CHAPTER VIII

SUMMARY, CONCLUSION, AND SUGGESTIONS FOR IMPROVEMENT
In the preceding chapters, the complete account of the work done under the present investigation has been reported. The study has been reported under seven chapters. An attempt has been made in this chapter to provide a summary of the present investigation for the purpose of general review. This includes a brief outline of the need and importance of the study, statement of the study, definition of the terms used, objectives of the study, delimitation of the study, significance of the study, plan of the study, sources of data collection, sample of the study, tool construction, tool administration and analysis of data. Suggestions for improvement of education at different levels and sectors of education are also given in the last part of the chapter.

8.1 SUMMARY

I. NEED AND IMPORTANCE OF THE STUDY:

Education in the state of Nagaland is in a state of development. The development of education in the state from 1947 to 1990, indicates some educational needs of the state. There are also gaps in the development of education. Review of research literature reveals that except two studies on teacher education and one on development relating to educational development in Wokha district, Nagaland so far no comprehensive study at Ph.D. level has been undertaken. Keeping in view the above stated situation, the present study has been designed.
II. STATEMENT OF THE STUDY:

The study undertaken is stated as follows:

"DEVELOPMENT OF EDUCATION IN NAGALAND IN POST INDEPENDENCE PERIOD"

III. DEFINITION OF THE TERMS USED:

(A) DEVELOPMENT OF EDUCATION refers to the qualitative and quantitative change in different sectors of education to achieve improvement, perfection and excellence. In other words, it refers to the growth of educational institutions, enrolment of students, number of teachers at different levels of education, plans and programmes designed and implemented by the Government under different plan periods for expansion and promotion of education.

(B) POST INDEPENDENCE PERIOD refers to the specific period from the Independence of India that is 1947 up to 1990.

IV. OBJECTIVES OF THE STUDY

The main objectives of the study are as follows:

(1) To study the plans and programmes launched by the Government of Nagaland under each five year plan for the promotion of education at different levels of education.
(2) To find out the growth of educational institutions and enrolment of students at different levels and sectors of education.

(3) To study the status of educational institutions in relation to (a) Physical facilities (b) teachers' strength and status (c) teachers' qualification - general and professional (d) students' strength and (e) innovative activities.

(4) To find out the practices of providing educational facilities to educational institutions.

(5) To study the comparative status of Government and non-Government educational institutions.

(6) To identify developmental problems of education and to bring out suitable suggestions for its improvement at different levels of education.

V. DELIMITATION OF THE STUDY

This study is confined to the development of education in the state of Nagaland from elementary to university education, professional and technical education and non-formal education. The study is delimited to the period that is from 1947-1990.
VI. SIGNIFICANCE OF THE STUDY

Education in the state of Nagaland is now in a state of development. Prior to 1963, due to a variety of social and political problems most of the people could not get education. With the attainment of statehood in 1963, some of the major problems had been solved and now there seems to be a significant progress in the field of education.

The present study would enable the planners and Government functionaries to identify the needs and gaps in the process of historical development of education in Nagaland from 1947-1990. Moreover, this study would also acquaint teachers and researchers to understand the nature and type of problems related to the developmental process of education in the context of conditions prevailing after the Independence, during insurgency and after the attainment of statehood in 1963.

VII. PLAN OF THE STUDY

The present study was confined to the development of education in Nagaland in post Independence period. For the purpose of studying the plans and programmes launched by the Government of Nagaland under different five year plan periods; growth of educational institutions and enrolment of students; status of educational institutions in relation to physical facilities, teachers' strength and status, teachers' qualification — general
professional; and practices of providing educational facilities to educational institution. The investigator adopted historical method. For the purpose of studying innovative activities; comparative status of Government and non-Government educational institutions; developmental problems and suggestions for improvement at different levels and sectors of education, the investigator adopted a normative survey method.

VIII. SOURCES OF DATA COLLECTION

The investigator collected data from the following sources:

1. Periodical reports and educational surveys conducted by the Central Government and Government of Nagaland which includes:

   a. Annual administrative report of the Education Department, Government of Nagaland.

   b. Educational surveys conducted by the Directors of Evaluation, Government of Nagaland.

   c. Reports of the Commissions and Committees dealing with education.

   d. Official records from the Nagaland Legislative Assembly Secretariat, Government of Nagaland.
(2) Directorates,
(3) Research Projects,
(4) Field works, and
(5) Periodicals.

IX. SAMPLE OF THE STUDY

In the present study, the investigator took the whole population in case of secondary education, collegiate education, professional education and technical education. In the case of elementary education, Headmasters of primary and middle schools representing all the district of Nagaland were selected as the sample of the study.

X. TOOL CONSTRUCTION

(1) Questionnaire:

The investigator constructed the Questionnaire to collect data relating to (a) innovative activities (b) developmental problems at different levels of education (c) suggestions for improvement at different levels of education and (d) comparative status of Government and non-Government educational institutions.
(2) Interview schedule:

The investigator prepared an interview schedule to collect data relating to development of education in Nagaland before the independence of India (as it became a historical and logical necessity for drawing a conceptual background of the present study) and upto the attainment of statehood of Nagaland-1963. The investigator went to all the district headquarters and met the concerned officials and interviewed the scholars of the major tribes.

X1. TOOL ADMINISTRATION

The questionnaire and the interview schedule were administered to the Headmasters, Principals of schools and colleges, technical institutions as stated under the sample.

XII. ANALYSIS OF DATA

In order to find out the growth of educational institutions, the enrolment of students and the number of teachers, data were collected from various sources mentioned earlier. The collected data were tabulated planwise from 1961-1962 to 1989-1990. The investigator computed the teacher-pupil ratios, percentage of trained teachers, students strength, physical facilities and practices of providing educational facilities to educational institutions on the basis of data.
collected from different sources. Moreover, innovative activities, comparative status of Government and non-Government educational institutions, developmental problems of education at different levels of education and suggestions for improvement at different levels and sectors of education were analysed using the statistical technique "PERCENTAGE".

8.2 CONCLUSION

In the light of the discussion and findings of the present study, the following conclusions have been drawn out.

I. The Christian missionaries who came from the west were the harbingers of western education in Nagaland.

II. There was a missing link in the continuity of the development of education in Nagaland due to the period of insurgency in the 1950's.

III. There has been qualitative improvement and quantitative expansion of education in Nagaland after the participation of Nagaland in the national Five Year Plan starting from the 4th Five Year Plan periods.
IV. For the purpose of efficient educational administration in the state of Nagaland the administrative machinery was expanded.

V. To look after and improve the academic programme of school education in the state, SCERT was established.

VI. The Nagaland Board of School Education (NBSE) was started at the right time to conduct examinations of HSLC and Elementary Leaving Certificate Examination.

Education plays a very important role in building a Naga Society. It is the education that can emancipate Naga Society from the bondage of ignorance. It is therefore the responsibility of the Government of Nagaland to take up appropriate programmes to achieve improvement, perfection and excellence in education.

8.3 SUGGESTIONS FOR IMPROVEMENT AT DIFFERENT LEVELS OF EDUCATION

ELEMENTARY EDUCATION

1. A child-centered and activity-based process of learning should be adopted at the elementary stage.
II. Much emphasis should be laid on socially useful productive work at the elementary stage and its content should be related to the local environment.

III. Saturday should be made a working day so that sufficient time can be devoted towards literary and cultural programmes, games and sports and other co-curricular programmes.

IV. In order to maintain uniformity in providing the facilities in primary schools, the scheme of "Operation Blackboard" should be judiciously implemented both in Government and private schools.

V. Every District education Officer should organise workshop, symposium, seminar and refresher course atleast once in a year for both the Government and private school teachers in order to reorient to new concepts, programmes and practices in elementary education.

VI. A special provision should be made by the Government to give an equal opportunity to the teachers working in private schools for their professional training in Teacher Education Institutions run by the Government.
VII. A guidance and counselling committee should be constituted in each school to look into the needs and educational problems of the children since there is great dropout and indiscipline in schools for want of personal guidance and counselling.

VIII. Separate special schools with hostel facilities should be set up at each district headquarters for the education of physically handicapped children since they are not getting proper attention under general school system.

SECONDARY EDUCATION

I. At least one high school at each district headquarters should be upgraded to higher secondary school and importance should be given to vocational courses at this stage.

II. School libraries should be improved while procuring sufficient and relevant text books and reference books by the controlling authority with a view to inculcate in students the habit of reading in the library itself.

III. Study leave should be granted to teachers who wish to go for higher studies in their respective subjects.
I. Courses and programmes at the undergraduate stage should be restructured while making them relevant and significant for the students and society in order to meet the needs of specialization in different disciplines of study.

II. A variety of subjects should be introduced in each college. Honours courses should be introduced in maximum disciplines.

III. Semester system should be introduced at the undergraduate stage in order to give sufficient quantum of knowledge and to develop regulate habit of study.

IV. Computer course should be introduced as a vocational subject at the pre-university stage /+2 stage.

V. The Doordarshan Kohima should telecast certain educational programmes in all the subjects based on university syllabus to supplement students learning.

VI. The state Department of Education should organise seminars, symposium and refresher courses for the college teachers to enhance their subject knowledge.
PROFESSIONAL AND TECHNICAL EDUCATION

I. At least three District Institutes of Education & Training should be established at three District headquarters for the training of matriculate and undergraduate teachers and in course of time each district should have a DIET.

II. A practising school should be attached to Teacher Education Institutions in the state.

III. The duration of course of studies in the JTTI and the DIET should be extended to two years in order to develop adequate teaching competencies.

IV. More professional and vocational institutions offering graduate and post-graduate courses should be established in the state.

V. The Gheloshe Polytechnic should be upgraded to a degree level.

VI. Institutions offering degree courses in technical education should be established in the state.