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, in fact, 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 teacher 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 Ziegenbalq 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.

DELI\ LIMITATION

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. Questionnaires 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 Christian 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 overall 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 disproportionately 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:- JTTI, 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 Rs45,14,8200 on the school education; out of which only Rs19,5000 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.

(xii) 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 JITI'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,
The Academic staff college under NEHU had been closed due to financial constraints. The Academic staff college in Guwahati is retained to meet 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 teachers in the state to undergo 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 JTTI and UGGT 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.
(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 JTI 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.