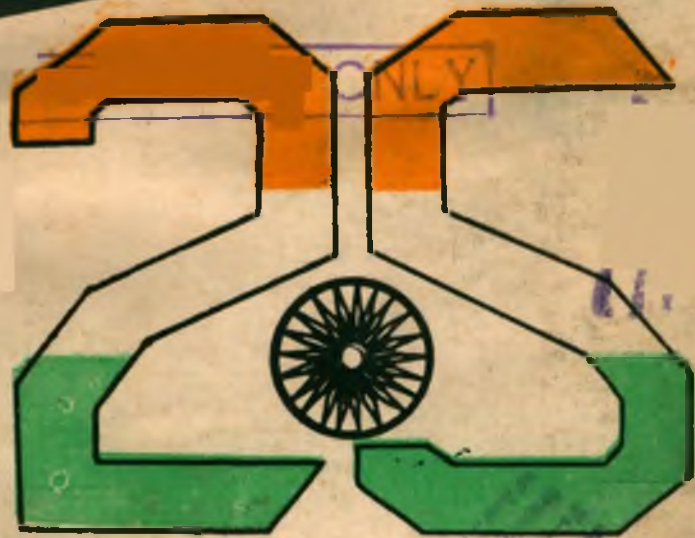


Years Of Education

NAGALAND



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NAG-T

**25 Years of Education,
Nagaland**

NIEPA - DC



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DIRECTORATE OF EDUCATION, NAGALAND
KOHIMA

Sub. National Systems Unit.
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110002
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FOREWORD

Mr. O. Kathipri,

*Secretary to the Government of
Nagaland, Education Department.*

The present brochure is more or less, a glimpse into the past 25 years of education in Nagaland, a re-appraisal of the problems pertinent today and a peer into the magnitude of the tasks that lie ahead. The article by the Director of Education and other statistics in the book will indicate the great achievement in the field of education particularly, in its quantitative aspect.

Rather, excessive importance was given to general education in the past. The availability of and status symbols attached to administrative jobs had the effect of orienting many Naga students towards general education as a means of making a career. Today, the structure of demand for educated people has been shifting in favour of youths with scientific and technical background. There is also the basic needs of harnessing education to the develop-

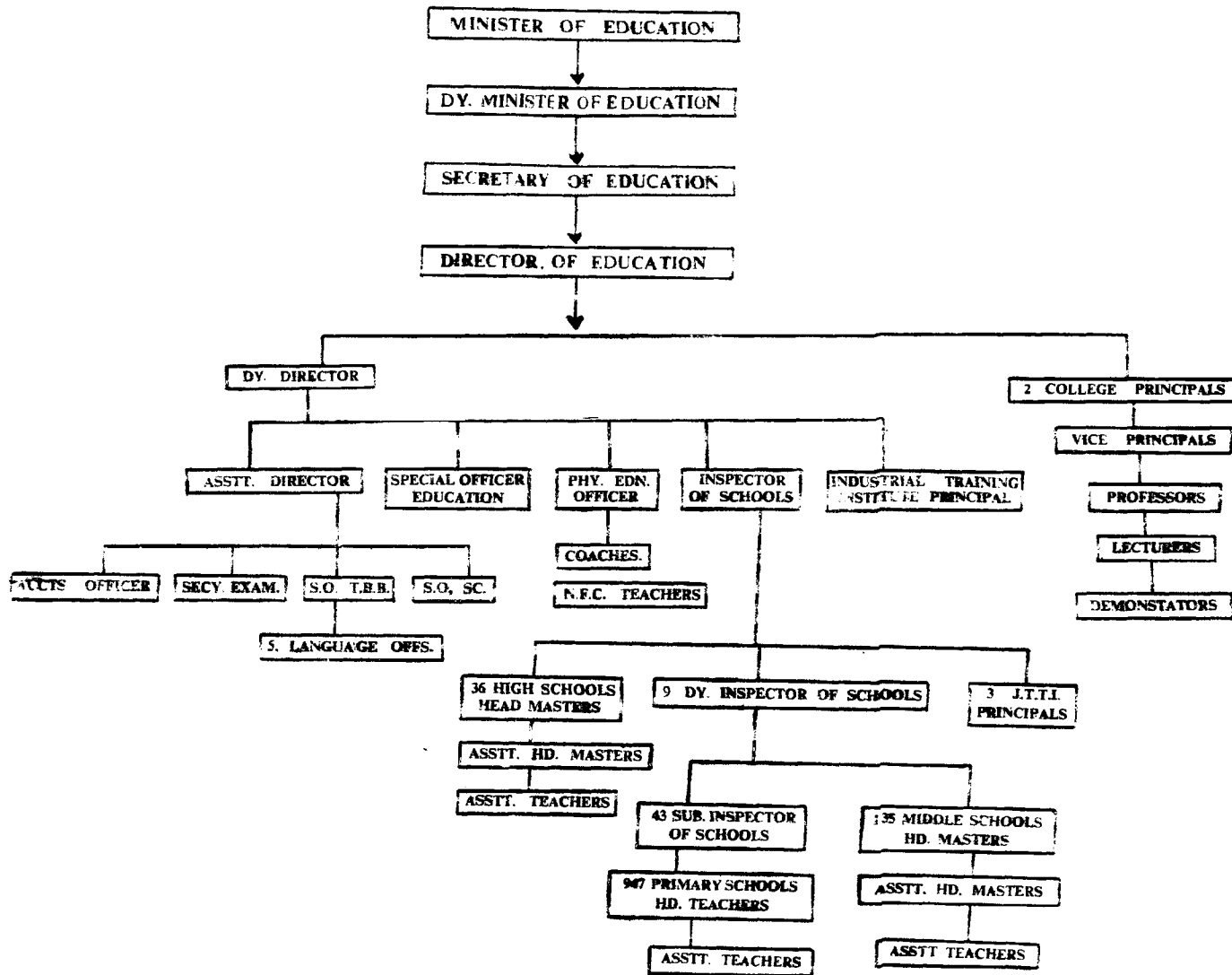
ment of agriculture which is the backbone of the state's economy. Hence, the primary need appears to be for diversification of education, particularly at the end of the Junior High School and High School levels of education.

In educational planning, great importance has to be given to all-round development of the human personality without which all planning would be meaningless. Shri J. B. Jasokie, the Minister of Education, Nagaland in his thought-provoking article on youth welfare has rightly pointed out some crucial problems relating to youth and suggested proper remedy.

It is my sincere hope that the present brochure will help to enlighten the readers on the achievement of education in Nagaland during the last 25 years as the Nation celebrates the Silver Jubilee of India's Independence.



Complete Educational Set-up In Nagaland 1972



A few statistical figures

1. TEACHERS INSTRUCTORS OF DIFFERENT CATEGORIES (QUALIFICATIONS) IN THE 3 JUNIOR TEACHERS' TRAINING INSTITUTES, AND THE POLYTECHNIC INSTITUTE, KOHIMA.

Sl. No.	Name of Institute	Post Graduates & Graduates	Under Graduates	Matriculate	Under Matric.
1.	Tuensang.	4			2
2.	Yimyu	4	1		1
3.	Chiechama	2			3
TOTAL :		10	1		6

2. TEACHERS/INSTRUCTORS OF DIFFERENT CATEGORIES (QUALIFICATION) IN THE KOHIMA POLYTECHNIC INSTITUTE--1972.

Sl. No.	Name of Institute	Bachelor of Engi- neering.	Diploma in Engi- neering.	Certificate Course.
1.	Kohima.		1	8
TOTAL :			1	8

GOVERNMENT TEACHERS IN DIFFERENT CATEGORIES IN NAGALAND. (As on September 1972.)

Sl. No.	ALL CATEGORIES	No. of Post Graduate & Graduate teachers	No. of Under Graduate Tea- chers (I.A.&PU.)	No. of Matric- ulate teachers.	No. of Under Matric & other teachers.	
1.	All Govt. Colleges	47				47
2.	All Govt. High Schools	293	59	59	229	640
3.	All J.T.I.s	17	2	—	5	24
4.	Under All D.I. Schools	167	105	259	4118	4649
In All ..		524	166	318	4352	5350

(ii)

Enrolment in Various levels of education,
Nagaland during 1971-72.

1. Enrolment in Primary Stage	71415
2. Enrolment in Middle Stage.	19384
3. Enrolment in High School Stage	9007
4. Enrolment in Colleges	1325

TOTAL : 101131

LIST OF GOVT. HIGH SCHOOLS/MIDDLE SCHOOLS IN NAGALAND AS ON
31ST MARCH '72.

Sl.	Name of Schools	Years of Taking over by Govt.	Total Enrolment	Remarks
1	2	3	4	5

I. GOVT. HIGH SCHOOLS IN KOHIMA DISTRICT.

1.	Govt. High School Kohima	1941	543	
2.	Govt. High School Dimapur.	1958	480	
3.	" " " Pfutsero	1961	368	
4.	" " " Tseminyu	1961	226	
5.	" " " Peren	1962	182	
6.	" " " John (Viswema)	1963	242	
7.	" " " Chazouba	1964	207	
8.	" " " Chiechama	1965	125	
9.	" " " Pughoboto	1966	99	
10.	" " " Phek	1966	159	
11.	" " " T.M. Kohima	1967	202	
12.	" " " Meluri	1970	125	

II. GOVT. HIGH SCHOOLS IN MOKOKCHUNG DISTRICT.

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment
13.	Govt. High School Mokokchung	1948	1003
14.	" " " Wokha	1958	445
15.	" " " Zunheboto	1958	512
16.	" " " Chuchuyimlang	1960	457
17.	" " " Changtongia	1962	414
18.	" " " Mangkolemba	1962	225

(iii)

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment	Remarks
19.	Govt. High School Auhunato	1963	200	
20.	" " " Sanis	1963	187	
21.	" " " Sungro	1964	269	
22.	" " " Satakha	1965	250	
23.	" " " Aitepyong	1965	217	
24.	" " " Atoizu	1965	239	
25.	" " " Ongpankkong(Yimyu)	1966	440	
26.	" " " Suruhoto	1966	178	
27.	" " " Akuluto	1967	192	
28.	" " " Kupulong	1967	290	
29.	" " " Alongkima	1968	154	
30.	" " " Longchem	1968	125	

III. GOVT. HIGH SCHOOLS IN TUENSANG DISTRICT.

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment	Remarks.
31.	Govt High School Tuensang	1952	499	
32.	" " " Wakching	1958	126	
33.	" " " Longkhim	1964	235	
34.	" " " Mon	1969	264	
35.	" " " Longleng	1971	303	
36.	" " " Kiphire	1972	269	

I. GOVT. MIDDLE SCHOOLS IN KOHIMA DISTRICT.

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment	Remarks.
1.	Govt Mdl School Kohima	1957	198	
2.	" " " Molvum	1957	160	
3.	" " " Chizami	1957	210	
4.	" " " Sakipheto	1958	139	
5.	" " " Piphema	1958	175	

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment
6.	Govt. Mdl. School Kigwema	1958	68
7.	" " " Kilomi	1959	121
8.	" " " Fenning	1959	142 Pro. High School
9.	" " " Khonoma	1059	80
10.	" " " Jotsoma	1960	84
11.	" " " Chietheba	1960	180
12.	" " " Poilwa	1960	28
13.	" " " Benrew	1961	59
14.	" " " Tesophenyu	1961	49
15.	" " " Athibung (Chalkot)	1961	76
16.	" " " Nerhema (Wajan)	1961	76
17.	" " " Chunglikha	1962	70
18.	" " " Khezhakeno	1962	161
19.	" " " Ghaspani	1962	168 Pro. High School.
20.	" " " Asukika	1962	56
21.	" " " Sakraba	1962	169
22.	" " " Ntuma	1962	86
23.	" " " Ketsapo	1963	84
24.	" " " Sendenyu	1963	65
25.	" " " Ghathasi	1963	83
26.	" " " Botsa	1963	53
27.	" " " Heringkunglwa	1964	179
28.	" " " Cherudiki (Chedema)	1964	32
29.	" " " Zuketsa	1964	59
30.	" " " Rezeba	1964	60
31.	" " " Jakhama	1964	100
32.	" " " Phesachaduma	1964	71
33.	" " " Dzulhami	1965	114
34.	" " " Kikruma	1965	132
35.	" " " Yisi	1965	92
36.	" " " Mezoma	1965	21
37.	" " " Kluziema	1966	87
38.	" " " Chuphuzuma	1966	186
39.	" " " Lazami	1966	41
40.	" " " Kamalea	1966	138
41.	" " " Keruma	1966	83
42.	" " " Purna Bazar	1966	272

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment	Remarks.
43.	Govt. Md II, School Phugwi	1966	52	
44.	" " " Thevopisuma	1967	150	
45.	" " " Kezocha	1967	66	
46.	" " " Daklane	1967	111	
47.	" " " Lozaphehema	1967	140	
48.	" " " Phekerkriema	1967	71	
49.	" " " Rukhroma	1967	41	
50.	" " " Thechulumi	1967	150	
51.	" " " Naong	1971	40	
52.	" " " Dhansiripar.N.A.		59	
53.	" " " Pungkongri N.A.		121	

GOVT. MIDDLE SCHOOLS IN MOKOKCHUNG DISTRICT-

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment	Remarks.
54.	Govt. Md. School Changki	1955	304	
55.	" " " Longchang	1958	171	
56.	" " " Alongdaki	1958	143	
57.	" " " Merangkong	1958	268	
58.	" " " V. K.	1958	149	
59.	" " " Englan	1958	161	
60.	" " " Wozhuro	1958	193	
61.	" " " Bhandari	1958	70	
62.	" " " Chukitong	1958	186	
63.	" " " Lotsu	1958	110	
64.	" " " Yombon	1958	90	
65.	" " " Satoi	1959	140	
66.	" " " Tokiye	1959	119	
67.	" " " Saptikae	1959	117	
68.	" " " Mangmong	1960	173	
69.	" " " Waromong	1960	150	
70.	" " " Nyiro	1960	82	
71.	" " " Mokokchung Town	1960	413	
72.	" " " Longkhum	1960	178	
73.	" " " Ralah	1962	83	
74.	" " " Debuia	1962	86	
75.	" " " Ungma	1963	436	
76.	" " " Mongsenyimti (Subong)	1963	179	
77.	" " " Achikuchu	1963	109	

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment	Remarks.
78.	Govt. Mdl. School Sabangya	1964	225	
79.	" " " Molungyimchen	1964	150	
80.	" " " Longsa (Ao)	1964	173	
81.	" " " Apukito	1964	134	
82.	" " " Hosbepu	1964	118	
83.	" " " Longsa (Lotha)	1964	184	
84.	" " " Lingidang (L)	1965	44	
85.	" " " M. Chung Village	1965	225	
86.	" " " Kangtsungtuluba	1965	129	
87.	" " " Asangma	1965	126	
88.	" " " Sapotimi	1965	117	
89.	" " " Asuluto	1965	171	
90.	" " " Pangti	1965	109	
91.	" " " Longmisa	1966	146	
92.	" " " Khari	1966	183	
93.	" " " Khasilane	1966	133	
94.	" " " Tizu Island	1966	88	
95.	" " " Akuhaito	1966	97	
96.	" " " Aghuyito	1966	111	
97.	" " " Mopungchukit	1967	212	
98.	" " " Chuchuyimbang	1967	122	
99.	" " " Mongchen	1967	82	
100.	" " " Molungyimsen	1967	150	Formerly known as Tuli Layong.
101.	" " " Arkakong (Unger)	1967	118	
102.	" " " Longsung	1967	121	
103.	" " " Sahuboto	1967	183	
104.	" " " Changsu	1967	86	
105.	" " " Aichisaghanu	1967	100	
106.	" " " Khensa	1968	87	
107.	" " " Alongchen	1961	382	
108.	" " " Yaongyimsen	1964		

III. GOVT. MIDDLE SCHOOLS IN THUENSANG DISTRICT.

Sl. No.	Name of Schools	Year of Taking over by Govt.	Total Enrolment
109.	Govt. Mddl School Sheikhu (Noksan)	1953	165 Pro. High School
110.	" " " Kiphire	1956	265 —do—
111.	" " " Shamatour	1957	207
112.	" " " Noklak	1960	103
113.	" " " Sitimi	1962	153
114.	" " " Chare.	1962	215
115.	" " " Chessore	1963	119
116.	" " " Kongon	1963	240
117.	" " " Champang	1963	146
118.	" " " Tamlu	1964	250
119.	" " " Siyongchung	1964	119
120.	" " " Tobu	1964	170
121.	" " " Pungro	1964	124
122.	" " " Thonokyu	1965	98
123.	" " " Phesami	1967	164
124.	" " " Chenwetnyu	1968	132
125.	" " " Chungtore	1968	143
126.	" " " Chimonger	1968	322
127.	" " " Sangsangnyu	1968	56
128.	" " " Tuensang village	1970	142
129.	" " " Yongyachem	1970	294
130.	" " " Kuthur	1970	38
131.	" " " Tonglongsore	1970	128
132.	" " " Ngoungchung	1971	75
133.	" " " Pongkong	1971	140
134.	" " " Longching	1971	154
135.	" " " Phomching	1971	58
136.	" " " Namsang	1972	200
137.	" " " Atokiji	1972	70
138.	" " " Namching	1972	76
139.	" " " Azailong	1972	80

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List of 5 teachers from Nagaland who have received National Award for meritorious Service in teaching. The award carries a cash reward of Rs, 500/- and a free trip to and back from Delhi to receive the award from the President of India.

1. Mayangnokcha Ao Rtd. Principal Government High School Mokokchung in 1964.
2. Shurholhoulie Angami Rtd. L. P. Teacher, Kohima Village in 1966
3. Kilemsungba Ao Asstt. Teacher Government High School Mokokchung in 1967
4. Khriechal Angami Asstt. Teacher Govt. P. S. Jakhama. in 1968
5. Vingulie Chucha Asstt. Teacher Govt. High School Kohima. in 1971



“Excerpts from a report on Youth Welfare”
Presented by J.B. Jasokie Minister of Education Naga-
land during the 8th General Session of the
Nagaland Nationalist Organisation.

Apart from attempts at quantitative and qualitative improvement of education in the State, the Department is fully aware of the youth problems and its consequences. In this connection, Sri J. B. Jasokie, Minister of Education has presented a paper on Youth Welfare at the 8th General Session of the Nagaland Nationalist Organisation held in Dimapur in June, 1972. Certain highlights of the paper are given below :

“Youth in Nagaland presented no problem in the recent past as they were peaceful and disciplined. Perhaps, for this reason, the bulk of our population and the Government in particular, were so unaware of taking systematic and organised action in catering welfare and recreational services to the youth. Of late, we begin to feel the need that something tangible should be done in the direction of drawing of certain activities of combat the increasing problems of youth. The youths with whose problems we are concerned are normally in the age bracket of 14 to 21 years. Of all the human growth, this particular period calls for the greatest sympathy and understanding in view of many changes taking place in the human personality during its rapid growth from childhood. This is also a time for acquisition of knowledge and skills according to their aptitude and

ability. Moreover, there are emotional strains and stresses on the young as a result of physiological changes taking place in them.”

“Our youth today has to grow in the fast changing society and to shape their lives accordingly. Often, they are confronted with lack of opportunities for proper growth both in the villages and towns. At present, we notice that there is a high percentage of migration of Naga youths from villages to towns in search of better education, employment facilities and often, they are confronted with lack of opportunities and facilities in towns. Some employment although available are not according to their taste. Particularly, dropout youths at the middle and secondary levels find it extremely difficult to secure jobs to their satisfaction. On the other hand, the traditional village life offers little or no attraction to these youths as their aspirations to a better and easier life have been roused already through some formal schooling. There is hardly any facility available for creative and healthy use of their leisure. These factors naturally lead to general indiscipline among youths. On the top of all, they encounter corruptions and dishonesty in their struggle for existence. Therefore, it is quite probable that as long

as sense of insecurity and fear of being unemployed remains, indiscipline and irresponsibility will also remain."

"The problem of juvenile delinquency expressing themselves in anti-social activities and criminal behaviour among the children in some of the towns like Dimapur, Kohima and Mokokchung which are in the process of urbanisation have become evident..... Any offence committed by children or youth below 16 years of age should not be treated as crime and is not punishable by law. However, in the present arrangement in Nagaland youth offenders are sent to jail and tried and convicted as adult criminals. The youth offenders freely mix themselves with the most hardened criminals in the jail. This is neither fair nor desirable as this has a very damaging effect on the youth. In order to administer correctional service, necessary legislation on Children's Acts are being processed, which when enacted will enable us to establish Reception Homes, Remand Homes, Special Institutions and special courses for juvenile offenders..... We cannot wait while the problem of youth is gaining formative stage. We have to go into the breeding places and preventive programmes have to be organised before the problem takes fatal shape. Children's Clubs and recreational Centres in the towns should give positive awareness for healthy recreation and wholesome entertainment. Each youth should be helped to develop according to his taste and talents. An effective machinery can be established for counselling services with trained hands and financial resources at our disposal. For speedy implementation of the counselling programme on co-ordinated pattern, it will be desirable that training programme

which extends from 6 months to 9 months should be aggressively organised and higher priority in allocation of fund given. At the moment we have only a few trained hands competent to render counselling services.

At present, Government is seriously seized of the problems stated above and considering concrete measures to serve the cause of the neglected section of our society. The Government proposes to taken the following measures :—

- (i) To begin with a careful assessment of all the drop-outs and the unemployed in such urban towns like Dimapur, Kohima, Mokokchung, Zunheboto, Wokha and Tuensang will be made. Such a study will reveal the socio-economic factors causing drop-outs and as well as their state of employment at present.
- (ii) To collect the necessary data (teachers/college students during vacations or unemployed youth are being engaged on payment of daily allowances.
- (iii) Establish Supervised Youth Centres in a few major towns of Nagaland for youth. The activities of the youth centres will run on the following lines.
 - (A) For day, there is no established institution through which the youth can express themselves in creative work. For them, the environment remains quite restrictive and offers only a narrow range of opportunities. On account of the lack of facilities in towns at present, our youths often resort to undesirable activities such as gambling, visiting 'medhu house' and all

other evils associated with it. In order to capture the imaginations and interests of the 20th Century youth and tap their rich potentials, we have to approach them through modern techniques appealing to them. Our modern youths want reality, self-assertion and sense of participation.

Taking these key factors into consideration, in the proposed youth Centres the youth will be exposed to a variety of activities to choose from according to their tastes and interests. The activities will provide them opportunity for self-expression and personality development so essential for success in life.

A variety of activities will be provided in the Centre :

1. Physical Development :
 - (a) Physical Training.
 - (b) Games--Indoor and outdoor.
2. Cultural activities :
 - (a) Training in public speaking and voice culture.
 - (b) Music--both vocal and instrumental.
 - (c) Dancing--indigenous and Western.
 - (d) Drama, talents show etc.
 - (e) Painting, displays and exhibits.
 - (f) Creative writing and reporting.
 - (g) Educational film shows.
 - (h) Inter-Youth Centres Rally.
3. Library facilities :-
 - (a) Magazines.
 - (b) News papers.
 - (c) Books.

4. Guidance and Counselling.

- (a) Trained personnel will be engaged in order to give guidance and counselling to Youth in the Youth Centres.
- (b) Participation in creative activities on earn while learn basis. Sale proceeds of the goods will go to the participants. Some suggested projects are :
 - (a) Soap making
 - (b) Ink making.
 - (c) Wax products.
 - (d) Bamboo works.
 - (e) Book binding.
 - (f) Weaving & knitting etc.

Formal education today, tends to withdraw the students from participation in community activities and train them in an artificial environment for their anticipated future role in society. This creates a cleavage between the world of work and the world of study, and alienates the students further from their homes and communities. To remedy this defect, the Department of Education has introduced the programme of work-experience in some schools in Nagaland. It can inculcate among pupils the habit of hard and responsible work and can lead to better social cohesion. In order to avoid unemployment among the educated youth of the State, it has become imperative to divert, at appropriate stages a large number of pupils to courses of a vocational character. The agriculture-biased education has been introduced in the school curriculum to combine the advantage of the formal and informal systems of education. In addition to this, workshops are attached to most Government schools where students are trained in trades like Carpentry, Blacksmithy, Masonary, etc.

In order to provide more facilities in vocational education, the present Polytechnic School at Kohima has been upgraded to a fullfledged Industrial Training Institute to be operative from July, 1972. Initially, the following trades will be conducted in the Institute— (a) Carpentry, (b) Motor Mechanic, (c) Surveyor, (d) Draughtsman, (e) Welder, (f) Radio Mechanic, (g) Fitter, (h) Electrician, (i) Printing. Later on some trades that will be of specific use in Nagaland will be introduced.

With a view to meeting the increasing demand for Diploma holders in Engineering, Government is setting up a Polytechnic at Atoizu and it will start functioning from July/August, 1972. The Principal of the Institution has been appointed already. The intake capacity of the Polytechnic on various course will be as follows :—

(a) Civil Engineering,	..	30 Seats.
(b) Mechanical Auto	..	20 Seats.
(c) Electrical	..	20 Seats.

In the field of physical education, the State has great scope and potentialities. We can contribute a fair share to the National efforts for prestige in the International sports field if these potentials are properly explored and developed. Apart from this aspect, physical education and sports have now been stressed for its social, moral ethial and physical values in the training of the youth to be physically fit and disciplined, responsible and well-balanced citizens. In addition to these mass, physical fitness is an national asset and is an essential pre-requisite for efficiency and success in all walks of life. For successful implementation of all development schemes in the Five Year Plans, we have also to place a large premium on the

Physical efficiency and fitness of the Government officials as well as on the mass of the population.

In full appreciation of the immense values which physical education and sports could provide in the training of the adolescents and youth, the State Government is now giving all encouragements for proper development in this field. At present, almost all activities of sports and games are being initiated, sponsored and conducted by the State Government through the Education Department and the State Sports Council.

Regular activities of physical education and sports in the State are as follows :—

1. Physical Education in the Schools : Each High Schools and a few Middle Schools are already provided with one N.F.C. teacher each who organises sport activities in the schools. Besides, NCC, Scouting & Guiding are encouraged in all schools to impart training in good citizenship to pupils. Physical Education is made a compulsory subject in th school curriculum. Special Sport Talent Scholarships are already instituted by the State Government to develop talent in sports.

2. Inter-State and State Level Tournaments :

The State Government sponsors the following Tournaments annually :

- (a) Inter-Services Football Tournament.
- (b) Inter College Tournament in Sports and Games.
- (c) Inter High Schools Tournament in Sports and Games

- (d) Inter Middle Schools Tournament in Sports and Games.
- (e) Inter Schools Climbing Competitions.
- (f) State and Inter State Badminton Tournaments.
- (g) All India Civil Services Football Tournament.
- (h) All India Subrota Football Tournament.
- (i) Civil Services Volleyball Tournament.
- (j) Local Naga Games Tournaments: Wrestling.
- (k) Naga Archery Tournament.
- (l) State Table Tennis Tournament.

.....It is also proposed to take up many new schemes during the remaining years of the Fourth Plan Period. The major works proposed are noted below :

(a) Construction of State Sports Stadium at Dimapur. When completed, this Stadium will cater to the needs of holding all State Inter-states and even International sports meets in various sports. It will also provide facilities for training and coaching in various games and sports.

(b) Construction of playgrounds and Utility Stadia throughout the state.

(c) Expansion of Administrative, Supervisory and Coaching Facilities in the State

(d) Establishment of the State Sports Coaching Centres and District Sports Coaching Centres.

(e) Establishment of Rural Sports Centre and encouragement of traditional games.

(f) Training of Coaches and Instructors.

(g) Provision of sport equipments.

(h) Promotion of public initiative in sports organisations.

..... The problem of youth with all its unhealthy consequences attached to it is no longer a new phenomenon. This naturally engages the attention of all sensible sections of our community and the concerted efforts at all levels of the Government and private enterprises must be made to tackle the problem. The youth problems deserve high priority for in fact, the youth community is the pivot on which the whole social structure of our future rests and on planning is likely to yield the desired objectives unless this section of our society is harnessed in the right direction for the Welfare and stability of our State and the Nation.

In the light of what have been discussed above, the following are the recommendations for implementation :

1. Introduction of Guidance and Counselling Service in Schools. Suitable teachers should be sent for training.
2. Establish Youth Centres in a few major towns of Nagaland to cater for the physical cultural and ethical needs of dropouts and growing youth.
3. Introduce Correctional Services for juvenile delinquency, viz Reception Homes, Remand Homes and Counselling Service.
4. Restriction of further quantitative expansion of education and aim at consolidating the qualitative improvement of the existing schools.
5. Establishing one Vocational Institute for

each district where job-oriented and diversified courses will be provided.

6. Careful re-examination of the criteria for award of scholarships to suit the manpower needs of Nagaland in various departments and industries. Fewer scholarships should be given for general education on the basis of merit only at the end of Secondary education.
7. With a view to making education more relevant to the life, needs and aspirations of the people of Nagaland, the present syllabi, courses of study and curriculum of schools have to be changed or revised almost drastically. This can be achieved more positively and meaningfully when Nagaland establishes its own Board of Secondary Education. So long as we continue to affiliate to a Board in another State, we are left with no choice to reform our educational system to suit our peculiar

needs. Moreover, our children will face language problems if we continue to affiliate to a Board in another State.

8. In view of the great potential that Nagaland has for development of sports and games, and in view of the importance of physical education for social, moral and personality development of our future citizens, and in view of the technical expertise required for this particular field, it is recommended that the present office of the Physical Education Officer be upgraded to a Directorate as in States like the Punjab and Maharashtra.
9. For overall supervision and planning of youth activities in the State, it is recommended that a State Board of Youth Welfare be constituted by Government having in it representatives of the following departments: Directorate of Education, Social Welfare and Physical Education.

A Brief History of Education in Nagaland During the Last 25 Years: From 1947 to 1972.

By : Yajen Aier,
Director of Education.

The State of Nagaland formerly a part of the then British India was a District of Assam known as the Naga Hills with two Sub-Divisions - Kohima and Mokokchung. Later on, a constitutional change took place in December, 1957, and the Naga Hills was renamed as Naga Hills Tuensang Area by amalgamating the Tuensang Division of the North East Frontier Area now known as Arunachal on the first of December, 1963, the present Nagaland State was constituted. This State is a mountainous territory with remarkable topographical variations.

During the British time, practically Nagaland was neglected in all respects of development and actually very little was done for education. In the early part, the American Missionaries had taken initiative for the education of the people in Nagaland and a little beginning was done towards this noble attempt. Some Lower Primary Schools were established by the missionaries and the Pastors of the Churches were paid by them to work as teachers in the Schools. Thus the missionaries were forerunners of education amongst the Nagas. Even after Independence, Nagaland could not make much progress in education due to the internal troubles. Nagaland could not even fully implement the programme of the Third Five Year Plans (1961-66) but she could take up only a part of the Third Plan from 1964-65. During this short peaceful period Nagaland has been making progress in educa-

tion.

Prior to 1947, Naga Hills had only 161 Government Primary Schools; 3 Government Middle Schools and one Government High School with an Assamese Middle Section at Kohima and one Government Aided High School at Mokokchung. There was one Fuller Technical School with two trades viz, Carpentry and Blacksmithy. The Inspector of Schools of the erstwhile Upper Assam Circle, Jorhat and the then Assistant Inspector of Schools for Hills, Shillong with two Inspecting Pandits were supervising the schools of Naga Hills. By this time, due to private enterprise, a number of Primary and Middle Schools were established in the range centres and villages.

POST INDEPENDENCE :

Many more Schools were opened after Independence, but due to the disturbed situation, schools could not run well. By this time, a Sub Inspector of Schools was posted for Nagaland with one more Deputy Inspector of Schools at a subsequent date at the headquarters at Kohima. By June, 1952, there were one Deputy Inspector of Schools, three Sub-Inspectors of Schools and three Assistant Sub-Inspectors of Schools.

The following were the Government Institutions :

Government High Schools :

1. Kohima.
2. Mokokchung.

Government Middle Schools :

- | | |
|--------------------------------|---------------|
| 1. Birema. | 6. Tseminyu. |
| 2. Phek. | 7. Phugoboto. |
| 3. John Institute,
Viswema. | 8. Satakha. |
| 4. Chazoubama. | 9. Zunheboto. |
| 5. Dimapur. | 10. Wakching. |

There were altogether about 180 Government Lower Primary Schools. The Fuller Technical School at Kohima which was established in 1907 with Carpentry and Blacksmithy trades.

The number of Schools remained more or less the same up to 1954-55 and teachers and students have been as follows :—

	Number of teachers	Number of Pupils
Government Schools.	594	14,917
Private Schools	174	3,173

Expenditure (1954-55)

Government Institutions	Rs. 6,78,759
Private Institutions	Rs. 1,07,790

**EDUCATIONAL INSTITUTIONS WITH
RELEVANT FIGURES AS IT WAS IN 1971-72**

Government Colleges	2
Private Colleges	2
Government High Schools	36
Recognised Private High Schools (Including proce- ding ones)	18
Government Middle Schools	133
Private Middle Schools	53
Primary Schools (Govt.)	947

Industrial Training Institute 1**Educational Budget**

during 1971-72 : Rs. 3,42,66,009/-

A brief Statement of activities/responsibilities carried on by various branches of the Directorate of Education, Nagaland.

SCHOLARSHIP (Central & State)

The State of Nagaland has been making tremendous progress in the field of Education both in General & Technical streams simultaneously since the inception of the Statehood. At the same time emphasis on women Education is also given.

Total expenditure incurred on Scholarship & Stipends during the year 1971-72 under both Plan & Non plan was Rs. 22,55,112.00.

The number of students both Boys and Girls prosecuting studies/undergoing training with the Scholarship/Stipends offered by the Education Directorate as stood on the 31st March 1972 are given below :

GENERAL EDUCATION :

- (a) Middle School .. 1134 Nos.
(b) High School .. 1105 Nos.

P.M.C.S. State Stipends

(c) P.U.C.	645	77
(d) Degree	556	131
(e) Post Graduate	27	41
(f) Sainik School	—	135
(g) Studies in the Banasthali Vidyapith (Girls)		30

TECHNICAL EDUCATION :

(a) Engg. Degree Course	34
(b) Engg. Diploma	56
(c) Engg. Certificate Course	24
(d) Training in Sriniketan for Girls	5
(e) Training in Harijan Udyagahala Delhi for boys (Certificate Course)	6

THE INSPECTORATE OF SCHOOLS :

The post of the Inspector of Schools was created in December, 1967. At present there is only one Inspector of Schools with his headquarters at Kohima. In April 1970, the Office of the Inspector of Schools was merged with the Directorate of Education.

Directly under the Inspector of Schools are 9 Deputy Inspectors of Schools in charge of the 9 Sub-Divisions into which the entire State is divided. The Deputy Inspectors of Schools are in charge of inspection and supervision of Middle Schools, subordinate to the Deputy Inspector of Schools are the Sub-Inspectors of Schools who are responsible for inspection of Primary Schools. There are 43 Sub-Inspectors of Schools in the State.

Under the Inspector of Schools is one Deputy Inspector of Schools (Hindi) who is in charge of Hindi education. He is also the Ex-Officio Principal of Hindi Training Institute, Dimapur.

TEXTBOOK PRODUCTION :

Textbook Production Branch of the Directorate of Education, Nagaland was established in November 1962 with a view to producing textbooks in local languages. The Branch is headed by a Special Officer and staffed at present, with 5 Language Officers, 13 Translators, 6 Copyists, 6 Proof-readers, 6 Typists, 2 Artists, 2 I.D. As. and a Store Keeper.

The Branch produces textbooks in local languages upto class IV in all the subjects of the Curriculum. Preparation of manuscripts of Textbooks conforming to the revised Syllabi in all the subjects of the Curriculum has been completed and it is expected that by the end of the 4th Plan Period the target production of all the textbooks in the thirteen languages will be achieved. The Languages in which the textbooks are produced are Ao, Angami, Uotha,

Sema, Konyak, Chokri, Chang, Sangtam, Phom, Yimchunger, Kuki, Rengma, and Khezha.

Upto 31st March 1972 about 192 textbooks in different languages and different subjects have been produced by the Branch. Production of 90 more textbooks is expected by the end of 1973-74.

PHYSICAL EDUCATION BRANCH :

The Physical Education Branch was established in 1969 with the posting of a Physical Education Officer as the Officer-in-charge of the Branch. All Physical Education Programmes of the Education Department including N.C.C. and Scouts/Guides activities in the State are co-ordinated and supervised through the Physical Education Branch.

The Physical Education Branch has the following field staff at present to supervise and conduct field activities throughout the State.

STATE SPORTS COACHES :

- | | |
|-------------------------|----------|
| 1. State Football coach | — 1 No. |
| 2. Football coach. | — 2 Nos. |
| 3. Badminton coach | — 2 Nos. |
| 4. Volleyball coach | — 1 No. |
| 5. Basketball coach | — 1 No. |

PHYSICAL INSTRUCTORS OF SCHOOLS :

- | | |
|------------------------|---------|
| 1. Kohima District | — 1 No. |
| 2. Mokokchung District | — 1 No. |
| 3. Tuensang District | — 1 No. |

N.F.C. TEACHERS : — 50 Nos.

(Posted in Govt. High Schools/Middle Schools throughout the State).

The Physical Education Branch is charged with the responsibility of organising and conducting all Tournaments at State level. It also co-ordinates the activities of the different Sports of the State Sports Council which is also

implemented by the Education Department through the Physical Education Branch.

BOARD OF EXAMINATION :

Historical :

Examination cannot properly be isolated from the process of teaching and learning but they form an integral part of the entire educative process. Prior to the constitution of the Examination Board, the Lower Primary and Middle School leaving certificate Examinations were conducted at state level by the Deputy Inspector of Schools with his headquarters at Kohima. An institute for training of the Junior teachers was established in the year 1955 at Chiechama and was named as Basic Training centre. This was financed by Hindustani Talimi Sangh and examination of this institute was conducted by the Deputy Inspector of Schools, Kohima.

FUNCTIONS OF THE BOARD :

With the formation of the State, Education was given top priority and precedence ; three Deputy Inspector of Schools were placed in-charge of the three Districts and each Deputy Inspector of School conducted the Lower Primary School Examination of his own district. The Middle School leaving certificate examination continued to be conducted by the Deputy Inspector of Schools, Kohima.

The system of holding of examination was stream-lined and a State-level Board of Examination was constituted on the 24th Dec. 1966. The Board now conducts Lower Primary School Scholarship Examination and awards 27 Scholarships by sponsoring the names of brilliant students. In the year 1971-72, the number of students who sat for the

Lower Primary School Examination was 5450. Similarly, the Board conducts Middle School Leaving Certificate Examination and awards 13 scholarships on merit basis ; 2679 students appeared in this Examination during the year 1971-72. Besides the Board holds examination of the 3 Junior Teachers' Training Institutes. The Board conducts the Junior High School Examination which has recently been introduced and made compulsory for all Govt. Schools. The Board appoints Question Setters and Examiners too.

FINANCIAL ASSISTANCE TO UNDER MATRIC TEACHERS :

100 Under-Matric teachers from Primary Schools are given financial assistance of Rs. 100/- each to take up school final Examination through private studies. There are nearly 3582 Under-Matric teachers and we intend to give financial assistance to all these teachers to take up school Final Examination by rotation.

SCHEMES THE BOARD INTENDS TO UNDERTAKE :

Steps are now being taken to set up a State Board or School Education for Nagaland. By taking up this step the Secondary Board of Education Assam will be relieved of the burden of dealing with rapidly increasing number of students in the H.S.L.C. Examination. Moreover some drastic changes are being effected in the curricula of the Schools under the Assam Board of Secondary Education, by which the local languages are likely to be introduced by the year, 1975. The time has come for Nagaland to have a separate Board for Secondary Education.

UNICEF SCIENCE PROJECT :

In 1961 a Commission from UNESCO visited India to study the Programmes of Science education in the country. The Commission recommended certain changes in teaching science subjects at all school stages. It was also recommended that science should be taught as separate discipline from beginning and teaching of science should accompany the demonstration of phenomena as far as practicable.

With the recommendation of Commission a department was set up at the National Council of Education Research and Training, New Delhi to reorient science Education system in the country. Almost all the States and Union territories are now experimenting these new findings on imparting science education.

Recently, Govt. of Nagaland signed an agreement to enter into it and as a result 30 Middle and 30 High Schools of this State have been included in 1972 school session. Government have decided to use these science text materials and kits for all schools of Nagaland by 1974. It is expected that this scheme will be able to orient science learning by our pupils more effectively.

ADULT EDUCATION :

The Adult Literacy Campaign was started in Nagaland in October, 1965. Prior to that period, almost nothing was done. In 1965 there were 15 Literacy centres with a total enrolment of 412 pupils. People throughout the State have shown keen desire for learning. In 1961 literacy in Nagaland was 17.9 P.C. but in 1971 the percentage of literacy had been raised to 27.33.

Today we have 141 Adult Literacy centres in the State.

Total enrolment	4472
Age group (attending)	12 to 50 years.
Total made literate	2535.

Each centre has one teacher who is paid Rs. 30.00 P.M. Besides Kerosine oil, readers, pencils, chalk, paper etc. are supplied to each centre. Total expenditure for one centre per annum comes to Rs. 684.00. The State Govt. bears all expenditures on adult literacy centres. Some of the more progressive centres have been supplied with Knitting and tailoring equipments and materials. Still the task of eradication of illiteracy in the State is gigantic.

INSERVICE TRAINING :

For qualitative improvement of Education, the department gives importance to in service training of teachers. During the 4th Five Five year Plan i.e. 1969-74 the amount allocated for this purpose is Rs. 3.15 lakhs. Moreover, financial assistance is given to under matric teachers to enable them to complete their H.S.L.C. Examination through private studies and for this, a sum of Rs. 40,000 has been allotted, during the plan period. During the Plan period 400 under matriculate teachers would be able to appear for the H.S.L.C.E.

TRAINING OF TEACHERS :

Since there is no facility for training of Secondary School teachers in the State at present, we have to depend upon training facilities outside the State. Every year, teachers are being deputed for training like BT/MED and for Mathematics, English, and Geography. By the end of the 4th Plan period 156 Secondary teachers are expected to be trained. The amount for the training is Rs. 5.50 lakhs.

JUNIOR TEACHERS' TRAINING INSTITUTE :

The State has 3 Junior Teachers' Training Institutes for training of Primary School teachers. The yearly intake capacity of the 3 Institutes is 300. The duration of the training period is one year. The Junior Teachers' Training Institute at Chiechama for Kohima

District was established in 1955, the one at Mokokchung in 1962 and the one in Tuensang in 1964.

The State Institute of Education expected to be established shortly, will cater for the training of secondary and middle school teachers. Moreover, it will serve as the key asset for qualitative improvement of education in the State.

Teacher's Personality

D Baruah, O.S.D.
State Institute of Education,
Nagaland, Kohima.

Some one composed "The Song of a Teacher" as follows :—

"My School is my Temple ;
My students are my Deities ;
To serve them is my Religion ;
To raise them above my level,
Raising myself in the meanwhile
Is my Duty.

Good action guided by good thought
And good through
Controlled by crystalline conscience,
Is my Philosophy.

Through my students to see my Country,
Through my Country to serve humanity,
And to merge in humanism
Is my Religion."

The task before the teachers in modern Society is very formidable and complex. The teacher has not only to equip the child with the tools of learning but has also to impart various skills as well as abilities so that the child is able to adjust himself in the rapidly transforming society. Further, the teacher has to play a role by

which he is able to help the child actively and intelligently participate in the Cultural Revolution of to-day. For this reason, the teacher's personality plays an important part. There is nothing like standardized teacher's personality to which one could refer. But we can conjecture and point-out certain personality traits which the teacher should have so that those traits of his personality help him to play important and helpful role in his professional task.

The teacher's personality can be summed up in two words :--teacher is a "Matured Child" viz. that he should possess a matured child's personality that he should have the different qualities of the child such as, his active nature, creative imagination, curiosity, longing to discover and adventurous faculty. The teachers therefore, should have the qualities of a child with maturity of experience. The first trait in the teacher's personality is that of being able to feel, appreciate and know the various urges, emotions, motives of creative activities, feelings and reactions that the child experiences during his learning process. The teacher has to be ever active and alert, because he has to deal with the child whose nature needs to express himself through activities. For this purpose a teacher has to be always finding out purposeful activities for the child, not only to keep the child's energy occupied, but has to plan the activities in such a way that the child's ability is properly directed towards its development. Further, the teacher's task does not end at providing activities only, but has to use his resourcefulness to make those activities interesting as well as according to the needs and requirement of the children. In this respect, the teacher through organised

plan of activities helps to lead the child towards the fulfilment of his personality.

The next gift that the teacher's personality has to have is that of creative ability. The activities that the teacher organises has to have learning experience. Those activities have not only to be interesting and varied but should be of the nature so as to fulfil the creative urge of the child. In this respect, the teacher will do well to organise his learning experience thorough projects and experimental activities so that the child learns through participation by creative activities in the form of model making pictures etc. After the activities are over, the child must be able to feel the joy of having created something or having achieved some ability. The teacher who offers and guides child's educational activities necessarily cannot afford to be stagnant or static. His personality has to be dynamic. He is ever trying to discover something new in his methods, in his approach to the subject and in the pupil. His personality should have the capacity to discover the talent and potential abilities in every child. The teacher who thus discovers new creative abilities in the children is ever happily engaged in his task. To discover and provide opportunities for creative activity presupposes that the teacher has in himself those abilities. The fundamental requirements for becoming creative is that of being able to appreciate new or something out of the way. The teacher's personality, therefore, is not averse to something new. He is not merely a conformist. He is one who knows the benefits of the old, appreciates the value of the new and thus forms the link between the old and the new. The teacher's task through his personality is to help the process of cultural revolutions to adjust itself to the

new forces, values and social changes without being disturbed or antagonistic to the old former ways of life.

The next important trait in the personality of the teachers is that he should feel enthusiastic for whatever he takes up. Children with whom the teacher has to work are always enthusiastic beings. His enthusiasm alone will be able to create among the children the motive force to enable them carry out project or experiment taken up by the school in its study programme. An enthusiastic teacher conduces other teachers and children and make them active. This helps to invigorate the whole climate of the school or the educational institution and becomes a very powerful instrument in carrying out the school programme. with the active participation of the children. The enthusiasm of the teacher should not lead to fanaticism. He is not dogmatic. His interest and love for the school programme does not make him unreasonable or autocratic. But the teacher's enthusiasm will itself act as persuasive force and create confidence among the children and the colleagues to work out the study programme of the school in an enthusiastic and vigorous way.

But the most important personality trait of a teachers is that he loves children and understands his pupils. Love for children is universal unless a person has perverted or distorted personality, then only he will hate children. Any normal being loves to be with the children, sharing their joy and happiness. This love for children will win him love from the children. Once the teacher has been able to win the love of the children, he finds it most enjoyable to be working with them. But it is not easy to win over children. For

that purpose he has to respect the personality. Every child has enormous potentiality of doing something great. If the teacher looks at the child in this manner, he will not fail to respect the child. He will never think of insulting or hating or hurting the child physically, mentally or emotionally, if he has developed love for the child. Such an attitude towards the child will be rewarded by reciprocating that feeling of respect and gratitude-towards the teacher. Once this bond of mutual respect and love has been established between the teacher and the taught, the task of teaching and learning becomes a joy both for the child and the teacher. This amiable, loveable and cheerful personality of the teacher will gather around him crowd of children eager to assist him in his task and ever willing to carry out his will on mere asking them. The teacher must, therefore, have a great sense of humour. Children love and enjoy fun and jokes. A teacher who lacks this trait of fun in him will find the task of teaching very formidable and difficult.

To understand the child the teacher should be equipped with the knowledge of the science of psychology. This will help him to understand the feelings, needs, behaviour of the child at different stages and mould it accordingly.

The next important trait of personality in the teacher is that he should be having an active social personality. He should not shut himself in the school or classroom. In other words, the teacher should not isolate himself from the activities in society. He should be an active member of the society participating and helping in most of the activities. His activities should permeate the

social life around him, and as an active member, contribute his mite towards helping the progressive forces of the country. For this purpose, the teacher must not only be aware of the social changes, but must possess the capacity to pass on that awareness of his, to the pupils. The teacher should be able to balance the interest initiate and the activity of the individual child with social living concern for child's social life, his understanding of the life of the community, the Nation and the world and his need to come to grips with the discoveries of the physical, biological and the social sciences.

Moreover, the teacher's personality should be free from prejudice of any kind. Mentally healthy teacher will never bear any prejudice against any student. One of the very essential requirement of a good teacher is that he treats, the children impartially and on equal footing. Such treatment of the teacher towards the children will only enable him to build up healthy relationships with the students. Prejudice which is the result of narrowmindedness and ignorance should not be encouraged in any educational institution. A teacher whose task is to impart education and develop in the child the faculty of free thinking and independent capacity to solve problems has to have

open mind. Such a teacher free from prejudice, capacity to assimilate and tolerate new ideas will alone be able to build in the young minds appreciativeness towards others. Modern world requires that the education help to build in the minds of young, a healthy spirit of mental appreciation and understanding of others culture and way of life. This involves nothing less than building of a generation of young people who really understand that the cause of conflict is cultural. They should be made aware of the factors, such as, economical, political, social, racial and psychological that go to promote misunderstanding and conflict. It is necessary, therefore, that education should help a generation of youth to know the oneness of our country and the interdependent world. Education should not only inculcate loyalty towards one's own country but at the same time be conscious of the comparable contributions to the world culture of the other peoples of the earth. The teacher with a comprehensive personality and vigilant awareness could help to achieve magnificent results through education in building the new world of harmony and peace.

“Learn to teach--teach to learn.”



Pardon me.....

Prof. Chitta R. Mozumdar.
English Deptt.
Kohima Science College.

Pardon me my readers. For sometime I have been wondering what ails our students? I don't subscribe to the view that intelligence is inbred although some people would have us believe this cant. It is equally preposterous to hold that intelligence is peculiar to some race or community. We are often fed with fallacious views. Suddenly the scales fell from my eyes. The truth stood before me like the flower vase on my desk. It is English that like La Belle Dame Sans Merci captivates and tortures its suitors.

English is a mammoth time-eater. English m*ac'i*m calls for a Schedule of study which beats even freshmen. The high school students are obviously in more sad pickle. As the market of English books is shrinking perceptively, good text books are getting scarce. Text books written by Indian authors are sloven both in appearance and style. These writers suffer from appalling poverty of imagination. I suppose I need not labour this point.

Learning through the medium of English petrifies the mind of young students. Ideas do not easily sink into their *m*i*n*d. Reading is

more a matter of munching away at insipid *areca-nuts* than lapping ice-cream in a hot summer afternoon.

Students join Colleges with a set of habits and attitudes that defeat even a moderately sincere effort to establish a rapport with the subjects taught. Once again English trips them at every steps. Apart from the problem of aural comprehension due to the different accents and pronunciation of the teachers, students are required to grapple with strange subjects.

Boyer's Law does not boil their mind. "Vertibrate" vibrates in their ears for a while and then disappears in the ether. The Laws of Thermodynamics dynamites their patience and perseverance. And then Alternative English walks in to demand its pound of flesh.

It's no wonder that more than 80% students of the Pre-University Science course fluff their first final. Passmen are mostly the finalists of the previous years. After a grim battle they achieve a pyrrhic success which doesnot exhilarate their mind.

Their Alma Maker grumbles as it is forced

admit a large number of students who are not fit for scientific education. And yet there is a craze for 'Science'. In this technocratic age scientific education has a snob appeal. Just for snobbery we are perpetrating a frightful blunder.

Established in 1961 Science College, Kohima, is now more than a decade old. As soon as the students pass P.U.Sc. Exam, medical colleges swallow them. To obtain entrance to medical colleges students are not required to sit in competitive exams. They do not therefore exert their mind to secure academic distinction. It's a matter of regret that so far no students of this College has opted for post graduate study in science subjects.

English may not be the only villain in the melodrama of scientific education of our State. But I dare say it touches not where it touches most. If a reasonably intelligent student does not feel an urge to reach a high intellectual level, the society will soon fall a victim to the inexorable Circean law.

When all's said and done, English is indispensable for this state. At the same time we must teach to tease the mind and read to feed the imagination. A Public school with facilities for modern method of teaching may bring about a brain-wave and a noticeable change in the academic landscape of our state. But the sceptic joins hands with the cynic to whisper in our ears—"All our knowledge brings us nearer to our ignorance."

THE SCIENCE COLLEGE : KOHIMA.

By Kirem Wati,
Principal,
Science College, Kohima.

The history of the only college in the State imparting Science education in ten years span only. It was founded in 1961 as the Kohima College through people's enthusiasm and initiative. The College Organising Committee had Dr. Nilhouzii Angami as Chairman, Shri J. B. Jasokie as Secretary, Shri K. Sekhose as Joint Secretary, Shri U. M. Deb as Treasurer and as many active members as 40 drawn from various shades of the population. Though it was private institution, co-operation was forthcoming from all levels of the Government of

whom special mention can be made of the then Commissioner Shri A. Ramunty, the then Development Commissioner Shri L. Lungalang and the then Deputy Commissioner Shri R. N., Haldipur.

On the academic side, the college started with only three staff members *viz* Miss Marion, D. Pugh, teaching English. Mr. G. H. Rao teaching Physics and Chemistry, Mr. I. U. Ahmed, teaching Botany and Zoology. The college was run in the girls, hostel building of the Government High School. The first

group to appear Pre-University Science Examination of the Gauhati University was in 1962, when 10 passed out of 20. The same year the first Principal of the college Shri D. C. Mahanta joined and members of the teaching staff grew to seven.

The Government took over the college since 1.7.1964, and the name was changed to Science College, Kohima. However, it could be shifted to its present permanent campus only in 1968.

So far through, the college have passed 169 in the Pre-University Science and 35 in Bachelor of Science Examinations.

At present there are 187 students and 26 teaching staff members. Subjects taught are

Physics, Chemistry, Botany, Zoology, Geology, Mathematics and English. The college prepares students for Pre-University Science and Bachelor of Science standards of pass course only. There is plan to introduce more subjects and honours in same subjects.

In an age of science, the role played and to be played by the only institution imparting science education in the State can not be underestimated. This calls for unceasing effort on the part of the college staff as well as the Government to exert due stress for improvement of both quality and quantity.



Looking at Certain Highlights of Education in the Fifth Five Year Plan. 1974-79

P. Moasosang,
Special Officer,
Education.

In following up the measures recommended by the Education Commission (1964-66) the Fifth Five Year Plan is to include a programme aimed at the following education developments :

1. Transformation of the Educational system :

The programme envisages manifold reforms in the present educational system by way of improved methods of teaching, examination reform and improvement of textbooks and other teaching and learning aids. The emphasis is laid on the teaching of skills, inculcation of values, cultural content of education, popular

participation in national programmes, work experience and social services programmes along with the teaching of three R's at the primary stage, compulsory teaching of Science with the aid of simple apparatus and tools. Other salient features of this programme are :- Measures to counteract the trends towards the development of white collar attitudes. For this purpose it is proposed to introduce work-experience and social service in the curricula of classes I-VIII. In addition, the teaching of Craft or a trade is to be made obligatory on all students in classes IX and X.

The curriculum at the higher secondary stage is to have two main streams—the first would prepare students for the university and cover a number of elective courses covering mathematics, natural and social sciences and humanities. The other stream is vocational and meant for students for careers in agricultural, industrial and various services sector as well as for various programmes of self employment. At the university stage, it is proposed to prescribe an updated curriculum by designing a flexible system of courses to cater for inter-disciplinary fields and problem-oriented studies in place of the discipline-oriented traditional courses. The new curriculum is to provide a wide range of courses from which a student will be free to choose a combination of studies.

The studies at the under graduate level is to be reoriented with a view to imparting intensive knowledge about the national and international scene, promotion of communication skills and an academically oriented study of some selected subjects while more emphasis will be placed on the combination of research and teaching at the post-graduate stage.

The change of curriculum will accompany four supplementary steps. These are :—(1) New teaching methods which will replace the existing methods by dynamic ones, which “awaken curiosity, encourage self-study habits and promote problem solving skills”.

(2) Examination Reforms :— The reform will consist in the determination of proficiency by a process of continuous evaluation of the students by the schools and colleges.

(3) Improved Production and supply of Text Books.

(4) Teacher's involvement and upgrading of professional skills.

The existing rigidity about single point admission into the schools and colleges is to be made flexible by the system of multiplepoint entry as well as private or self study. In order to make education more effective its linkage with sports culture and recreation has been suggested. As for the implementation or the reformations greater emphasis will be given to the qualitative improvement than on the quantitative part. The deciding factors in the new drive are “thought, human effort and leadership.” It is therefore, proposed in the Fifth Plan to accord the highest priority to these programmes, to keep them continuously under review, to provide the funds needed for them on a priority basis, to involve the teachers in planning and implementing them, and to create the necessary institutional structures to provide guidance and direction.

2. Improvement of standards :

The programme envisages that there will be Model Comprehensive Secondary School in each district and a Model Primary School in each community development block. These schools will function as pace-setting institutions. Apart from action, demonstration centres of these Model Schools will provide extension services to the neighbouring schools by arranging circulating libraries and laboratories, teachers training, special courses for talented students. These schools will also have adequate hostel facilities with reservation of at least 25 per cent of their seats for children coming from socially and economically deprived groups. At the second stage of improvement the number of such Model Schools will be raised to about 10% of the schools but the schools at the stage will not have residential and scholarship facilities. At the third stage of the programme, the re-

maining schools will also be standardised as far as practicable. Similar programmes to cover 10% of the college will also be developed during the plan period.

3. Initiation of a comprehensive programme of pre-school development for the under-privileged social groups :—

Under this programme it is suggested that the number of beneficiaries of the scheme should be raised to 10% of the population of the age-group 3-6 by 1980-81 as against 1% that receive these benefits at present and that its coverage should be limited to children from the most under-privileged group.

4. Universal Primary Education for the Age-Group 6-14 :

The targets for extending universal primary education to all children in the age-group 6-11 should be provided by 1975-76 and for those in the age-group 11-14 by 1980-81.

5. Expansion and Improvement of Secondary Schools :

In order to check deterioration of standards at the secondary level, higher priority and larger allocation of funds has been recommended. At the age-group 6-14, passage from middle-school to secondary education should be dependent on performance at prescribed level. Indis-

criminate expansion of schools will be controlled and the state should assure direct responsibility for further expansion.

6. Vocationalisation of Secondary Education :

It is proposed to introduce vocational Courses in classes IX and X so that 20% of the students are diverted from University education.

7. Adoption of a uniform pattern of School and Colleges classes :

The main implication of the proposal is in the addition of one year both at higher secondary and under-graduate stage. In Nagaland and other States where the existing pattern is of 16 years, there will be reduction of one year while adopting the new pattern.

8. Higher Education :

Here also the growth of private-managed Colleges will be strictly controlled by the Govt. The control on new institutions will be compensated by the expansion of the facilities for part-time education and by establishing the open university.

9. The other broad measures proposed are :

Expansion of the facilities under, 1. National Scholarships, 2. Establishment of Nehru Youth Centres and Informal Education of the young. 3. Adult Literacy.

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