGRAMME FOR COLLEGE AND UNIVERSITY LEVELS.**

Orientation on the pedagogy in general is essential for all categories of teachers, be it university or pre-primary teachers. Such programmes may be organised within the easy reach of the teachers. Directorate of Higher Education in collaboration with the University, Department of Education, NEHU, can organise in the areas of Pedagogy and methodologies. Besides, the content refresher courses as well as new additions of content can be organised by the involvement of the subject experts from different universities with the initiatives

of the Directorate of Higher and Technical Education. Over and above, the programme of Academic staff college for the region may be organised according to the felt need of different states, needs of the teachers at college and university levels.

**6 : B-13     STAFF APPRAISAL**

Staff Appraisal may be introduced at all the levels for the developmental awareness of professional involvement and excellence. In the absence of any system of assessment or appraisal there is a tendency of slackening whatever is the nature of the work. It is even needed more in a profession such as teaching, where the custodians are not aware of their own welfare for the future under the professionals. The assessment will help to make concrete judgement on one's professional involvement and commitment.

**6 : B-14     PROFESSIONAL DEVELOPMENT OF THE TEACHERS**

More opportunities should be opened for teachers to participate at different national and regional programmes. Teachers should be given opportunities to exchange their view points through different exposures such as cultural exchange programmes, excursions and educational tours and attend national conferences and seminars. Teacher educators are the main agents of bringing desira-

ble changes and effectiveness of the teacher education programmes. They need to be exposed to model institutions for refresher courses as well as to the programmes where visiting professors are involved.

Besides, at the local levels there should be teachers' Clubs or Teachers' Centres where there can be healthy interaction on academic and professional interests among the teaching community, which will have a bearing on the professional development of the teachers.

#### 6 : B-15 CURRICULUM

(i) The duration of the courses may be reviewed in the light of the framework of the national curriculum for teacher education 1988, by National Council of Teacher Education. The duration for the pre-primary teacher education for one year, elementary teacher education for two years, secondary teacher education for one year and higher secondary for one year has been suggested.

(ii) Student-teaching is the heart of any teacher training course. Student teaching during the practice teaching period should be done in the spirit of internship where a student-teacher is in tune to a natural environment of teaching for a considerable period of time. The duration of the internship should be a minimum of two to three months. Proper preparation for the prac-

tice teaching should be done under simulation within the training institute for a minimum of two to three weeks. The preparation under simulation will avoid many related problems such as lack of confidence for the management of class, lack of knowledge of basic teaching skills etc.

(iii) Involvement of the senior experienced and qualified teachers from the practicing schools will contribute in giving meaningful and timely feedback to the teacher trainees. Hence, the experienced and the qualified personnel from the school may share the work of the supervision of practice of the student teachers.

(iv) Practical works of the courses may be strengthened by adding practical items from the subject teaching specialization and other optional specialization.

(v) In view of the poor quality of the general education of the teachers particularly at the elementary level, remedial works need to be done before the commencement of the course. Remedial works on English and content knowledge of the subjects may be done for a minimum period of three months. The syllabus for the remedial work for both JTTI and UGTT should be constructed by the subject experts.

(vi) The curriculum of the teacher education at different levels need to be revised from time to time

to meet the changing needs of the time. A new curriculum design proposed for Nagaland teacher education programme for different levels is given below :-

**6 : C-1 A NEW DESIGN OF CURRICULUM FOR TEACHER EDUCATION IN NAGALAND**

In view of the unsatisfactory quality of teacher education in the state, a new curriculum for different levels of teacher education is proposed for the effective and qualitative teacher education in the state. The new curriculum is prepared within the framework of National Curriculum for Teacher Education 1988. The distinctive feature of the framework is the stage relevant specialization. The first part aims to highlight the objectives, features, historical background and scope of education at the given stage. The second part deals with subject specific learnings concerning different methods, techniques, strategies of teaching school subjects.

**1. EARLY CHILDHOOD EDUCATION LEVEL (PRE-PRIMARY)**

Duration : One Year

Curriculum Component	Weightage in terms of time
----------------------	----------------------------

A. Foundation Course 20%

1. Teacher and Education in Emerging Indian Society (Social & Cultural Context of Education) with special reference to Tribal Society.

2. Child Development and Adjustment (focus on age group 3 to 7)
3. Problems of Education (related to the level) in Nagaland.

B. Stage relevant Specialization 35%

4. Educational Thought and Practice (related an early childhood)
5. Child Skills Development (cognitive, language, personal social development); (Reading, writing and Arithmetic readiness and initiation).
6. Specialization in aesthetic and cultural development.

C. Practicum/Field Work 45%

1. Practical work - (20%)  
working community  
(Universalisation of Elementary Education; motivation-apparent and learners)
2. Internship in Teaching (20%)  
preparation for teaching under simulation-3 weeks. Teaching in a School for two months.
3. Co-Curricular Activities (5%)

## 2. ELEMENTARY LEVEL (PRIMARY AND UPPER PRIMARY)

Duration 2 Years

Curriculum Components	Weightage in terms of time
-----------------------	----------------------------

A. Foundation Courses. 20%

1. Teachers and Education in emerging India Society (Philosophical and Sociological perspective) with special reference to Tribal Society.
2. Education Psychology (Learning process-education and growth)
3. Problem of education in India with reference to Elementary Education in Nagaland.

B. Stage Relevant Specialization. 30%

4. Elementary Education and Teachers Functions, Health and Physical Education.
5. Techniques of teaching Language, Maths, and E.Studies.

C. Additional Specialization 10%

6. Teaching Specialization
  - (a) Science teaching and Social Studies teaching./
  - (b) One of the following :-  
 Adult Education/Non-formal Education/Social Education/Tribal Education/Multiple class teaching/Population Education/Education technology.

D. Practicum/Field Work(a) Practical Work

40%

1. Working with community universalisation project reducing dropouts not allowing to relapse

(b) Internship in Teaching

1. Preparation for practice teaching under simulation for one month
2. Full time teaching for three months
3. Team Teaching

This level is the most formative stage. The course is so intensive and comprehensive that the time duration is required for minimum of two years.

3. SECONDARY LEVEL

Duration : One Year

Curriculum Component	Weightage in terms of time
----------------------	----------------------------

A. Foundation Course

20%

1. Teacher and Society (Philosophy & Socio Cultural perspective) with special reference to Tribal Society.
2. Educational Psychology
3. Problem of Education in India with special reference to Nagaland.

4. Fundamentals of School Management, Educational Statistics of Education Evaluation.

B. Stage Relevant Specialization

(for the Secondary Teacher)

5. Secondary Education Teacher Function.
  - 6&7. Teaching Methodology in any two subjects.
- (for the elementary teachers)

5. Elementary Education and teacher function health and physical education.

6. Techniques of teaching  
Language, Maths, E.Studies

C. Additional Specialization 10%

One from the following

Adult Education/Secondary Education/Population Education/Distance Education/Library Service/Tribal Education/Art Education/Work experience/Active Research Computer Education etc.

D. Practicum/Field Work 40%

1. Internship - 20%

Preparation for teaching 3 week attachment to a School for 2 months practice teaching.

2. Practical Work 20%

(A) Working with community (5%)

Any one of the following

(group work)

- (1) Adoption of a village/ community to bring down the rate of dropouts.
- (2) Drive against the dirt and diseases

(B) Any one of the following 15%

- (1) Construction of an achievement test.
- (2) Sociometric study of a class with the interpretation.
- (3) Development of programme learning materials of about 25 frames.
- (4) Review of a book
- (5) Preparation of teaching model.

4. HIGHER SECONDARY LEVEL

Duration : One Year

Curriculum components	Weightage in terms of time
-----------------------	----------------------------

A. Foundation Course

20%

- 1. Teacher & Society with special reference to Tribal Society.

2. Educational Psychology  
(Special emphasis on adolescence/  
learning adjustment)
3. Problem of Education in India  
with special reference to Nagaland.
4. Fundamentals of School Management  
and Educational studies and  
Educational Evaluation.

B. Stage Relevant Specialization 30%

5. Higher Secondary Education  
and Teacher functions.
6. Communication technology and  
Media resource.
7. Curriculum transaction  
strategies.

(one subject related to +2 level)

C. Additional Specialization 10%

One from among following curriculum  
development/Instructional Strategies  
& Designs Evaluation/Education of  
the gifted, Institutional Planning  
and School Management.

D. Practicum/Field Work 40%

Practical work 20%

(Problem related to youth may be  
included as practical work)

Internship Teaching (at +2 stage) 20%

Preparation for teaching under simu-  
lation for 2 weeks Internship for  
2 months.

## 6 : D CONCLUSIONS

The development of Teacher Education in Nagaland has been very recent and slow. The rate of growth of the trained teachers in Nagaland in 1992 is 37.84%, the lowest in the whole country. The development of education in the state has failed to take its root in the right direction.

Although there has been an increase in the number of schools and colleges, and the number of students at all levels, the increase in the number was not followed by a corresponding increase in the preparation of teachers. As a result, there is a great shortage in the supply of the demand for qualified teachers in the state. The education infrastructure in the state for teacher education is inadequate to train the required number of qualified teachers for the state.

The three JTTIs are no longer in a position to train the teachers at the primary level. Due to the improvement in the general standard of the education in the state, many of the primary level teachers are matric pass and above, whereas JTTI is meant for undermatric teachers teaching at Primary level. These institu-

tions are in the process of winding up, except for the training of teachers from the backward areas such as Mon and Tuensang districts and interior areas in Zunheboto district. These institutions need to upgrade and strengthen so as to cater the needs of the teachers teaching at the elementary level. The graduate teachers teaching at this level should be trained for stage relevant specialization though they are admitted to high school teachers training college.

There is only one high school teacher educational institution with a limited capacity for the whole state. In view of the high rate of untrained teachers (71.44%) at this level more institutions should be opened.

The inservice programme in the state is extremely inadequate. The State Council of Educational Research and Training is the main agent for organising inservice training programmes, fifty percent of the programmes are conducted in the state headquarters and fifty percent in the District headquarters. The participations in the inservice programmes are not upto the mark due to the reasons such as absence of accommodation facilities, problems of transportations and lack of motivation.

The rate of the untrained teachers could not be significantly brought down during the last twenty years. The rate of untrained teacher is still 62.12%. The factors contributing to the high rate of the untrained teachers are appointment policy of government and opening new schools. The training institutions on the other hand did not increase correspondingly.

The study presents a grim picture of the present problems of shortage of qualified teachers, poor quality of teachers imbalanced teacher training system and inadequate educational and material incentives to attract talented local recruits to the teaching profession. It is also observed that the attitude of the government towards the private schools and the their teachers is indifferent.

The financial aid given to the private schools and the teachers of the private schools is inadequate eventhough they are bringing better results, while working under inferior working conditions. The expenditure on the government institutions and teachers is not justified for two reasons, viz:- the enrolment is higher in the private schools and secondly, the performance in terms of result is better in private schools than that of government schools. The financing and the management

of education in the state needs re-examination in terms of policy. An enactment of an education bill can only guarantee a fair distribution and justification of the expenditure on education keeping in view the national objective of universalisation of primary education. Private schools deserve more financial aid from the government in line with the rest of the country. The improvement of working condition in the private schools will have an impact on the quality of teachers and the quality of education at large.

The need to clear the backlog of untrained teachers and give inservice training to the teachers at all levels is a matter of great priority. In order to raise the quality of general education and enable it to satisfy social and cultural aspirations, not only many teachers be trained but the quality of teacher education and training must also be greatly improved. Besides, proportion of teachers at various levels will need to acquire more than the stipulated minimum qualifications.

Investment in the 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.

Any step taken by government such as enactment of education bill may not go far in providing the correct remedy. It may achieve a substantial reduction in disproportionate increase in the number private schools and untrained teachers. But the absence of the educational facilities for the teachers and the state government appointment policy of appointing unqualified teachers need to be countered. If the present situation is allowed to continue, the best part of school education in Nagaland will be handled by untrained and unskilled teachers, with consequences harmful to the educational excellence we are aiming at.

Therefore this negative tendency has to be countered by direct and positive steps. By the positive steps we mean the provision of facilities for our teacher training institutions and further increasing the number of teacher training institutes so that we will be able to meet the demand for trained teachers from our own training institutions.

The state government should change its policy of appointing unqualified teachers. These steps will be able to bring down the high incidence of untrained teachers in the state; which is a serious back drop in the education system of the state.

SUGGESTIONS FOR FURTHER RESEARCH WORK

For a research no study is an end in itself. In an attempt to trace the development of teacher education and problems relating to preparation of teachers in the state; the investigator found the need for further research in the following areas :-

- (1) A critical evaluation of curriculum of teacher education at JTTI level in Nagaland.
- (2) The follow up programme of alumni of the teacher training college in Nagaland.
- (3) Study of the innovative practices and its effectiveness in teacher training institutes in Nagaland.
- (4) Exploratory study into factors affecting teachers' efficiency and their implications for teacher training programmes at primary level.
- (5) An investigation into the effectiveness of inservice teacher education programmes in the state.

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## SUMMARY

No system of education can rise higher than the level of its teachers. Of all the factors which determine the quality of education and its contribution to the national development, the teacher, undoubtedly, is the most important factor. It is rightly said that, as are the teachers; so is the standard of education of children of any society. Hence the preparation of teacher for education at various levels is an extremely important task for national building.

The professional preparation of teachers has infact, become an integral part of the educational system. The National Education Commission of 1964-66 has rightly stated in this regard. "A sound programme of professional education of teachers is essential for the qualitative improvement of education." The strength of an educational system largely depends upon the quality of its teachers. Democratization of education has immensely expanded the scope of teacher education. Teachers' education is no longer limited to school teaching only but it has extended to college and university teachers level as well as teachers for non-formal and adult education.

The historical studies of teacher education system in India revealed that there was very little

evidence of any system of teacher education during ancient period. The ancient Indian teachers mostly belonged to Brahmin community. The practice of teachers training began under monastic system of education by training the monks and nuns under monitoral system. The first formal teachers training institute was established in 1716 by the Danish missionary Ziegenbalg at Tanquebar. Since then, the era of teacher training system marked the history of teacher education in India.

The objectives of teacher education revolve around the development of necessary skills, attitude, understanding knowledge which would enhance the professional competency of the teachers to bring about desirable modification on the behaviour of the students and changes in the society.

#### Need of the study

Inspite of the appreciable expansion of education facilities in the state, much is yet to be achieved for the qualitative education. The quality education is determined by the quality of teachers. The rate of trained teachers in 1991 was 37.84% which is the lowest in the country. Fifth All India Educational Survey 1986 revealed the rate of trained teacher in Nagaland was 38.89% against 88.07% in India. The situation has not improved, rather declined by one percent in 1992.

The state has many educational problems generated from political, economical, social and linguistic issues. The prolonged insurgency is one of the major factors, that hampered the development of education in all respects. The state have to depend on the teachers coming from outside the state as the local candidates are not attracted to teaching careers particularly at school levels. These teachers suffer from adjustment problems such as language, culture, service insecurity and lack of required professional education. As a result the quality of education is far below the satisfactory level. The present study has been conducted to find out some of the factors that ail the development and effectiveness of teacher education in the state.

#### Statement of the problem

The problem undertaken for study is stated as "A study of the Development of Teacher Education in Nagaland since independence."

#### 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.

#### DELIMITATION

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

#### Chapter-2

In chapter two as many as 34 studies on teacher education both pre-service and in-service in the historical perspective in India have been done. All the studies more or less painted a dismal picture of teacher education, so far as the qualitative aspect was concerned. Dearth of required physical facilities and adequate financial provisions and inadequate number of inservice education programmes were the major findings. It is observed that no study has been conducted in the area of the development of teacher education in Nagaland. Hence, the investigator has undertaken the present problem .

Chapter - 3

From the methodological point of view the present study is a descriptive survey type. The basic tools used for the collection of the necessary data are Questionnaire, Interview and the study of the official records and literature. Interview with the personnel involved in the development of education among the Nagas before independence and different contemporary experts in the field of education were taken into account. Tools were administered by mailing and personal contacts.

Sample

The sample of the study comprises of 420 trained teachers, 24 teacher educators, 66 headmasters, five heads of the teacher training institutions and 17 Inspectors and Deputy Inspectors of schools. Questionnaire were constructed for all the different categories of respondents and persons interviewed.

Besides the data was collected through the study of the official records and literatures. Interview with the persons involved in the development of education among the Nagas before independence and different contemporary experts in the field of education were taken into account. Tools were administered by mailing and personal contacts.

Chapter - IV

The dawn of modern education for the Nagas was brought by the chistian missionaries and the British officials. The missionaries were the pioneers in starting the schools in mountain peak villages which were later financed by the British government. The concept of teacher education was installed by the missionaries by giving pre-service teacher education while they were still in the institution as students. Their station school served the dual purposes of training preachers and teachers.

After the independence of the country there was expansion of educational facilities by opening more schools by the government as well as private agencies. The teachers of the then Naga Hills District of Assam had to go for teachers training to Shillong, Guwahati, Imphal, Jorhat, Titapur and Wardha. The first Junior Teachers' Training Institute was established at Chiechama in Kohima district; shortly after two more were .....

opened one in 1962 at Mokokchung and another in 1964 at Tuensang. The high school teacher training institute was established in the state only in 1975, in Kohima and an under-graduate teachers institute at Phesama was opened in 1978.

The rate of trained teachers in 1992 at high school level is 28.56%, at middle level 29.03% and 48.14% at primary level. The over all rate is only 37.84% in the state.

Tables representing the growth trend of the trained teachers, and graphs projecting the growth rate by 2000 A.D. are inserted in the appropriate places.

It is observed that the growth trend of the teacher education in Nagaland had been very slow and poor as well. The increase of the schools and its untrained teachers were not correspondingly met by the increase of the teacher training institutions. The existing institutions have limited seats and facilities and not able to cater to the need of the trained teachers for the state. The limited trained teachers in the state were very improporionately placed to government and private schools. Government schools and their teachers are in a very advantageous position in terms of the teacher education programme both for pre-service

and in-service programmes. On the other hand private schools were deprived of both pre-service and in-service teacher education programmes.

A wide gap has been maintained in terms of teacher-pupil ratio between government and private schools, the government schools are overstaffed whereas the private schools are understaffed. The huge expenditure on the school education and teacher education annually by the government for the government schools and their teachers was not justified whereas the majority are enrolled in private schools.

#### Chapter - V

In this chapter, the data collected were analysed and interpreted. Data collected from different groups of respondents were analysed and percentages were calculated wherever necessary and results were interpreted as the findings of the study .

#### Chapter - VI

The following are the major findings of the study :-

(i) The christian missionaries were found to be the pioneers of educational activities among the Nagas. The first christian activities were started in 1871 at Deka Haimong an Assam border village in Mokokchung

district. Schools were established as a process of the propagation of faith, as a result churches and schools sprang up together in the villages on the peaks of the Naga Hills. The station school served the dual purpose of training both preachers and teachers. The monitorial system was introduced in the station school by the missionaries which was the landmark in the history of teacher education among the Nagas.

(ii) The needs for the inservice education for teachers were also met by the missionaries during their annual Bible class for the clergymen by giving training on pedagogical areas, as the Pastor of the church was also the teacher in most cases. After the independence the teachers were sent to other states for teacher training.

(iii) The beginning of the teacher education is very recent in the state. It was only in 1955, when the first JTTI was established at Chiechama, at Kohima district for primary teachers. Two more JTTIs were opened, one at Mokokchung in 1962 and the other one at Tuensang in 1964. A teacher training college for the high school teachers was established in 1975, till then the government teachers continued to go for trai-

ning outside the state. There are five teacher training institutions, offering three courses viz:- JTFI, UGTT and B.Ed. The duration of all the three courses is one year each. The B.Ed college is affiliated to NEHU and the other two courses are under State Board of Teacher Education, Nagaland. One of the five institutions is privately managed, St.Paul's Institute, Phesama,, offering the UGTT course.

(iv) It was found that the trend of growth of trained teachers has been very slow. After thirty seven years of the establishment of teacher education institution, the state has 32.84% of trained teachers in 1992. The rate at high school teachers level is 28.56%, middle level 29.14%. The magnitude of untrained teachers in the state is a threat to the whole system. As high as 71.44% at the high school level, 70.94% at middle level and 51.86% at the primary level are untrained.

(v) The inservice activities show a growth trend during last ten years, although, it is not up to the mark. The participations in the inservice programmes are found to be low mainly due to the lack of facilities such as accommodation and transportation. It is also observed that the inservice programmes are conducted only for the government school teachers. Private school teachers are deprived of the inservice programmes.

(vi) The positions of institutions in 1991 were found to be 1835 schools, out of which 1558 were government schools and 277 private schools. The total enrolment is 300212 out of which 145898 are in Government schools and 154314 are enrolled in private schools. The enrolment is higher in private schools, whereas private schools form only 15.09% of the total number of schools.

The total number of teachers in the state in 1991 is 13742, out of which 10249 are government teachers and 3945 are private school teachers. The total trained teachers are 5200, out of which 4634 are government employees and only 566 are private school teachers. Total untrained teachers in the state are still 8542, out of which 5613 are government school teachers and the rest are private.

(vii) There is a wide disparity between the percentage of trained teachers in government schools and private schools. The rate of trained teachers in government schools is 35.99% whereas it is only 9.38% in private schools. The reasons for the low rate of trained teachers in private schools are the lack of training facilities and no assistance for the further education was given at par with their government counterparts.

The teacher-pupil ratio shows a very contrasting picture. The teacher-pupil ratio in private schools is 1.43 with a range of 1:16 to 1:95. Many of the schools have overcrowded classrooms. On the other hand, the government schools have a ratio of 1:14 with the range of 1:7 to 1:29. Many of the government schools have very low enrolment. The former is understaffed the latter is overstaffed.

The position of the private school teachers is very pathetic. They are deprived of many benefits which the government school teachers are enjoying, though performance wise they are doing better than the government schools.

(viii) The government expenditure on education is also not justified. In 1991 the State Government of Nagaland spent Rs 45,14,8200 on the school education; out of which only Rs 19,5000 was given as grants-in-aid to the private schools which is only 2.31% of the total expenditure, whereas the majority of the students are enrolled in the private schools. Private school teachers are not given any financial assistance. The grants-in-aid is mostly used for developmental needs in the schools. The only facility extended to them is the reservation of 14.28% of seats in the training institutions for the B.Ed course. The government should pass an act of education to introduce deficit and provisio-

nal system of school management in the state, in line with the rest of the country.

(ix) Admission to the training institutions for the government teachers is done on the basis of seniority and are sent on deputation for the different courses of study. The reserved seats of the private candidates are filled up through a very tough competition. As regard to the selection of the private candidates an oral interview is conducted by the selection board, it was revealed that the selection should be done on the basis of over all performances of academic record, a written test and an aptitude test for teaching.

(x) The duration of the course was found to be insufficient. Extension of the duration to a minimum of 18 months and a maximum of 2 years was suggested by 41.66% of the teacher educators and 56.67% of the trained teachers. The study showed that 90.10% of the trained teachers and 75% of the teacher educators expressed their satisfaction with the present curriculum. It was further supported by the reports of Inspectors of Schools and Deputy Inspectors of Schools and Headmasters who observed a positive change in the trained teachers after the completion of the course. However, 56% of the headmasters, 40.26% of the trained teachers, 33.33% of the teacher educators suggested to make the

course, activity oriented, by enriching the practical works and improving the practice teaching and increasing the conduct of seminars, discussions, tests and assignments.

(xi) It is observed that all the graduates irrespective of their levels of teaching were admitted to B.Ed college which imparts general professional education for school teaching and teaching specialization content for high school level. Out of 592 graduates admitted during 1983 to 1992 to B.Ed class 404 were teaching at high school, 138 at middle school and 50 at primary levels.

(xii) There was no uniformity as regards to the duration of the student teachers practice teaching which varies from two weeks to three months with two to five hours per week. The main reason for the disuniformity was the absence of practice teaching school attached to the institution. Only one out of five institutions has a practicing school. The other institutions have to depend on the neighbouring schools for conducting practice teaching. The need to have a practicing school attached to the institution is expressed by 83.33% of the teacher educators and 53% of the trained teachers

to ensure better supervision under the teacher educators by spreading the duration of practice teaching for a longer period.

(xiii) The methods and materials for instruction in teacher education institution are observed to be traditional and poor. Lecture method dominated followed by giving of notes in the classroom, whereas seminar, discussion, test and assignments were conducted occasionally. The materials for the instructions were inadequate and poor. The UGTT and JTTI trainees found it too high for their standard to understand.

(xiv) The use of educational technology was not introduced though there were some hardware technologies in the institutions. The science laboratories in the training institutions were ill-equipped and poorly managed. Library facilities were not upto the standard. The number of journals and books were found to be inadequate. Innovative practices such as micro-teaching and programmed learning were found to be practised in the teacher training programme in the state. Besides 12.50% of the teacher educators are involved in the other innovations.

(xv) The evaluation pattern of the teacher-students was found to be satisfactory by the majority (66.65%)

of teacher educators. However 20% of the teacher educators and trained teachers suggested for the ratio of mark divisions of internal and external in the ratio of 40 to 60 in place of present divisions of 20 to 80. Regarding the practical works and practice teaching 33.31% of the teacher educators suggested for the provision of internal assessment, against the present practice of assessment by external Board of Examiners for practice teaching and practical works.

(xvi) The physical facilities such as hostels and staff accommodation and the classrooms were found to be very poor and inadequate, hardly conducive to create professional study .

(xvii) The JTTI's are in the process of upgradation to DIET as an implementation of NPE 1986. DIET will cater to both pre-service and in-service programmes for elementary teachers in the state.

(xviii) Staff appraisal is found to be practised only in one institution of teacher education which is done quarterly. The practice was found to be helpful by educators.

(xix) Teacher education programmes for college and university levels at intervals were organised by different agencies such as University Department of Education,

Department of English and Academic Staff College under North Eastern Hill University (NEHU) Shillong. The Academic staff college under NEHU had been closed due to financial constraints. The Academic staff college in Guwahati is retained to to the needs of the whole region.

The following suggestions are given to  
improve the teacher education in the state

(i) More institutions for teacher education need to be established in the state to extend facilities for teacher education such as pre-primary teacher education for one year, integrated teacher education course for three to four years and elementary teacher education for 2 years duration. An institute of Advance Studies in Education at the state level needs to be established to cater to the needs of the different levels of teacher education institutions as well as to facilitate to under go for the further studies for the school teachers in the state.

(ii) The existing facilities need to be expanded in terms of intake capacity, staff and stage relevant specialization and teaching specialization.

(iii) The appointment policy of the state government should be reviewed, making professional certificate

or degree as a required qualification for the appointment of teachers. Good academic record should be taken into consideration for appointment.

(iv) Inservice programmes need to increase at all the levels, facilities such as accommodations should be provided to the participants. More inservice programmes should be organised at the district levels. School based inservice teacher education programmes should be encouraged by the authorities. The administrative authorities should monitor the selection and participation of the teachers in the inservice programmes.

(v) The private schools should be given due government assistance like other private schools in the rest of the country by an enactment of education bill, by which the working conditions of the teachers and quality of teachers as well, will be improved in the state, as it has a direct impact on the quality of teachers in the state.

(vi) Provision of seats in the training institutions for the private school teachers and fresh private candidates should be increased. Admission may be given on the basis of total academic records, a written test and an aptitude test for teaching.

(vii) Methods and materials for instruction in the teacher education institution should be updated by increasing seminars, discussions, test and assignments. The latest teaching materials and journals should be added to the libraries in all the teacher education institutions. Considering the abilities of UGTT and JTTI trainees to use the available instructional materials in the institutions, instructional materials should be written by the teacher educators and experts within the state to supplement the other books prescribed by the State Board of Teacher Education.

(viii) The use of technology in the classrooms should be adopted and its training to the teachers in the effective operation of hardware technologies in the classrooms during the course should be conducted. A minimum of a linguaphone sets, Video Cassette player, projector should be provided in every training institute.

(ix) Science laboratories should be well-equipped so as to conduct at least the school content practical experiments. Besides the trainees should be trained to manage a working laboratory for a school.

(x) A practicing school attached to the teacher education institution under the control of the head

of the teacher education institution is a necessity for the effective practical teacher education programme. Every teacher education institution should have a practicing school attached to it.

(xi) In view of the poor quality of the general education of the teachers teaching at elementary level, the teacher education programme at this level should set apart the initial few months, a minimum of three months for remedial work. Remedial work in the areas of English and knowledge of the contents should be included in the syllabus. The syllabus for the remedial work for both JTEE and UGTT courses should be constructed by the subject experts of teacher educators.

(xii) The evaluation of the teacher trainees should be in the ratio of 30% internal and 70% external. The practical work and practice teaching may be in the ratio of 50% internal and 50% external.

(xiii) The physical facilities both for the teacher trainees and staff should be improved so as to create a congenial academic atmosphere.

(xiv) The teacher education programmes, both pre-service and in-service, should be organised effectively for the college and university levels in the state to ensure quality of education at higher levels.

(xv) Staff appraisal may be introduced for teachers at all the levels for the development of awareness of professional excellence.

(xvi) The duration of the course should be extended in line with the national curriculum for teacher education at elementary level for a period of two years. The curriculum needs to be revised from time to time. The student teaching should be on internship for a minimum period of two to three months. Practical works may be strengthened by adding practical items for the teaching specialization as well as optional specialization. A new design of curriculum for the teacher education at different levels in line with the framework of national curriculum for teacher education 1988 and with special reference to Nagaland is constructed. Stage relevant specialization for all the levels is taken care for more relevant and effective teacher preparation in the new design. See page-204.

(xvii) The upgradation of the two remaining JTTI's to DIET should be done for better and more effective elementary teacher education giving due consideration to both pre-service and in-service programmes so as to achieve the target of clearing the backlog of untrained teachers.

(xviii) The policy of the government should be modified for the retention of the experienced and qualified personnel when there is no person to fill up the vacuum.

In conclusion, the state has a great shortage of the supply of the demand of trained teachers. The teacher education institutions are inadequate to meet the demand. There is an urgent need of extending the educational facilities for teacher education both to the government and private school teachers. The private schools were found to be deprived of all required facilities and assistance from the government; which require an immediate review of the matter, failing which the best of the children in the state will be handled by untrained and unskilled teachers.

#### Scope of Study

- (1) The findings of the study can be used in making the future decisions concerning the teacher education programme in the state.
- (2) 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.

- 22
- (3) The suggestions proposed will contribute to improving the quality of Teacher Education in the state.

SUGGESTIONS FOR FURTHER RESEARCH WORK

The following are suggested for further research work :-

- (1) A critical evaluation of curriculum of teacher education at JTTI level in Nagaland.
- (2) The follow up programme of alumni of the teacher training college in Nagaland.
- (3) Study on the innovative practices and its effectiveness in teacher training institutes in Nagaland.
- (4) Exploratory study into factors affecting teachers' efficiency and their implications for teacher training programmes at primary level.
- (5) An investigation into the effectiveness of in-service teacher education programmes in the state.

APPENDIX - 1

CURRICULUM OF THE EXISTING TEACHER  
EDUCATION PROGRAMME IN THE STATE.

A. 1. Bachelor of Education

Duration : 1 Year

University : North Eastern Hills University Shillong.

(a)	<u>Courses of Study</u>	<u>Marks</u>	
		<u>External</u>	<u>Internal</u>
	1. Teacher and Society	80	20
	2. Educational Psychology	80	20
	3. Educational Technology	80	20
	4. Problems of Education in India with special refe- rence to North East Region.	80	20
	<u>5&amp;6. Any two of the following:-</u>		
(a)	Adult and Non-formal Educational.	40	10
(b)	Education and Rural Development.	40	10
(c)	Special Education for the gifted and the backward.	40	10
(d)	Educational guidance and counselling.	40	10
(e)	School Management	40	10
(f)	Population Education	40	10

7&8. Teaching Specialisation (Two of the following)

(a) Life Science	80	20
(b) Physical Sciences	80	20
(c) History	80	20
(d) Social Studies	80	20
(e) Geography	80	20
(f) Home Science	80	20
(g) Mathematics	80	20
(h) English	80	20
(i) Indian Languages (Taught at the Secondary School stage in the area)	80	20

(b) Practical work and practice teaching

Practical work : Every student shall be required to complete one item of work from the list of suggested works in addition to the prescribed exercise in Educational Statistics and submit his work book for evaluation.

**SECTION : 1 EDUCATIONAL STATISTICS**

1. Numerical data and frequency distribution.
2. Graphical representation of data frequency polygon and Histogram.
3. Measures of central tendency, -mean, median and mode.
4. Measures variability - Range, quartile deviation, standard deviation.
5. Correlation - by Rank different method.

## SECTION : 11 ITEMS OF PRACTICAL WORK

(Any one item to be taken up by each student)

1. Construction of an achievement test.
2. Administration of a test and interpretation of the results.
3. Sociometric study of a class with the reinterpretation.
4. Observation of teaching in classroom situation using FIACS.
5. Development of a Programmed learning material of about 25 frames.
6. Review of a book (Title should be suggested by the teacher).
7. Remedial teaching in language or mathematics.
8. Identifying the weaknesses in learning the remedial programme.
9. Planning and conducting a co-curricular activity and presenting a report - Quiz, Debate, Magazine editing etc.

Practice Teaching : A minimum of 20 lessons in each of the two teaching specialisations shall be given by every student. Some of these lessons may be given under simulated conditions.

(c) Scheme of evaluation

1. Practical work and practice teaching shall be evaluated separately by a Board of Examiners appointed by the University. The Board of Examiners shall hold a viva-voce test and review the practical work done by each candidate and award one of the following grades to it. The Board of Examiners

#### IV

shall also observe at least one teaching class taken by each candidate and award one of the following grades to practice teaching finally the two grade will be combined by using the mark equivalent shown against each of the grades.

Grade O (70 and above) = Outstanding

Grade A (60 to 69) = Good

Grade B (50 to 59) = Average

Grade C (Below 50) = Failed

#### 2. Theory Papers

The division of internal and external marks is in the ratio of 20% and 80%.

#### B. UNDER-GRADUATE TEACHER'S TRAINING

Duration : One Year

Board : State Board of Teacher Education Nagaland

#### Marks External

1. Teachers and Education in Emerging Indian Society including Primary Education in Nagaland. 100

2. Child Psychology 100

3. School Organisation and Education Evaluation. 50

#### Content cum-Methodology

4. English Paper-I (Content) 100

English Paper-II (Methodology) 50

5. Environmental Studies Paper-I (Content) 100

Environmental Studies Paper-II (Methodology) 50

6. Maths Paper-I (Content)	100
Maths Paper-II (Methodology)	50
7. General Science Paper-I (Content)	75
General Science Paper-II (Methodology)	50

Practice Teaching

A minimum of five lessons in every subject shall be given by students, before for the practice teaching, preparation of the practice teaching to be done under simulation.

<u>Practical Work</u>	25
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- (i) Practical works in Science
- (ii) Preparation of a craft and a teaching model.

All the theory papers are examined externally by State Board of Teacher Education Examination. Practice Teaching and Practical works are evaluated internally in the institution.

**C. JUNIOR TEACHER TRAINING**

Duration : I Year

Board : State Board of Teacher Education Nagaland.

COURSE TITLE

<u>Area A Theory Pedagogy</u>	External
1. Teacher and Emerging Indian Society.	75 Marks
2. Child Psychology	75 Marks
3. School Organisation and Education Evaluation.	50 Marks

Area B. Working with community

- |   |  |                        |
|---|--|------------------------|
| 4. Community Service                    |  |                        |
| 5. Development of learning<br>Episodes  |  | Internal<br>Assessment |
| 6. Socially Useful Productive<br>works. |  |                        |

Area C. Content-cum-Methodology and Practice TeachingTheory External

- |   |          |           |
|---|----------|-----------|
| 7. Theory and Practice of Instructional skills. |          | 100 Marks |
| 8. Teaching of Mother Tongue                    |          | 100 Marks |
| 9. <u>Teaching of English</u>                   |          | 150 Marks |
| (i) Paper-I Content                             |          | 100 Marks |
| (ii) Paper-II Methodology                       |          | 50 Marks  |
| 10. <u>Teaching of Maths</u>                    |          | 150 Marks |
| (i) Paper-I Content                             |          | 100 Marks |
| (ii) Paper-II Methodology                       |          | 50 Marks  |
| 11. <u>Teaching of Science</u>                  |          | 150 Marks |
| (i) Paper-I Content                             |          | 100 Marks |
| (ii) Paper-II Methodology                       |          | 50 Marks  |
| 12. <u>Teaching of Social Science</u>           |          | 150 Marks |
| (i) Paper-I Content                             |          | 100 Marks |
| (ii) Paper-II Methodology                       |          | 50 Marks  |
| 13. Physical Education & Creative Arts          |          | 100 Marks |
|   | External | 50 Marks  |
|   | Internal | 50 Marks  |
| 14. Practice Teaching 20 days                   |          |           |
|   | External | 50 Marks  |
|   | Internal | 50 Marks  |

APPENDIX - II

A. An Introductory Letter

Dear Sir/Madam,

Department of Education

NEHU - Kohima Campus,

Kohima, Nagaland.

Dated \_\_\_\_\_

I am undertaking a survey of the development of teacher education in Nagaland since independence for a doctoral research work. It is sincerely hoped that this investigation will contribute towards the improvement of the quality of education in our State. Your answers will be treated as confidential.

I would therefore, request you to kindly extend your valuable co-operation by filling the 'Questionnaire' and hand it for onward transmission to me.

Thanking you,

Yours faithfully,

( Smt. P.KILEMSUNGLA Ao )

Research Scholar

Department of Education

Kohima Campus,

Nagaland.

B. QUESTIONNAIRE , INFORMATION  
AND INTERVIEW SCHEDULES/.

1. Questionnaire to the Trained Teachers

1. Name :
2. Sex : Age :
3. Name of the School :
4. Teaching experience :
5. Qualification :
6. Year of acquiring Professional Degree :
7. Do you find B.Ed/J.T.T.I/U.G.T.T. course relevant and helpfull in your daily teaching?  
Yes/No If no, mention the areas that need improvement:  
(1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_
8. Do you think the time duration of B.Ed/  
U.G.T.T./J.T.T.I. course was sufficient?  
Yes/No, If no, suggest the suitable duration  
\_\_\_\_\_
9. Do you find the Practical Works of the course relevant and helpfull to your School situation ? Yes/No.
10. Is your attitude towards teaching profession the same after undergoing the course Yes/No.

III

11. Did you face any problem concerning the required books during your course ? Yes/No.
12. Did you face any difficulty in adjusting with the new situation during practical teaching?  
Yes/No If yes, tick mark the dominant factor:
  - (i) Methodology
  - (ii) New situation.
13. Are you in favour of having a practice teaching school attached to your institution ? Yes/No.
14. Are you in favour of having an experienced and trained teacher from the school to supervise your practice teaching class along with your lecturer ? Yes/No
15. Are you in favour of making the institution a residential institution ? Yes/No.
16. Did the assignments, tests and seminars help you in your course ? Yes/No.
17. Do you have enough opportunities for inservice programmes ? Yes/No.
18. Are you deputed to attend seminars/conferences etc ? Yes/No; Facilities:
19. What facilities do you expect as required for the successful completion of your training course ?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

20. What problems do you face for attending inservice programme ?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

21. Programme organisation :

Which area of the Teacher Training Programme need to be strengthened ?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

C. QUESTIONNAIRE TO THE TEACHER-EDUCATORS

1. Name :
2. Sex : Age :
3. Qualification :
4. Name of the institution :
5. Status in the institution :
6. Teaching experience :
7. Administrative experience :
8. Other experience :
9. Service conditions : Permanent/Temporary/Contract
10. Work load :-
  - (i) No. of papers/courses allotted :
  - (ii) No. of trainees allotted for practical works:

- (iii) Lecture hours per week :
- (iv) Practical work hours per week :
- (v) Seminar hours per week :
- (vi) Test and Assignment hours per week :
- (vii) Co-curricular activities hours per week:
11. Number of inservice programmes attended within last five years :
12. Number of academic assignments taken up outside the institution within last five years :
13. Are you satisfied with the duration of the course?  
Yes/No : If no, suggest the duration: \_\_\_\_\_
14. Are you satisfied with the present procedure of the evaluation of 20% internal and 80% external? Yes/No If no, suggest : \_\_\_\_\_
15. Do you give demonstration class before the students - practice teaching ?
16. Do you agree that the curriculum is relevant and practical ? Yes/No If no, suggest improvement \_\_\_\_\_
17. What methods do you use in your dialy teaching?
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
18. Do you give notes in the class ? Yes/No
19. Do you favour the idea that the trained and experienced teachers in the school should assist

in the supervision of the practice teaching along with the college supervisors ? Yes/No

20. Do you agree with the view that academic qualifications should be the sole criteria for the selection of trainees ? Yes/No

21. Do you support the selection of the trainees by the educational administrator ? Yes/No

22. Do you agree with the view that there should be written test for the selection of trainees for the admission ? Yes/No

23. Are you satisfied with the staff assessment procedure ? Yes/No

If no, suggest for improvement: \_\_\_\_\_

24. Have you attempted any innovative practices within last three years ? Yes/No

If yes, state the practice : \_\_\_\_\_

25. Have you taken up any research project Yes/No

26. Do you have laboratory facilities for science experiments ? Yes/No

27. Do you have Audio-Visual aids room equipped with teaching aids ? Yes/No

28. Are you satisfied with the stock of books and Journals in your Library ? Yes/No

If no which of these need to enrich

(i) Text Books

(2) Journals

29. Do you have technical-hand in the college for operating projectors etc ? Yes/No

30. Which areas of the Teacher training need to be strengthened ?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

D. QUESTIONNAIRE TO THE HEAD MASTERS OF SCHOOL

1. Name :

2. Sex :

3. Teaching Experience :

4. Name of the institution :

5. Location :

6. Government/Private :

7. Enrolment of the school :

8. Total number of teachers :

Male	Female	Trained	Untrained
_____	_____	_____	_____

9. Total number of faculty meeting :

10. Is there any institutional planning in the School?  
Yes/No

11. Were there inservice programmes organised within the school ?

Yes/No If yes, state the number :

Nature of programmes :

VIII

12. Are the teachers regular in their attendance?  
Yes/No If no, indicate the reason :
13. Do you supervise the classes of the teachers?  
Yes/No If yes, state the methods of supervision

If no, give the reason :

14. Do the teachers utilise the teaching aids while teaching ? Yes/No
15. How many teachers attended the inservice programme within last 5 years ?

No. of teachers	Organisations	Duration
_____	_____	_____

16. Do the teachers take keen interest in the cocurricular activities of the School ? Yes/No
17. Do you think that the present system of training provides quality training to the trainees ?  
If no, suggest improvement :-

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

18. Did you see any improvement with the teachers after they received training ? Yes/No

D. QUESTIONNAIRE TO THE HEADS OF THE  
TEACHER EDUCATION INSTITUTIONS/.

1. Name of the Head :
  2. Name of the Institution :
  3. Year of Establishment :
  4. Courses offered :      Name                      Duration  
 (i) \_\_\_\_\_  
 (ii) \_\_\_\_\_
  5. Intake capacity:      (i) \_\_\_\_\_  
 (ii) \_\_\_\_\_
- Do you feel the need to increase the intake capacity ?      Yes/No
6. Enrolment year-wise :-  

Year	Male	Femal	Govt.Deputies	Private candidates
_____	_____	_____	_____	_____
  7. Criteria for the selection of trainees :
  8. Teaching specialisation offered :  
 (i) \_\_\_\_\_  
 (ii) \_\_\_\_\_  
 (iii) \_\_\_\_\_  
 (iv) \_\_\_\_\_
  9. Educational specialisation :  
 (i) \_\_\_\_\_  
 (ii) \_\_\_\_\_  
 (iii) \_\_\_\_\_

10. Curriculum

(i) Do you agree that the curriculum is relevant and practical ? Yes/No

If no what are the areas that need improvement

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(ii) Is the curriculum revised ? Yes/No

If yes write the years 

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## 11. Number of Teacher Education :

1. Qualifications prescribed by Universities/  
Boards

(a) B.Ed. Course

(c) U.G.T.T.Course

(b) J.T.T.I. Course

(d) Pre-Primary T.T.Course

2. Sl.No.      Male      Female      qualifications

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Total :-

12. Inservice programmes for teacher educators Number of programme organised :- Internally :

Externally :

13. Any higher study provision for the staff : Yes/No

If yes, (i) No. of Staff on study leave:

(ii) Nature of the study :

(iii) Financer :

14. Staff assessment method. If any frequency :

15. Any professional association ? Yes/No

If yes, state (i) Name:

(ii) Is the membership compulsory ?

(iii) Objectives :

(iv) Frequency of meetings:

16. Practice Teaching :

(a) Supervision : (i) Duration :

(ii) Hours per week :

(iii) Mode of feedback :

(iv) Any consequences :

(v) Any preparation for  
the Practice Teaching ?

(b) Practicing School :

(i) Any practicing School attached  
to the institution ? Yes/No

If yes, number of available classes :

(ii) The trainees involvement in the  
School apart from practice teaching:

(iii) Do you feel the need of the prac-  
ticing school attached ? Yes/No

17. Research Project if any :

(i) No. of research project undertaken

(ii) No. of teacher educators involved

(iii) Duration of the project

18. Facilities :

- (i) Building for classroom Yes/No
- (ii) Hostel accommodation Yes/No  
If yes, capacity :
- (iii) Staff accommodation : Yes/No  
If yes, No. of quarters :
- (iv) No. of staff members without  
quarters :
- (v) Any excursion facilities ?  
Yes/No
- (vi) Any stipend for the preservice  
trainees ? Yes/No  
If yes, state the amount per  
month :

19 Teaching aids :

- (i) Do you have relevant teaching  
aids in the institution ?  
Yes/No
- (ii) Is there any provision for  
preparing teaching-learning  
material from the locally  
available materials in the forms  
forms of improvised apparatus  
and working models ? Yes/No

20. Technology (Education) :

- (i) Hardware technology in the  
Institution :
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.

(i) Frequency of its uses in the teaching-learning situation:

21. Is there any operable science laboratory in the Institution ? Yes/No

22. Number of books in the Library :

1. Text books :

2. Reference books :

3. No. of educational journals :

4. Others :

23. Innovation

What are the innovation practices adopted in your institutions ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Which areas of the teacher training needs to be strengthened ?

1.

2.

3.

F. QUESTIONNAIRE TO THE INSPECTOR OF SCHOOLS/  
DEPUTY INSPECTOR OF SCHOOLS/.

1. Name :

2. Male/Female : Jurisdiction :

3. Teaching Experience :

4. Number of Schools to be covered :

5. Number of teachers :

XIV

Male	Female	Graduates	Undergraduate	Undermatic
_____	_____	_____	_____	_____
			Trained	Untrained
			_____	_____

6. Do you have any influence on the appointment of teachers?

Yes/No

7. Frequency of transfer :

8. Frequency of supervision :

9. Number of Subject-supervisors/S.I.S. under you :

10. Do you get the adequate teaching aids from the authority?

Yes/No

11. Do you encourage the use of improvised teaching aids?

Yes/No

12. Do you receive the informations concerning the teachers inservice programmes and other regulatiuons of the department in time ?

Yes/No

13. Do you get good co-operation from the teachers, Headmasters etc. for carrying out your programme of supervision and inspection ?

Yes/No

14. Does your supervisonal area come under any school complex ?

Yes/No

If yes, Write Frequency of meetings :

No. of inservice programmes conducted within last 3 years.

15. Number of inservice programmes intimations received within last 3 years :

SCERT School Complex Adul Education

16. Did you see any improvement with the teachers after they received training ? Yes/No

17. Do you think that the present system of training provides quality training to the trainees, Yes/No

- If no, suggest improvement :
- (i)
  - (ii)
  - (iii)
  - (iv)

G. INFORMATION SCHEDULE

Directorate of School Education/Higher and Technical Education.

1. Number of trained and untrained teachers before Statehood year-wise.

Year	Trained	Untrained	Male	Female
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2. Places where the teachers were trained :

3. Number of Teacher Education Institutions at different levels.

Level	Year of Estd.	Govt.	Pvt.	Duration
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1. Pre-Primary

2. Primary/Elementary

3. Secondary

4. Collegiate

4. Selection criteria for the admission of the teacher-students.

5. Teacher Educators.

(a) Qualification required :

1. Pre-Primary :
2. Primary/Elementary
3. Secondary

(b) Total number of teacher educators :'

1. Qualified :
2. Unqualified :

6. Financing year-wise : Year Amounts given  
by the \_\_\_\_\_

7. Inservice programmes organised by the Department other than the SCERT.

Year-wise : \_\_\_\_\_

Level : \_\_\_\_\_

Objectives: \_\_\_\_\_

8. Is there any possibility of opening at least one more NCE and two JTTI's or increase of intake capacity ?

Yes/No If yes, state the possible time :

H. INFORMATION SCHEDULE FOR SCERT

1. Year of establishment :

2. Number of cells :

3. Number of staff : 1. Academic :

2. Non-Academic :

4. Total number of inservice programmes organised within the State.

Year	Cell	Objectives	Response	Fellow-up
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

5. (a) Total number of inservice programmes organised in the Capital.

Year	Cell	Programme	Expected No of participant.	Actual participation.

(b) Total number of programmes organised at the district level.

Year	Cell	Programme	Expected No of participant.	Actual participation.

6. Total number of the inservice programmes attended by the Staff outside the State.

XVIII

Year	Cell	Programme	Response	Follow-up

7. Facilities/Incentives for participants :

- (a) (i) Any IA/DA ? Yes/No
- (ii) Any other remuneration , Yes/No
- (b) (i) Any accommodation, Yes/No
- (ii) Any Conveyance? Yes/No

8. Extension Service :

- (i) When was it established ?
- (ii) What are the cells connected ?
- (iii) What is the media of the extension service ?  
Correspondence/Contact.
- (iv) Do the teachers co-operate positively? Yes/No

9. Project taken up :

- (i) Name of the project :
- (ii) Duration (estimated) :
- (iii) Evaluation :

1. INTERVIEW SCHEDULE FOR THE PERSONNEL INVOLVED IN THE DEVELOPMENT OF EDUCATION AMONG THE NAGAS DURING PRE-INDEPENDENCE AND EARLY PART OF INDEPENDENCE PERIOD

1. Name
2. Age
3. Status
4. Organisation under which
5. Duration of experience under education
6. Were there any kind of training for teachers?  
Yes/No
7. Where were the teachers sent for training ?
8. Who sponsored the teachers to go for the training?
9. Were there any kind of inservice programme for the Teachers, Yes/No  
If yes what were the durations.
10. How frequently were the inservice programme organised \_\_\_\_\_
11. Who are the resource personnel ?
12. Where there any kind of arrangement within the School where the senior pupils were trained to be teachers ? Yes/No  
If yes how long was the duration for such experience?  
Was there any inspection programme to your school or class, Yes/No  
If yes who were the inspection personnel.