CHAPTER VII

DISCUSSION AND FINDINGS

7.1 DISCUSSION

7.2 FINDINGS OF THE STUDY
Once the data are analysed and interpreted the next step in a research process is the discussion. For the present study discussion was made and findings were drawn which are reported under this chapter.

7.1 DISCUSSION

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

1. Due to frequent contact with the neighbouring state of Assam, there was deep impact on Nagas in respect of education.

The Nagas with whom they frequently contacted were the people of Assam. Most of the Naga went down to the plains of Assam on business transaction. They found that the people of Assam were very much ahead of them in all respects which was realised that it was due to education. They admired them and wanted to have education like of theirs. It therefore psychologically prepared to establish school in Nagaland.
2. The coming of the western christian missionaries paved the way for establishment of schools in the Naga soil.

The western christian missionaries came with the purpose of not only winning people to the cross of christ but also opening the gateway to modern civilization to redeem from the primitive ways of life. Therefore, wherever they go they established school for the villagers.

3. Geographical isolation was an important factor for the educational backwardness of Tuensang and Mon areas.

Geographically, Tuensang and Mon were the areas which were isolated from the rest of other sub-divisions like Mokokchung and Kohima. So it was inaccessibile areas for the christian missionaries to spread education. Therefore education in these areas started very late.

4. The Tribal Councils especially in Tuensang district took active part for the development of education in their respective tribes.

The Tribal Councils understood that (a) education prepares students to administer, rule and lead the people towards progress, and (b) as many tribes like the Aos, Angamis, Semas and the Lothas etc were enjoying the fruit of education, the Tribal
Councils in Tuensang district took active part for the education of their respective tribes. A good number of schools were established, children started going to school and the glamour for education started among the masses.

5. No tangible records are available regarding the growth of educational institutions, enrolment of students and the number of teachers between 1950-1957.

This period was one of the deepening horrors and unsettled political conditions. During this period the relationship between the Nagas and the Government of India deteriorated. Many schools were closed down, students stopped going to schools and the teachers resigned in masses. Moreover, many schools records were burnt and buried in afraid of suspicion by the Naga army and Indian army. Consequent of this, the process of development of education was adversely affected.

6. There was no development of higher education before the Independence of India.

Since the Government was preoccupied with war and could not pay attentions to establish institutions for higher education in the then Naga Hills district.

7. Development of education in Nagaland in the real since started after 1957.
Normal life slowly returned to the people after 1957 and the schools which were closed down during the period of insurgency were reopened and a number of new schools were also started in the newly formed Naga Hills Tuensang Area (NHTA).

8. Plans and programs for the development of education in Nagaland were designed and implemented only from the 4th Five Year Plan.

Nagaland could not participate in the national First and Second Five Year Plan periods due to the climate of insurgency. Participation in the 3rd and Adhoc Plan periods were also nominal. Nagaland participated only from the 4th Five Year Plan period. Similarly, various plans and programmes were designed and implemented by the Government of Nagaland for qualitative improvement and quantitative expansion of education starting only from the 4th Five Year Plan period.

B. QUANTATIVE DATA

9. The progress of elementary education in the state of Nagaland has been very fast after the participation of Nagaland in the national Five Year Plan periods. After attainment of statehood of Nagaland in 1963, it gave an opportunity to the people to formulate their educational plans and programmes for qualitative improvement and quantitative expansion of elementary education in the state. A number of
schemes were taken up by the Government under the different plan periods. With the result, there has been tangible increase in the growth of elementary schools, enrolment of students and the number of teachers.

10. With the implementation of various plans and programmes for the development of elementary education in the state, many problems emerged.

There are many elementary schools in Nagaland without proper physical facilities, educational facilities, problem of high teacher-pupil ratio, students indiscipline and frequent transfer of teachers on political ground which seemed to hamper the development of elementary education in the State.

11. There has been a significant progress of secondary education during different Five Year Plan periods.

Due to much emphasis on quantitative expansion of secondary education in the 3rd, Adhoc and 4th Five Year Plan periods and emphasis on qualitative improvement of secondary education in the 5th and 6th Plan periods and the implementation of objectives of secondary education in the 6th and 7th Plan periods, there has been significant progress of secondary education in the state of Nagaland.

12. Progress of secondary education in the state can be attributed to some innovative programmes taken up by the Government of Nagaland.
A number of innovative schemes like educational technology programme, promotion of science and mathematics, some incentives and facilities to students etc., were undertaken by the Government of Nagaland under different plan periods.

13. The progress of secondary education in the state has also been hindered up to some extent due to number of emerging problems.

There are many secondary schools in Nagaland which have been found without their own school building, playground, hostel, staff quarters especially in private schools. Most of the school libraries are ill-equipped in respect of text books, reference books, educational journals and magazines. The problem of students' indiscipline in most of the Government schools has been another important factor which has been responsible to hamper the academic atmosphere in schools.

14. Many problems related to higher, professional, technical and vocational education in the state of Nagaland are still unsolved.

Though many plans and programmes have been designed and implemented for the improvement of higher, professional, technical and vocational education still then, there is neither institutions in Nagaland offering advanced or specialised courses nor undergraduate and post-graduate courses in professional,
technical and vocational education. It may be due to non-availability of experts and professionals in different disciplines and lack of long term planning.

7.2 FINDINGS OF THE STUDY

GENERAL FINDINGS:

I. The informal system of education prevalent in the early period holding through the family, the village community and the morung was complete in itself and met the educational needs of the people.

II. Since the Nagas had frequent contact with the plain people of Assam on business transaction and admiration, it helped to establish schools in Nagaland.

III. Christian missionaries played an important role to establish schools in the then Naga hills. A formal education based on the western model was first started by them in Nagaland.

IV. Dr. & Mrs Clark started first school at molungyimsen in 1878 with an enrolment of 6 students.

V. After the second world war, more people got interested to receive education. In 1947-1948, there were 225 primary schools, 27 middle schools, 3 high schools and 1 technical school with an enrolment of 17,433 students.
VI. Due to inaccessibility and geographical isolation of Tuensang and Mon areas, the Christian missionaries could not spread education except in some villages of Chang and Phom Tribes bordering Ao area.

VII. The tribal councils of Chang, Yimchunger, Sangtam, Khiamungan and Phom took active part for the development of education for their respective tribes. Besides this, some dedicated Dobashis, Gaunboras and public leaders also took active parts to establish schools.

VIII. During the period of insurgency, records of many schools were burnt and buried due to the fear from the Naga Army and Indian Army. Data regarding position of education during that period are not available. There is a missing link in the continuity of development of education.

IX. There was no scope for higher education in the then Naga Hills before the Independence of India.

X. Development of education in Nagaland started after the attainment of statehood of Nagaland while participating in the National Five Year Plans starting from the 4th Five Year Plan.

XI. It was found that the plans and programmes launched by the Government of Nagaland under different five year plan periods accelerated the development of education in the State.
XII. (a) A great disparity was found in respect of Government and private elementary schools from the beginning of the 3rd Five Year Plan to the end of 7th Five Year Plan.

(b) The growth of the Government and the private secondary schools has been found uniform from the beginning of the 3rd Five Year Plan to the end of the 7th Five Year Plan. The number of Government secondary schools rose from 13 to 71 and the private secondary schools rose from 11 to 61.

(c) It was found that five general colleges were established in the 6th Five Year Plan period in comparison to the other plan periods.

XIII. (a) It was found that additional enrolment of pupils in primary schools in the 6th Five Year Plan period was 49,184 which was comparatively higher than other plan periods.

(b) It was found that additional enrolment of students in middle schools in 6th Five Year Plan period was 28,413 which was comparatively higher than other plan periods.

(C) It was found that additional enrolment of students in secondary schools in the 7th Five Year Plan...
period was 24,360 which was comparatively higher than other plan periods.

(d) It was found that additional enrolment of students in the general colleges in the 6th Five Year Plan period was 1916 which was comparatively higher than other plan periods.

XVI Introduction of "No Detention policy" in the 6th Five Year Plan period was a complete failure because it could not bring any qualitative improvement in elementary education.

XV Highest number of innovative schemes taken up by the Government was in the 7th Five Year Plan period for the improvement of school education in the state of Nagaland.

XVI Due to the rapid growth of educational institutions in the state of Nagaland after the attainment of statehood, the Directorate of Education rose from 1 in 1970 to 4 in 1990.

XVIII It was found that the post of Deputy Inspector of schools created from 1 in 1952 to 13 in 1990 for the purpose of efficient educational administration in the state of Nagaland.
SPECIFIC FINDINGS:

(a) The progress of primary education in the state has been found faster. There were altogether 225 primary schools in 1947-1948 and the number rose to 1286 in 1989-1990.

(b) There has been sharp rise in the number of middle schools. From 27 middle schools in 1947-1948, the number of middle schools rose to 341 in 1989-1990.

(c) There has been significant rise in the number of high schools or secondary schools in the state. From 3 high schools in 1947-48, the number of high schools rose to 133 in 1989-90.

(d) There has been an increase in the number of general colleges. The number of general colleges rose from 2 in 1962-63 to 18 in 1989-90.

(e) There has been a sharp increase in the number of teaching departments in NEHU Nagaland Campus, Kohima. There was only 1 teaching department in 1978-79 and the number of teaching departments rose to 6 in 1989-90.

(f) The number of Teacher Education Institutions in the state rose from 2 in 1962-63 to 5 in 1989-90.
The number of institutions for other professional education in the state rose from 2 in 1978-79 to 3 in 1989-90.

There has been a sharp increase in the number of technical institutions. The number of technical institutions rose from 1 in 1947-48 to 6 in 1989-90.

There has been a significant rise in the number of adult literacy centres. The number of adult literacy centres in the state rose from 15 in 1964-65 to 750 in 1989-90.

There has been significant increase in the enrolment of pupils in primary schools. The enrolment of pupils in the primary schools rose from 35,621 in 1962-63 to 1,15,747 in 1989-90.

There has been a sharp rise in the enrolment of pupils in the middle schools. The enrolment of pupils rose from 16,517 in 1962-63 to 76,270 in 1989-90.

There has been significant increase in the enrolment of students in secondary or high schools. The enrolment of students rose from 5,852 in 1962-63 to 71,407 in 1989-90.
(d) Enrolment of students in general colleges rose from 146 in 1962-63 to 8,438 in 1989-90.

(e) The number of students in NEHU Nagaland Campus, Kohima rose from 15 in 1970-79 to 37 in 1989-90.

(f) The enrolment of students in other professional schools and colleges rose from 167 in 1978-79 to 429 in 1989-90.

(g) The enrolment of students in technical institutions rose from 45 in 1962-63 to 22,500 in 1989-90.

III

(a) There has been a gradual increase in the number of teachers in primary schools which increased from 1390 in 1962-63 to 6572 in 1989-90.

(b) There has been substantial rise in the number of teachers in middle schools which increased from 571 in 1962-63 to 3248 in 1989-90.

(c) There has been phenomenal increase in the number of teachers in the secondary or high schools which increased from 228 in 1962-63 to 2928 in 1989-90.

(d) The number of teachers in general colleges increased from 17 in 1962-63 to 297 in 1989-90.
(e) The number teachers in NEHU Nagaland Campus, Kohima increased from 3 in 1978-79 to 21 in 1989-90.

(f) The number of teachers in the Teacher Education Institutions rose from 11 in 1962-63 to 32 in 1989-90.

(g) The number of teachers in other professional Schools and colleges rose from 10 in 1978-79 to 48 in 1989-90.

(h) The number of teachers in technical institutions rose from 5 in 1962-63 to 65 in 1989-90.

(i) The number of adult instructors in adult literacy centres rose from 15 in 1964-65 to 750 in 1989-90.

IV (a) A number of new schemes were taken up by the Government under different plan periods for universalization and improvement of elementary education in the state.

(b) A number of new schemes were taken up by the Government under different plan periods for qualitative improvement of secondary or high school education in the state.

(c) A number of activities were undertaken by the Government of Nagaland for qualitative improvement of
general colleges, professional colleges, technical institutions and adult education in the state.

V. (a) It was found that many private primary schools in Nagaland were running in kachcha building.

(b) Both Government and private primary schools were lacking required physical facilities.

(c) Primary schools have been found ill equipped with regard to instructional materials and equipments. In 70% Government primary schools, there were no sufficient and relevant charts and maps. Private primary schools were found better equipped with regard to text books, reference books and other library facilities.

(d) Library in many Government primary schools were found ill equipped in respect of text books, reference books for teachers'.

(e) The position of middle schools in both the Government and private middle schools was found better than that of the primary schools in respect of physical facilities, equipments and other instructional materials.

(f) The position of secondary or high schools in respect of physical facilities, instructional
materials, equipments and organization of co-curricular activities has been found better than elementary schools.

(g) Physical facilities like building, playground, hostel etc. were better in private secondary or high schools.

(h) Utilisation of hardware instructional materials in classroom was found better in private secondary or high schools.

(i) In both Government and private secondary or high schools, libraries were ill equipped in respect of text books, reference books, journals and magazines and other library facilities.

(j) Physical facilities were found better in Government general colleges than in private general colleges.

(k) The hostel facilities for students were found very poor. Hardly 3 general colleges in Nagaland, had the hostel facilities for students.

(l) Most of the libraries in the Teacher Education Institutions were found inadequate number of text books and reference books.
VI A high pupil-teacher ratio in both Government and private primary, middle and secondary or high schools has been found.

VII There have been frequent transfer of teachers on political grounds, who were serving in Government schools.

VIII General qualification for the appointment of teachers in Government and private schools and colleges has been found uniform.

IX There has been general shortage of teachers in both Government and private colleges.

X A disparity between government and private secondary school teacher in availing chance for professional training was found.

XI (a) A wide gap was found between Government and private elementary schools in respect of trained teachers.

(b) Percentage of trained teachers in Government secondary or high schools was much higher than that of private secondary or high schools.

XII (a) On account of the early start of the JTTI's in the state to train the undermatric untrained teachers teaching in elementary schools, a rapid decline
in the enrolment of trainees in the JTTI's were registered since the backlog was cleared within a specific period.

(b) Due to late start of Colleges of Education for secondary school teachers in the state, the percentage of trained teachers has been found far from satisfactory.

XIII Teaching performance was found slightly better in private elementary and secondary schools than in Government elementary and secondary schools.

XIV (a) 6 Government colleges have had hardly total 5 teaching departments only.

(b) No practising school was found attached in all the Teacher Education Institutions in the state.

XV Problem of students indiscipline was comparatively higher in Government schools and colleges than in private schools and colleges.

XVI A disparity in practices of providing educational facilities to Government and private schools and colleges was found.