

The cover features a top-down aerial photograph of a rugged, mountainous landscape. The terrain is a mix of dark brown and grey rocks, interspersed with patches of green and blue, possibly representing vegetation or water. A horizontal yellow banner with a thin black border runs across the middle of the image. The title is printed in white, bold, sans-serif capital letters on the dark background above the banner.

# TEACHER EDUCATION IN NAGALAND

Problems and Issues

*R.P. Shukla*

# Teacher Education

## Problems and Issues



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## FOREWORD

UNESCO emphasizes a teacher should always remember, "to know is good, to do is better, to be is perfect." Teaching, example and influence are three instrument of the teacher. And the teacher will seek to awaken much more than to instruct. The teacher is to remember that he is a light, kindling other light. It was due to such high expectations from teachers, our national system of education has visualized a change in the teachers role from that of a mere transmitter of information to that of facilitator of learning. National Policy on Education (1986) states that "the status of the teacher reflects the socio-cultural ethos of a society." And for the status of the teacher, government and community are to create conditions which will help motivate and inspire teachers on constructive and creative lines, so that teachers can innovate, devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. Thus teachers are to play a crucial role in the formulation and implementation of educational programmes.

Teacher education is a continuous process, and its

pre-service and in service components are inseparable. The new programmes of teacher education emphasize continuing education and the need for teachers to meet the thrust envisaged in NPE (1986) such as equal opportunities to all, both in terms of access to education of a comparable quality and conditions of success, education for quality, child-centered education, value education, environmental education, population education, continuous and comprehensive evaluation, use of mass media and technology and community involvement in the educational process. In order to fulfil the expected role by teachers, it is essential to improve the status of teachers with effective teacher accountability. In this direction immediate steps are to involve teachers in planning and management of education, preparation of code of professional ethics for teachers and ensuring that they perform their duties in accordance with established norm. This calls for placement of quality teachers in educational institutions. To ensure availability of quality teachers, a qualitative reform in teacher education programmes is a need of the hour.

The quality teacher education largely depends on the proper admission, qualified and competent faculty, relevance of courses, prescribed teaching day, timely examination and research works. One of the major concerns and priorities of teacher education institutions is to produce competent effective teachers, whose method and approach must lessen the burden of learning and increase the eagerness and happiness of institutional life. Unfortunately due to a variety of reasons, teacher education institutions could not fulfill their prime objective of preparing competent and effective teachers which in turn has

adversely affected the quality education throughout the country including Nagaland. Hence non-performing teacher education institutions and teacher-educators should not remain like public sector sick units, rather they must reverse the efficiency short fall immediately. Further delay may multiply downfall of the standards of the teachers and education as a whole.

The present volume titled "TEACHER EDUCATION IN NAGALAND : PROBLEMS AND ISSUES" authored by Dr. R.P. SHUKLA, an experienced and very senior faculty, Department of Education of Nagaland University, deals with all essential components of elementary and secondary teacher education programmes in both government and private institutions in Nagaland. The volume provides a comprehensive access to the reality of the situations of the institutions. The problems and issues emerged through the research work are of the prime concern. The knowledge generated through research work must be disseminated to the concern teachers, teacher-educators, administrators, policy makers so as to ensure needed reforms in the field of teacher education in the state of Nagaland.

The volume, I am confident is a useful resource to seek broad cross dimensions of information and developments in the area of teacher education. I wish to place on record my appreciation and congratulations to Dr. R.P. Shukla for this quality volume.

January 2004  
Kohima

**Deo Nukhu**  
Minister  
Higher & Technical Education  
Government of Nagaland.

## PREFACE

I have been made to understand that the research study on Teacher Education in Nagaland. Problems and Issues is the first of its kind as a comprehensive document based on analysis of questionnaires and interaction with various sections of professionals in the field of academics as well as bureaucracy.

Teacher in fact is the kingpin of the educational system. Any reform of the system, particularly the elementary education sector, has to take into account the teacher. The skills, motivation, service conditions and the environment of the Teacher is a matter of concern to all those who look forward to improving the system. The issue of quality improvement in education through promotion of joyful learning, improvement in the educational administrative system and teacher empowerment has been emphasised time and again through various commissions and committees at various levels. The implementation of various recommendations has however been lacking.

Presently when there is renewed emphasis on universalising elementary education, the problems and



issues of teacher education has to be attended to with all seriousness. In this endeavor the research study would provide an extremely relevant and useful input. I look forward to wide dissemination and deliberation of the findings and recommendations of the study so as to positively impact the system.

I offer hearty congratulations and best wishes to the researcher.

**R.S. Pandey**  
Chief Secretary  
Government of Nagaland  
Kohima

## ACKNOWLEDGEMENT

Teacher education is a recent origin in Nagaland. The first and till date the only Government institution i.e. Nagaland college of Teacher Education which was established in 1975, has been catering the needs of teacher preparation for secondary education. Later after a gap twenty years a private college was also established. till date around 40% teachers are trained and rest 60% are untrained teachers employed for the teaching profession. Nagaland college of Teacher Education has been clearing the back log of untrained teachers per year but on an average the same number of untrained teachers are recruited every year. It was therefore the problem of untrained teachers continued and likely to continue unless and until recruitment policy is changed.

Like other levels of education, teacher education is also faced with the question of its quality product. I have had the privilege of being associated with the Teacher Education system in Nagaland, as a teacher, in the University, and also as a part of decision-making process as well as a professional in collaborating and coordinating programmes and interacting with faculty members. It has

been a common observation by the teacher educators, principal and other concerned people that teacher education is faced with internal as well as external problems and related issues are unheard. Keeping the fact in view and also realising the wave of reforms initiated at every level of human endeavour, I undertook a research project with the idea of analysing all the different aspects of teacher education in Nagaland. A comprehensive analysis of man and material, academic, research, management, financial, social etc. are the strength of the research work. For example the present volume deals with the background of Teacher Educators, Principals, and Teacher trainees, the workload, Involvement, assessment of performance, curriculum, admission, Teaching learning process, Community participation, Problems faced and remedial measures etc. have been studied with reference to Government and Private institutions for both Elementary and Secondary levels. Hence, this volume is a useful resource in the area of teacher education in Nagaland.

I Gratefully acknowledge the support extended by the state government, especially department of Higher Education & Technical Education. I am particularly grateful to Shri Deo Nukhu honourable Minister for Higher & Technical Education Government of Nagaland, Who has been especially helpful in extending financial assistance as well as sparing his valuable time in writing forward of this volume. I am grateful to Shri R.S. Pandey, Chief Secretary, Government of Nagaland for writing preface of this volume. I am thankful to my colleagues, especially Dr. Buno Liegise, and Dr. Buno Zetsuvi, Department of Education Nagaland University and all the institutions and

## Chapter 1

### CONCEPTUAL FRAMEWORK

Perhaps distinction between animality and humanness is due to the quality of education, because education is the most potent variable, which helps in devising and effecting skills, it develops the mind in imparting knowledge about things in the universe, it trains emotions and promotes morality through an understanding of man's relationship with fellow human beings and other organisms; it helps in developing virtues thus helping the individual to grow in spirituality. In fact Mahatma Gandhi meant all these things when he defined education as "Drawing out the best in child and man – body, mind and spirit". And people from all walks of life agree on Mahatma's philosophy that education ought to bring about an all round development of the individual. Thus education should also help the individual in understanding and internalizing the process of development so that he/she can go on developing through out life by forming his/her own understanding, fixing aims, making plans and strategies,

determining methods of work suiting the individual's potentiality and disposition.

The education that falls short of these criteria cannot be termed as true education. In order to be called an educated person the person has to remain 'educated' always i.e. the person has to show the qualities of understanding behaviour etc. that behoves an educated person (Kar, N.N. and Shukla, R.P. 1984)

Education has both intrinsic and extrinsic or consumptive and productive values. Cooperation and sharing are both roots as well as fruits of education. It is education which has brought change and progress in all spheres of human life and civilization. Well-being of man's whole personality and that of the whole humanity in all spheres of life is its ultimate goal. Does our education system meet these demands of true education? A look at the national as well as local scene: The gulf between the rich and the poor, the educated and the uneducated, the exploitation of the poor and helpless by the educated, the intolerance and selfishness that are widely prevalent, the failure of education to impart right knowledge and skills to enable majority of students to lead economically independent lives, the unrest among students and their taste for disvalues, the uprootedness of the educated in their own tradition, culture and values etc., speaks volumes of the failure of our education system in imparting true education (Shukla, R.P. 1983).

How is it that education, inspite of being a bringer of good, fills the society with evils? The simple and evident answer is : it lacks true values. And in the absence of true values, disvalues find roots in the mind and heart of the educated. Thus the realization of the fact be gained by all

concerned that education is a man making process, and through all educational efforts, for the society, emphasis will have to be laid on the total and complete man and not on any one aspect of his personality, howsoever important that may appear at the time. The concept of human nature, potentialities and its desirable channelization in human context should be the main concern of education. And to achieve this only a competent and capable group of intellectuals and dedicated teachers can play creative role in society making.

Thus the quality people, and society in one way or other are linked with the quality of education, which in turn functionally has direct linkage with the teacher. It was therefore since time immemorial, the quality of teachers were the measures of the strength of an educational system. There is, therefore no more important matter than that of securing recruitment of right type of teachers who not only possess the necessary academic qualifications but also have a sufficient professional competence and the right attitudes, beliefs, ideals and interests, otherwise all our efforts to create a sound system of education will go waste. Realizing the fact that the real dynamic force of the educational system is the teacher; Education Commission (1964-66) rightly mentioned, "The destiny of India is now being shaped in her classrooms". So the teacher occupies a key position in the total programme of educational reconstruction.

The teacher education institutions have a very important role to play in improving the system of education by educating a body of inspired men and women. The essence of a programme of teacher education is 'quality'. If this is missing the programme is not only bound to become a financial waste but a source of deterioration of educational

standards. This has to be avoided at all costs. Weakness of the system of teacher education have repeatedly been pointed from time to time by various commissions and committees like the University Education Commission (1948-49), the International Team on Teachers and Curriculum in Secondary Schools (1954) and Indian Education Commission (1964-66). The reports of teams of the working groups set up by the NCTE (1975), the UNESCO publication entitles “Alternative Structure and Methods in Teacher Education (1975), exploring New Directions in Teacher Education (1976) have also identified similar weaknesses in the existing Indian teacher education programme. NPE (1986) has suggested a variety of steps to improve the status of teachers with effective teacher accountability.

Education Commission (1964-66) in its recommendation had well realized the importance of teacher education programme and its impact on quality education of people. The recommendation still holds good: “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very much rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions”. To support the status of teachers, government and community are to create conditions which will help motivate and inspire teachers on constructive and creative lines, so that teachers can innovate, devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. Thus teachers are to play a crucial role in the formulation and implementation of educational programmes”.

Looking into the reports of the various commissions and policies, it is clearly evident that the programme of teacher education requires clear scrutiny and improvement, NPE (1986) made it clear that “Teacher education is a continuous process, and its in-service and pre-service components are inseparable. The new programmes of teacher education emphasize continuing education”. To realize long awaited expectations, teacher education attained a new status in 1993 when parliament passed National Council for Teacher Education (NCTE) Act. Teacher Education got comprehensive meaning as given in the Act. “Teacher Education means programmes of education, research or training of persons for equipping them to teach at pre-primacy, primary, secondary and senior secondary stages in schools, and includes non-formal education, part-time education, adult education and correspondence education”. And NCTE now performs regulatory and developmental functions of teacher education. It is expected to remain firmly committed to colleges of teacher education through its new framework with initiatives towards quality assurance in teacher education. One of the major emphases is to stimulate quality in teaching. It may not matter whether it is a government college or a private college; what should matter is performance, with performance indicators such as –

- Proper admission
- Qualified and competent faculty
- Relevance of courses
- Teaching days
- Practical work and practical teaching
- Examinations and
- Research works.



The above performance indicator (NCTE) indicates major concerns and priorities of teacher education institutions, that is to produce competent effective teachers, capable of making learning interesting and joyful. Thus it is expected to have competency based teacher education programmes. That was therefore, the major focus in education for masses needs to be on the teacher and the taught for proper development of their innate talents and for that purpose, the teacher must possess the required competencies, skills and the bent of mind. Teachers are expected to play role as a friend, philosopher and guide and secure the cooperation of society, co-workers, officials and so on in the discharge of his/her duties and for the achievement of the desired results.

Apart from many influencing factors the quality teacher education, largely depends upon two major issues viz – (a) public convictions to perceive effective teacher education as public issue for all and family issue for each member so that a stimulating public awareness in this matter is generated for corresponding improvements; (b) Effective and competent faculty (Teacher Educators) who are responsible for implementing and supporting the new reforms and programmes (Shukla R.P. 1999).

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