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 up to 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 - INCEPTION 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 landmark 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. Inspite 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 Jesuit 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 in-service education programmes for the teachers were extremely inadequate during the initial years after the independence. By 1974 the total number of in-service 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 RELATING 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.
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 practice 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 UTTI and JTII 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.
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.

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 need 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 manpower 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 need 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 extend 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
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.
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.

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.

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 viewpoints 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 refreshers 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 as 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

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>Weightage in terms of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Foundation Course</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<td><strong>A. Foundation Courses.</strong></td>
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</tr>
<tr>
<td>1. Teachers and Education in emerging India Society (Philosophical and Sociological perspective) with special reference to Tribal Society.</td>
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<tr>
<td>2. Education Psychology (Learning process-education and growth)</td>
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<tr>
<td>3. Problem of education in India with reference to Elementary Education in Nagaland.</td>
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<tr>
<td><strong>B. Stage Relevant Specialization.</strong></td>
<td>30%</td>
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<tr>
<td>4. Elementary Education and Teachers Functions, Health and Physical Education.</td>
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<tr>
<td>5. Techniques of teaching Language, Maths, and E.Studies.</td>
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</tr>
<tr>
<td><strong>C. Additional Specialization</strong></td>
<td>10%</td>
</tr>
<tr>
<td>6. Teaching Specialization</td>
<td></td>
</tr>
<tr>
<td>(a) Science teaching and Social Studies teaching./</td>
<td></td>
</tr>
<tr>
<td>(b) One of the following :-</td>
<td></td>
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<tr>
<td>Adult Education/Non-formal Education/Social Education/Tribal Education/Multiple class teaching/Population Education/Education technology.</td>
<td></td>
</tr>
</tbody>
</table>
D. Practicum/Field Work

(a) Practical Work  

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

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<td>1. Teacher and Society</td>
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<tr>
<td>(Philosophy &amp; Socio Cultural perspective) with special reference to Tribal Society.</td>
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<tr>
<td>2. Educational Psychology</td>
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<td>3. Problem of Education in India</td>
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<tr>
<td>with special reference to Nagaland.</td>
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</table>

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

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

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

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<td>20%</td>
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<td>1. Teacher &amp; Society with special reference to Tribal Society.</td>
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</table>
2. Educational Psychology
(Special emphasis on adolescence/learning adjustment)

3. Problem of Education in India with special reference to Nagaland.


B. Stage Relevant Specialization

5. Higher Secondary Education and Teacher functions.

6. Communication technology and Media resource.

   (one subject related to +2 level)

C. Additional Specialization

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

D. Practicum/Field Work

Practical work 20%
   (Problem related to youth may be included as practical work)

Internship Teaching (at +2 stage) 20%

Preparation for teaching under simulation for 2 weeks Internship for 2 months.
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 transportation 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 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.
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 JTI 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 institutions 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.