PROFESSIONAL ETHICS AND DEVELOPMENT OF TEACHERS IN HIGHER EDUCATION IN NAGALAND

**Thesis submitted to Nagaland University for the degree of
Doctor of Philosophy in Education**

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KOHIMA CAMPUS, MERIEMA
NAGALAND**

Dedicated

to my beloved parents

I. Supongmar Longkumer

and

Yartenla Jamir

For their unconditional love, concern and prayer upheld

all throughout my studies.

What I am today, I owe it all to them

DECLARATION

I, Tainla Mar declare that this thesis entitled "Professional Ethics and Development of Teachers in Higher Education" is my own work. That the content of this thesis did not form basis of the award of any previous degree to me. To the best of my knowledge, this thesis has not been submitted for any research degree in any other university or institute.

This is being submitted to the Nagaland University for the award of the degree of Doctor of Philosophy in Education.

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Source: https://commons.wikimedia.org/wiki/File:Nagaland_district_map.svg

CHAPTER ONE
INTRODUCTION

1.1.1 Nagaland overview

 Nagaland is the 16th state of the Indian union. It attained her statehood on 1st December 1963. It is located in the farthest north-eastern part of the country. The state is bounded by Assam on the North and West, Myanmar on the East, Arunachal Pradesh on the North East and Manipur on the South and runs more or less parallel to the left bank of the Brahmaputra and also shares a common International boundary with Myanmar on the East. It lies between 25° 6$^{'}$and 27° 4' latitude North of Equator and between the longitudinal lines 93° 20$^{'}$ and 95° 15$^{'}$East with an area of 16,579 sq.km. The altitude varies from 194 metres to 3,048 metres above the sea level.

The state consists of eleven administrative districts, namely, Kohima, Mokokchung, Tuensang, Mon, Wokha, Zunheboto, Phek, Dimapur, Peren, Longleng, Khipire with 144 sub-divisions, 6 towns and 1428 villages. The population is 1,978,502 as per 2011 census. Out of this 71.03% of the population live in rural areas. The density of the population is 120 per sq.km.

Situated at an average of 1000 metres above the sea level, the climate is bracing and healthy. The summer temperature ranges from 15°C to 35$^{°}$C. In winter the temperature falls well below the freezing point but the snowfall is rare except in some places, such as Mt. Saramati and Mt. Japfu etc. The annual rainfall occurs mainly between May to October with an average annual rainfall of 250 cm.

The indigenous people of Nagaland, the 'Nagas' belong to the Mongoloid race. There are several plausible theories regarding the origin and migration of the Nagas but has not been agreed on a particular theory. With regard to the meaning of the word 'Naga,' it has been birthed through different understanding yet within a cultural and 'geo-political' context. Classified within a linguistic and tribal group, the word 'Naga' has different meanings and origin. 'Naga' in Indian mythology is a member of a semi-divine race, part human, part cobra in form, associated with water and sometimes with

mystical initiations. The word 'Naga' also seems to be an incorrect pronunciation of the term 'Noga' in Ahom Thai dialect meaning 'Hill People.' The name of the hill people with whom the Ahoms came into contact is recorded in the Ahom Buranjis as 'Noga.' The word 'Naga' also has relation with the Burmese word 'Naka' meaning 'pierced ears.' Then there is 'Nanga' in hindi meaning 'naked.' The Kachari word for 'Naga' means warrior.

The population of Nagaland is mainly composed of the Naga tribes. There are 16 scheduled tribes inhabiting the 11 districts of Nagaland. They are: Angami, Ao, Chakhesang, Chang, Kachari, Khiamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Yimchunger, and Zeliang.

1.1.2 Naga polity and traditional system of education:

The Nagas did not have written script about their customs, laws, practices and treaties, hence all the information were passed down from generation to generation through oral tradition.[1] Inspite of its diversity in culture, language, and custom among the Naga tribes, J.H. Hutton was right when he mentioned that, all the Naga tribes have something in common with each other that distinguish them from other tribes in their regions.[2] Nagas have their own unique traditional practices about their festivals, culture and customs, law and administration.

The Naga tribal society has a unique democratic set-up. Every village has its own democratic system of administration, where members from each clan have representatives in the village administration. Each Naga tribe had its own specified territory which is further integrated into villages with a well occupied demarcated area. Each village enjoyed its own independence and administration. J.P. Mills rightly pointed out that,' for all the Nagas the real political unit of the tribe is the village.[3] Each village had a chief assisted by village councillors representing Khel or Clan for the polity of the village. While maintaining Art. 371(A) of the constitution of India which allows Naga traditional customs and laws, every village has a Village Council of the

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[1] Kerio Wetsah, *Church and politics in Nagaland* (Artworks, Nagaland: Kohima, 2018), 19.

[2] Joseph. S. Thong and Phanenmo Kath, *Glimpses of Naga legacy and culture.* Kerala: Society for Naga students' welfare, 2012), 29

[3] N. Venuh Ed. "*Change of political Institution of Naga Society*", in Naga Society: *Continuity and Chang.* Delhi: Shipra Publications,2004, 93.

government which directly work together with the traditional system in governing the village.

Prior to the introduction of the modern system of education, there was the Naga traditional institution called 'Morung', which was common among most of the Naga tribes, though this was an institution only for the unmarried men folk. There was no such organized institution for the girls among many tribes, but some tribal communities like the Aos, had an informal institution for the young women which was called 'Tsüki', an entirely women's house, where girls gathered in the evening to interact with one another and learn social skills from the elders and friends.

The traditional morung and tsüki system of education has completely taken a new shape since the coming of Christianity in the early part of 1870's. Today modern system of education has taken a complete hold over the entire face of the educational system.

1.1.3 Development of modern education in Nagaland

The Nagas lived in isolation for centuries that education as understood in the modern sense of the term was non-existent. However, along with British Empire came Christianity and along with the gospel, the Nagas were introduced to the modern system of education based on 3 Rs – Arithmetic, Reading and Writing. If education written literature can be perceived, Nagas had it well derived from their indigenous time-tested system to deliver the needs of those times for their survival and growth. The first attempt at modern education among the Nagas was done by Rev. Miles Bronson who prepared the first spelling book and a catechism for the Singpho Nagas from Jaipur in Assam. He moved in 1840 to Namsang (now in Arunachal Pradesh). His effort was short lived since he had to return home due to ill health.[4] Not much work was done among the Nagas until the arrival of Dr. E. W. Clark at Sibsagar from Boston in 1869 and took charge of the Press and Assam Mission of the American Baptist Missionary Union at Sibsagar. During the mission work of Clark among the tea garden workers, he became associated with a zealous Assamese Evangelist, Godhula, one of the early converts from Assam.

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[4]Kiremwati, *Education and the Nagas* ,(2000), 11

At a time when Clark's eyes were set on the Naga hills, he incidentally got acquainted with Supongmeren (Native of Molungkimong) through Godhula. Within few years of acquaintance, the three developed a strong friendship with reciprocal interests. While Godhula and Dr. Clark were drawn into evangelizing the headhunters, Supongmeren was fascinated by the teachings of Christianity and school system at Sibsagar. Clark recounts the event in the following words - "These men were down from the hills to trade …they stood peering in at the children who were studying and reciting."[5] What ensued was Supongmeren's act of teaching Ao language, custom and culture to Godhula and Clark and the former's acquisition of basic English and Assamese. Clark recounts the event in the following words - "Becoming interested in these simple people, I learnt a little of their language, and as they knew some Assamese I was able to talk to them."[6] Godhula explained everything about the new religion and further assured that the God of the new religion will stop head-hunting and sickness in the village and that God would deliver peace and harmony among the people. Supongmeren was fascinated to hear the good news since the natives lived with threat of enemies, deadly diseases and famine. As his interest grew in the promise of the Gospel, he was convinced that this God would liberate them from every possible problem and fear. Supongmeren, along with other Ao natives, persistently invited Godhula and Clark to their village to teach them the gospel and also teach the ways of knowledge to their children especially after what they saw in the classroom at Sibsagar. Clark expressed the same event in his own words: "During the next few months the number of parties coming to see the school increased. Time after time they called on me and insisted that I go with them to the hills. I refused every invitation for I knew that there was no security there. I saw that they were anxious for something better for their children … but as for me the risk was too great to be taken at that time" (Bowers 1929:198). More so, Naga Hills was beyond the control of the British flag, but the Natives of Molungkimong (Deka Haimong)[7] assured to protect him and as such Dr. Clark promised to visit Molungkimong. To Clark's surprise, Godhula, volunteered to go with them immediately saying that he is a servant of the Master and in His name and strength he can go with them. And thus Godhula, the young Assamese, became the first

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[5]Bowers, A.C., *Under Head-Hunters' Eyes.* Philadelphia: The Judson Press, 1929, 197.
[6]Ibid., 198
[7]The name Deka Haimong will be mostly found in the primary records of Missionary writings. It is the name given by the Ahoms to Molungkimong. Deka Haimong means 'Land of the youth.'

to carry the Gospel to the Naga Hills. And towards the end of 1872, in November, Godhula returned to Sibsagar with his first fruits of labour resulting in the baptism of 9 converts by Dr Clark on 10th November 1872. On the return to their mountain home they built a chapel where worship service was held. The following month in December, Clark finally reached Molungkimong and subsequently on December 22nd 1872 the first baptism of 15 more converts took place in Naga soil.

Finally, Dr. Clark came to the Naga Hills to take residence in March 1876 at Molungkimong. The chapel hall that was built served to evangelize the natives and also for teaching basics of modern education. Dr. Clark and Godhula introduced the 3Rs method of teaching (Reading, Writing and Arithmetic) and taught alphabets and numerals alongside Biblical stories and hymns. The natives were also taught to read hours, days, months and years in numerals and were instructed on health measures, cleanliness and hygiene in the chapel, morung and households.

A new village, Molungyimsen was established on 24th October 1876 where Clark was later joined by his wife Mary Mead Clark. It was in this village that Mrs. Mary Mead Clark started in 1878 the first formal school for women in the Naga Hills. The same year, a formal school for young people was started and taught by Godhula and for elders in the evening taught by Clark. The mission headquarters was shifted in 1894 to Impur to facilitate operation of mission activities conveniently from a central location in Ao region. In 1895, a school with 9 pupils was established there. This school was to be the pioneer institution for years producing teachers for schools, evangelists and pastors for churches, and leaders of the people.'[8] The first schools were opened by the American Baptist Mission recruiting Assamese teachers to assist the missionaries. The pupils were taught how to read and write and also rudimentary health care and christian ethics. Grades were named after the books of the Gospel such as Mathew, Mark, Luke and John classes. The missionaries rightly took advantage of the peoples' enthusiasm for education in propagating the gospel. The schools became the channel and agent of Christianization. There were cases where the missionaries opened schools even before the churches were planted. Teaching was initially through Assamese, though the

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[8]Kiremwati, *Education and the Nagas*, (2000), 11-12

missionary teacher had to use English also. Gradually English became the medium of instruction.[9]

With the growth of the church, education also spread and people slowly began to understand the value of schools and education. Then came the statehood in 1963. With the generous assistance of the government of India, the state adopted the policy of giving priority and premium on education, and today education has been brought to the doorsteps of every Naga, in the form of primary schools in almost every village of the state. At present there are altogether 1269 primary schools, 824 Middle schools, 563 High Schools, 172 Higher secondary schools in Nagaland. Also, there are 65 secular degree educational institutions, 1 state university, 3 private universities and 1 Institute of National importance. Within 55 years of statehood, the literacy level in the state has risen from 17.9 % in 1961 to 79.55% in 2016. (Source: Census operation).

1.1.4 Higher education in Nagaland

The history of higher education in Nagaland dates back to 1959 with the establishment of Fazl Ali College in Mokokchung as the first college in the state, which was followed by Kohima Science College (now Science College Kohima) at Jotsoma in 1961, Dimapur College in 1966 (now renamed as Dimapur Government College) and Kohima Arts College in 1967 (now renamed as Kohima College). Historically, higher education in the state is relatively older to statehood in Nagaland. Between 1980-89 twenty colleges had come up to cater to the demands of higher education. The fastest growth of Higher Education occurred during the 90s when 21 colleges were established during that period alone.

The Department of Higher and Technical Education as a separate department came into existence on 1st May 1983. Prior to this, it was a constituent of the erstwhile Department of Education which comprised of all the various wings of Education. From October 1, 2004, the Technical Education was further detached from Higher Education to be remerged with Higher Education in the secretariat level during 2009 although at the directorate level it continues to function separately.

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[9]ibid, 15-16.

The Ministry of Human Resource Development mandated the Higher Education Department to be responsible for the overall development of the basic infrastructure of the higher education sector under a planned development process. The Department is thus responsible for evolving general policy of Higher Education in the state. It liaises with the Ministry of Human Resource Development, Department of Higher Education, New Delhi. The department is further concerned with perspective planning and policy formulation for collegiate education, for which co-ordination and consultation with University Grants Commissions, the Nagaland University and other universities in the country are required.

The Department envisions access, expansion and qualitative improvement of higher education through colleges and universities. To streamline this mandate, the department of higher education has established one college in all the district headquarters of the state. This initiative was taken in view of providing opportunities of higher education to deprived sections of the society. The department has further undertaken professional and vocational education by creating additional capacity in existing institutions and establishing new ones.

In order to bring quality and excellence in higher education, the Department has seriously taken up the National Policy for assessing, promoting and sustaining quality education. To monitor and encourage the delivery of quality education, the Department is closely working with the National Assessment and Accreditation Council (NAAC) under U.G.C to encourage the colleges in Nagaland to undertake self-assessment and to improve upon their performances. In this exercise, the department has successfully aided in the promotion of some colleges within its purview.

Table 1.1 Government secular colleges

Name of the College	Year of establishment	Date of Government taking over	Streams	College under 2(f) and 12(b)	Date of NAAC Assessment
Fazl Ali College, Mokokchung	1959	01.03.62	Science & Arts	2(f) and 12(b)	27-29th August, 2009 **Grade 'B'**
Kohima Science College, (Autonomous) Jotsoma	1961	01.07.1964	Science	2(f) and 12(b)	30th Nov.2011 **Grade 'A'**
Dimapur Govt College, Dimapur	1966	01.02.89	Arts & Commerce	2(f) and 12(b)	15th November, 2015 **Grade 'B'**
Kohima College, Kohima	1967	01.02.06	Arts & Commerce	2(f) and 12(b)	5th June, 2002 **Grade 'B'**
Sao Chang College, Tuensang	1973	15.04.83	Arts & Science	2(f) and 12(b)	
Mt. Tiyi College, Wokha	1974	01.04.87	Arts	2(f) and 12(b)	
State College of Teachers Education, Kohima	1975	Established 25.03.75	B.Ed & M.Ed	2(f) and 12(b)	16th Sept' 2011 **Grade 'B'**
Zunheboto Govt College, Zunheboto	1980	01.02.86	Arts	2(f) and 12(b)	
Phek Govt College, Phek	1981	01.02.90	Arts & Science	-	
Pfutsero Govt College, Pfutsero	1982	01.02.06	Arts	-	
Wangkhao College, Mon	1983	01.02.90	Arts	2(f) and 12(b)	
Peren Govt College, Peren	1987	01.02.06	Arts	-	
Yingli College, Longleng	1992	01.02.06	Arts	2(f) and 12(b)	
Zisaji Presidency College, Kiphire	1997	01.02.06	Arts	-	
Mokokchung College of Teacher Education	2012	Established 22.02.12	B.Ed	-	

Table 1.2 Private secular colleges

Districts		College	Date of Establishment	Streams
Kohima	1	Kohima Law College	1978	LLB
	2	Baptist College	23.08.82	Arts, Commerce
	3	St. Joseph's College, Jakhama (**NAAC Accredited July 2016 Grade B**)	19.03.85	Arts, Science, Commerce, BBA
	4	Mountain View Christian College	30.10.91	Arts
	5	Alder College (**NAAC Accredited February 2016 Grade B**)	01.03.92	Arts
	6	Mount Olive College (**NAAC Accredited 2016 Grade B**)	26.07.92	Arts, Commerce
	7	Oriental College	01.06.96	Arts, Science
	8	Japfü Christian College, Kigwema (**NAAC Accredited Grade B 2011, 2015**)	05.07.96	Arts
	9	Modern College (**NAAC Accredited Grade B, 2015**)	08.09.98	Arts
	10	Capital College of Higher Education	20.08.04	Arts
	11	Sazolie College, Phezhu (**NAAC Accredited Grade B, 2015**)	01.07.05	Arts
	12	Regional Institute of e-Learning and Information Technology	2006	BCA
	13	Model Christian College	10.07.07	Arts, Science
	14	Modern Institute of Teacher Education	09.03.09	B.Ed
	15	Kros College	29.04.10	Arts, Commerce
	16	Sazolie College of Teacher Education (**NAAC Accredited 2017**)	21.09.10	B.Ed
	17	Ura College of Teacher Education	2014	B.Ed
	18	Don Bosco College	2015	B.Ed
Dimapur	19	Patkai Christian College, Chumukedima (**Autonomous, NAAC Accredited Grade A 2014**)	24.08.74	Arts, Science, Commerce, BCA/MCA, B.MUSIC
	20	Salesian College of Higher Education	02.07.82	Arts
	21	Public College of Commerce	25.05.85	Commerce
	22	Pranabananda Women's College	27.05.91	Arts, Commerce

		(NAAC Accredited Grade B, 2016)		
	23	Eastern Christian College	21.09.91	Arts, Commerce
	24	Salt Christian College	11.10.91	Arts
	25	City College of Arts & Commerce	12.05.92	Arts, Commerce
	26	S.D. Jain Girl's College,	1993	Arts, Commerce
	27	City Law College	1994	LLB
	28	Immanuel College (NAAC Accredited Grade B, 2016)	22.02.94	Arts, Science
	29	S.M. College (NAAC Accredited Grade B, 2016)	01.06.94	Arts
	30	Tetso College (NAAC Accredited Grade B, 2013)	14.06.94	Arts, Commerce
	31	Salt Christian College of Teacher Education	04.01.95	B.Ed
	32	Bosco College of Teacher Education	01.02.03	B.Ed
	33	Youth Life Moulding Institute of Management & Technology	01.09.04	BBA
	34	St. John's College	15.06.06	Arts, Commerce
	35	Unity College (NAAC Accredited Grade B, 2015)	01.04.07	Arts, Commerce
	36	Mount Mary College Chumukedima	09.05.11	Arts, Commerce
	37	J.N. Aier College	28.05.11	Arts
	38	C-Edge College	19.05.12	Arts
	39	Unity College of Teacher Education	20.11.12	B.Ed
	40	Yemhi Memorial College	01.01.13	Arts, Commerce
	41	North East Institute of Social Sciences & Research	22.05.14	PG (Social Work)
	42	MGM College, Midland	New College	Arts
Mokokchung	43	Mokokchung Law College	02.09.81	LLB
	44	People's College	14.19.84	Arts
	45	Tuli College, Tuli	17.06.96	Arts
	46	Jubilee Memorial College	16.06.15	Arts
Tuensang	47	Loyem Memorial College	04.07.93	Arts
	48	Shamator College, Shamator	New College	Arts
Wokha	49	Bailey Baptist College	1996	Arts
Peren	50	St. Xavier College, Jalukie	17.05.05	Arts

Table 1.3 District wise break up of colleges

Sl. No.	District	No of Colleges		Total
		Government	Private	
1.	Kohima	3	18	21
2.	Dimapur	1	24	25
3.	Wokha	1	1	2
4.	Mokokchung	2	4	6
5.	Tuensang	1	2	3
6.	Zunheboto	1	Nil	1
7.	Kiphire	1	Nil	1
8.	Longleng	1	Nil	1
9.	Peren	1	1	2
10.	Phek	2	Nil	2
11.	Mon	1	Nil	1
	Total	**15**	**50**	**65**

At present, there are altogether 15 government secular colleges and 50 Private colleges in Nagaland. These include Arts, Science, Commerce, Law, B.Ed. and BBA. Private Secular Colleges fulfilling the criteria set by the department are given "No Objection Certificate "to be further recognized by the University. Theological colleges in Nagaland fulfilling the criteria set by the Department are also given the permission to open. So far 24 theological colleges have been granted this permission.

Table 1.4 Growth of institutions and student enrolment

Year	Number of Institutions		Total	No. of degree students		Total
	Private	Government		Private	Government	
2010-11	38	14	52	14115	5945	20060
2011-12	41	15	56	14726	5953	20679
2012-13	43	15	58	15085	5893	20978
2013-14	46	15	61	14553	6066	20619
2014-15	46	15	61	17007	5347	22354
2015-16	48	15	63	17977	6157	24134
2016-17	50	15	65	20317	8267	28584

Source for table 1 (1,2,3,4): Annual Administrative Report 2015-16,16-17.
Department of Higher Education Nagaland: Kohima

The number of secular institutions in the State increased from 52 in 2010-11 to 65 in 2016-17. On the other hand, students' enrolment in degree level increased from 20060 during 2010-11 to 28584 in 2016-17. At present about 71.07% degree students are studying in private colleges and the rest 28.9% in government colleges.

1.2.1. Meaning and need of professional ethics

In the business dictionary, Professional ethics is defined as, 'Professionally accepted standards of personal and business behaviour, values and guiding principles'. Codes of professional ethics are often established by professional organisations to help guide members to perform their job functions according to sound and consistent ethical principles within their profession.[10]

According to New Oxford Learners Dictionary, "**Profession**" means *"the type of job that needs special training or skill, especially one that needs a high level of education, the medical/legal/teaching etc"*, and the word **"Ethics**" mean *"A system of moral principles or rules of behaviour."* In order to understand ethics, the word morality must also be taken into considerations. The origin of 'ethics' comes from the Greek word 'Ethos' which means custom or behaviour, whereas, morality comes from Latin origin 'mos' or 'mores' meaning character or conduct.[11] According to Oxford Dictionary, ethic is understood as a set of moral principles, whereas, ethical is defined as morally correct.[12] According to Cambridge Dictionary, ethic is defined as a system of accepted beliefs that control the behaviour basing on moral values.[13] The nature of ethics is to guide the person to take proper and adequate decisions; to bring out the highest good of a person in the society. It condemns what is dehumanising and upholds what is humanising.[14]

"Professional ethics is usually presented as guidelines and rules amongst different professional groups or organisations. But it can be demanding to apply these to complex situations that call for sensitivity to circumstances and the individuals in question. Thus, professional ethics cannot be only about abiding by the rules, but

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[10]www.businessdictionary.com/definition/professional-ethics.html
[11]M. Stephen. *Introducing Christian Ethics.* Delhi: ISPCK, 2013, 1.
[12]"Ethic," Oxford Dictionary (Great Britain: Dorling Kindersley and Oxford Press,1998), 273.
[13]www.ethic.dictionary.cambridge.org>dictionary.7July, 2016
[14]Stephen, *Introducing Christian Ethics*, 3-4.

constant awareness to the rights and needs of the clients, and critical thinking in the crossfire of ethics, rules, conventions and difficulties of social interactions."[15] In short, professional ethics encompass the personal and corporate standards of behaviour expected of professionals.

In recent years, owing to rapid social change and unprecedented technological developments, there has been a great resurgence of interest in professional ethics. One aspect of this is the attention given by scientists, engineers, lawyers, physicians, journalists and others to the ethical problems involved in the practice of their professions. Some of these occupational groups have formal codes of ethics, which set forth principles of conduct deemed appropriate to the special objects and responsibilities of each profession. The code of medical profession, for instance, has characteristically prohibited advertising, which that of the advertising profession never has. There has, at the same time, been great interest in the moral problems that arise in the course of the professional activity. This include on how open and honest physicians should be with their patients, especially those with a terminal illness. Similar problems affect other professions.

New fields of ethics, such as, bioethics, engineering ethics, and environmental ethics, dealing with issues not previously contemplated and with problems that concerns all, are now developing rapidly. Abortion and Euthanasia are familiar examples of moral problems for the wider society. Another area of serious debate concerns the propriety and limits of experimentation on both human subjects and animals. Thus, current discussions exemplify the need for professional code of ethics for all types of profession.

In India, the University Grants Commission (UGC) was formally established in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. It has the unique distinction of being the only grant giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institution of Higher Education. The UGC in its attempt to bring about quality

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[15]*Introduction to professional ethics*, JAMK University of Applied Sciences.

education and standards in higher education has come up with a Code of Ethics in its Regulation 2010 which has been made mandatory for all teachers and colleges to abide with immediate effect from the date of its issue. The present study is also an attempt to draw light on its mandate.

1.2.2 Need of professional development of teachers

Teaching is a noble profession both conceptually and ideally. And it is also different from other professions because of its multitudes of dimensions. Teachers are the largest professional group engaged in human development activities. In teaching, there is much more that is required to be accomplished than in the case of other profession. Therefore, if teachers in higher education are to remain competent, meet emerging challenges, and serve the needs of the nation and to do justice to the profession, due emphasis should be laid on the professional development of teachers in line with new needs and technology.

The Secondary Education Commission (1952-53) on the importance of the profession stated, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional trainings and the place that he occupies in the school as well as in the community."

Education Commission (1964-66), suggested that some kind of formal and institutionalized training and orientations is essential for newly inducted teachers in the colleges and universities, not only to overcome their initial teaching troubles and raise the level of confidence, but also to give them a reasonable understanding of objectives and purposes of higher education. The Commission was emphatic in stating that 'education is a profession', and for any profession, training is an essential qualification. Therefore, the Commission said that every university/college should have regular orientation courses organized for a few weeks.

The Sen Committee (1974), emphasizing the importance of teachers in higher education, devoted a lot of time to discussions on the issues related to their problems, facilities, qualifications, remunerations and professional development. It was felt that during the early part of a teacher's career, he or she should be exposed to some kind of

training in methods of teaching, human psychology, problems of students, organisation and management of higher education and its role in the contemporary society. On the basis of these recommendations, the UGC launched a major program of faculty improvement by instituting teacher fellowship to provide opportunities to college teachers to undertake post graduate and research studies leading to M. Phil and Ph. D.

On recognizing the significance of teaching profession, **Mehrotra Committee (1983)**, considered necessary that some formal training program for university and college teachers should be planned and implemented. **The National Policy on Education (NPE) -1986** re-emphasized the need of professional preparation of the newly recruited teachers at the beginning of their service as well as provisions for continuing education thereafter. In pursuance of these proposals of the NPE, the UGC appointed a committee to work out details and modalities for the proposed programs, which suggested 'Orientation Programs' for new lecturers and 'Refresher Courses' for all teachers at regular intervals."

The specific objectives of higher education according to the National Education Policy of the Government of India remains:

a) To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret all knowledge and beliefs in the light of new things and discoveries;

b) To provide the right kind of work ethos, professional expertise and leadership in all walks of life;

c) To strike and promote quality and social justice;

d) To foster among teachers and students and through them in the society, integral development of values inherent in physical, emotional, rational aesthetic, ethical and spiritual education; and

e) To promote synthesis of knowledge with special emphasis on unity of scientific and spiritual pursuits that would revitalise our country's heritage and promote the idea of the whole world as our united family.

It is seen that teaching is a profession which has a definite goal and clear aim. It is the service for national development and not only the personal pursuit for profit. In free India, teachers have an added responsibility of building a new social order based on

democratic values. They have to act not only as mere informers of knowledge but of true reformers of society. Their profession assumes a significant place among all the other occupations because teachers are looked upon everywhere as nation builders. In order to meet to this great challenge and to live up to its standards, teachers need to be up to date in the knowledge and skills of their job. They need to be efficient in their day to day performance of service. Thus, attainment of mere academic degree at the entry point alone becomes insufficient, but teachers need to grow professionally.

In recent times, the concept of professional growth has assumed a great significance because the rate at which knowledge in every field is developing is so fast that all the types of professionals have to constantly strive to remain up to date in the latest know-how for their jobs. And without efficiency of members in every profession, there is bound to be tremendous wastage of resources – both human and material.

Besides the above reasons, there are other factors which make professional growth necessary in the present times. The members of every profession should be conscious of moral commitment to their fellow workers in the same field as well as in the other fields. They should respect other profession as much as they respect their own. They should be honest to themselves and to the others so much so that they adopt fair ways and means in service and avoid illegal anti-public motives and devices of work. This becomes possible when the professions are properly organized and the members are fully conscious of group discipline and personal dedication to the profession.

All these reasons and more make the need for professional development of teachers crucial.

1.2.3 Code of Ethics for Teachers as per UGC Regulation 2010

In **the UGC Regulation on Minimum Qualification for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education 2010** Para 17.0, the University Grants Commission have laid down the following Code of Ethics for teachers:

I. Teachers and their responsibilities

Whoever adopts teaching as a profession assumes the obligation to conduct himself/herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been sent forth and which he or she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

i. *Adhere to a responsible pattern of conduct and demeanour expected of them by the community;*

ii. *Manage their Private affairs in a manner consistent with the dignity of the profession;*

iii. *Seek to make professional growth continuous through study and research;*

iv. *Express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge;*

v. *Maintain active membership of professional organisations and strive to improve education and profession through them;*

vi. *Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication;*

vii. *co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the university such as: assisting in appraising applications for admission, advising and counselling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation; and*

viii. *Participate in extension, co-curricular and extra-curricular activities including community service.*

II. Teachers and the students

Teachers should:

i. *Respect the right and dignity of the student in expressing his/her opinion;*

ii. *Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;*

iii. *Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;*

iv. *Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;*

v. *Inculcate among students' scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace;*

vi. *Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason;*

vii. *Pay attention to only the attainment of the student in the assessment of merit;*

viii. *Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;*

ix. *Aid students to develop an understanding of our national heritage and national goals; and*

x. *Refrain from inciting students against other students, colleagues or administration.*

III. Teachers and colleagues

Teachers should:

i. *Treat other members of the profession in the same manner as they themselves wish to be treated;*

ii. *Speak respectfully of other teachers and render assistance for professional betterment;*

iii. *Refrain from lodging unsubstantiated allegations against colleagues to higher authorities; and*

iv. *Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.*

IV. Teachers and authorities

Teachers should:

i. *Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and/or professional organisations for change of any such rule detrimental to the professional interest;*

ii. *Refrain from undertaking any other employment and commitment including Private tuitions and coaching classes which are likely to interfere with their professional responsibilities;*

iii. *Co-operate in the formulation of the institution by accepting various offices and discharge responsibilities which such offices may demand;*

iv. *Co-operate through their organisations in the formulations of policies of other institutions and accept offices;*

v. *Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession;*

vi. *Should adhere to the conditions of the contract;*

vii. *Give and expect due notice before a change of position is made; and*

viii. *Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.*

V. Teachers and Non-Teaching Staffs

i. *Teachers should treat the non-teaching staff as colleagues and equal partners in a co-operative undertaking, within every educational institution; and*

ii. *Teachers should help in the function of joint staff's councils covering both teachers and the non-teaching staffs.*

VI. Teachers and Guardians

Teachers should:

i. *Try to see through teacher's bodies and organisations, that institutions maintain contact with the guardians, with their students, send reports of their performance to the guardians whenever necessary and meet the*

guardians in meetings convened for the purpose of mutual exchange of ideas and for the benefit of the institution.

VII. Teachers and Society

i. *Teachers should: Recognise that education is a public service and strive to keep the public informed of the educational programs which are being provided;*

ii. *Work to improve education in the community and strengthen the community's moral and intellectual life;*

iii. *Be aware of social problem and take part in such activities as would be conducive to the progress of society and hence the county as a whole;*

iv. *Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;*

v. *Refrain from taking part in of subscribing to or assisting in any way activities which tend to promote feeling of hatred or enmity among different communities, religion or linguistic groups but actively work for National Integration.*

1.3.1 (a) Rationale and significance of the study

Higher Education is considered to be the apex of formal education. It is not simply about grand building with furnished classrooms, spacious halls, well-equipped libraries, technologies, laboratories and playgrounds. It is a 'learning environment 'which is organised by teachers for promoting all-round development of learners. The intrinsic meaning of higher education is – higher and specialized education of highly talented peoples; such education through which specialists are prepared for different fields in the country. It empowers the individual with necessary skills and competence for achieving important personal and social goals, thereby contributing to the social development. Higher education is essential for any country to achieve sustainable and global development. It plays an important role in socio-economic and cultural development of the nation.

There has been a considerable expansion of higher education in India including Nagaland in the last few decades. The increasing number of educational institutions over the years has also resulted in dilution of its quality and standard, which has

directly affected the quality of human resources produced. The need of quality in higher education is needs to be embarked upon in order to grow at par with the other advanced countries in terms of quality education. Therefore, attention is now being directed in finding ways and means of achieving high standards of higher education. Nevertheless, without maintaining the quality of teachers, no innovation should be expected.

The quality of the Higher Education definitely depends upon the quality of its teachers. Simply a good foundation of disciplinary knowledge is not sufficient for a teacher's qualification in the true sense of the term. Teachers should develop his professional excellence. Teachers need information literacy, an understanding of the interactions and connections among different kinds of knowledge, an ability to work with others especially as a team and with different people and perhaps most importantly, they need to know how to continue their own personal, professional and social learning. In the words of Rabindranath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame".

The first ever **World Conference on Higher Education organised by UNESCO in 1998 held in Paris** asserted the educational mission of higher education, which consists in promoting development of the whole person and training responsible, informed citizens, committed to working for a better society in the future. This is to say that the role of teachers needs to go beyond its traditional functions of teaching, training, research and study, all of which remain fundamental. The conference stressed very strongly the cultural and ethical mission of higher education institutions and their personnel to preserve and develop their crucial functions through the exercise of ethics and scientific and intellectual rigor in their various activities.

Truly, the fulfilment of the mission of higher education rests mostly on the quality of teachers. Now the question arises: Are the teachers in higher education competent enough to deliver goods as expected of them? Are they doing justice to their job? How do we measure the quality of teachers? How do we enhance the quality of teachers in Higher Education to meet to the needs of modern times? There is a strong feeling that, today the skills of a graduate/post graduate produced by our colleges and universities do not match the expectations of the job market. They are not able to function in

proportion to the education they acquire. If so, what could be the reasons that higher education is not able to provide quality education? These are some pertinent questions that confront higher institutes of learning in our country.

In India, UGC is the official body that is responsible for maintaining the standards of both the teachers as well as the institutes of higher learning and universities. Since the time of its inception (1956), UGC has taken a lot of measures for the co-ordination, determination and maintenance of standards of university education in India. In more recent effort, **UGC Regulations 2010** on *'Minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education')*, Para 17.0, a very clear and detailed emphasis on the code of ethics for teachers has been highlighted. The investigator attempted to study the status of professional ethics and development of teachers in higher education in Nagaland in the light of this Regulation.

(b) Significance of the study

This study focussed on whether the teachers in higher education in Nagaland maintain proper professional code of ethics and also assessed their participation in professional development activities. Only by studying length and depth, measures can be suggested for improving the quality of teachers in higher education in the context of growing emphasis on quality education on one hand, and of erosion of professional and moral values on the other.

It is found that in Nagaland so far only few researches have been conducted at Ph. D level on Higher Education. The topic "Professional Ethics of Teachers in Higher Education" is completely a new area. Record shows that no researchers in Nagaland have taken up this study. Hence the present study is undertaken.

1.3.2 Statement of the problem

The present study is an attempt to study the awareness and maintenance of professional ethics among teachers of higher education in Nagaland. It is understood that professional development needs are also a part and parcel of the professional ethics.

Hence the present study is entitled as, "Professional Ethics and Development of Teachers in Higher Education in Nagaland."

1.3.3 Objectives of the study

i) To study the profile of colleges and teachers of higher education in Nagaland.
ii) To examine the general perspective of teachers towards their profession
iii) To examine the professional ethics of teachers in higher education.
iv) To find out the programmes organised by colleges for professional development of teachers in higher education.
v) To assess the participation of teachers in professional development activities.
vi) To find out issues related to professional ethics of teachers
vii) To study the problems faced by teacher in their career advancement.
viii) To suggest measures and program of action for enhancement of professional ethics and professional development of teachers in Higher Education in Nagaland.

1.3.4 Operational definition of the terms used

Professional ethics – It refers to the moral code, rules of conduct, standards, morale, and obligation of teachers pertaining to their profession.

In the present study, the code of ethics as prescribed in UGC Regulations 2010 for Teachers in colleges and universities will be used as the guide.

Higher Education – This refers to the undergraduate level course of study beyond secondary offered by colleges.

Teachers – It refers to the teachers teaching in the colleges in Nagaland.

Government Colleges – Those colleges which are fully administered and funded by the state of government of Nagaland.

Private colleges – Colleges run by individuals, Churches, Societies or NGOs.

Development – It refers to the professional development of teachers teaching in higher education.

1.3.5 Delimitation of the study

The present study is delimited to the general secular colleges and teachers in Nagaland – both Private and government run in 10 districts. There are altogether 15 government secular colleges and 50 Private colleges in the state of Nagaland. The present study is delimited to 11 government, which is 73.33% and 20 private colleges which is 40% covering 10 districts of Nagaland and within it the principals, randomly selected teachers and students of the represented colleges.

1.3.6 Organisation of the Thesis

The thesis is broken down into 5 chapters followed by Bibliography and Annexures.

Chapter 1 is Introduction which is divided into three sections –Section I began with the general overview of the state of Nagaland which is followed by a brief polity and traditional system of education. A short historical account of development of modern education in Nagaland is presented. Section I of the Introduction Chapter ends with The Higher Education in Nagaland which covers the general profile of the colleges and teachers of Higher Education as well.

In Section II, the meaning and the need of professional ethics are discussed, followed by the Need of professional development of teachers. The Code of Professional Ethics as per UGC Regulation 2010 is also presented.

Section III of Chapter 1 covers Rationale and significance of the study, Statement of the problem, Objectives of the study, Operational Definitions and Delimitations of the study.

Chapter 2 is **Review of literature** which is presented under two broad areas namely – Studies conducted in India and Studies conducted abroad. It begins with a brief introduction of the review and concludes with the summary of the review.

Chapter 3 is **Methodology of the study**. This chapter addresses the methodology of research, Population of the study, Sample used, tools of research and method of data collection and analysis.

Chapter 4 is titled **Analysis and Interpretation of the Data** and it is done under three areas namely – i) Analysis on the basis of principal responses, ii) Analysis on the basis of teachers' response and iii) Analysis on the basis of students' response. This is followed by summary of the analysis.

Chapter 5 Based on the findings of the study, various suggestions for enhancing professional ethics and development of teachers is given. The chapter begins with a summary of the study, followed by findings and discussions, conclusion and finally some innovations and recommendations for further studies.

CHAPTER TWO
REVIEW OF LITERATURE

In the words of Good, "The key to the vast store house of published literature may open doors to sources of significant problems and explanatory hypothesises, and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking."[16]

2.1 Purpose of the literature review

Good, Barr, Scates and Douglas analyse the following purpose of the survey of related literature:

i. To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.
ii. To avoid the risk of duplicating the same study already undertaken.
iii. To suggest methods of research appropriate to the problem
iv. To locate comparative data useful in the interpretation of results.
v. To contribute to the general scholarship of the investigator.

Keeping the above objectives in mind, the investigator has done an extensive review of literature relating to the topic. From the development of higher education to ethical issues, from job satisfaction to quality issues and professional development issues, the researcher had gone through encyclopaedia of educational research, dissertation abstracts of both national and international, review of educational research books pertaining to the area of the study, educational reference books and journals. The investigator had also visited a number of libraries both in the state and outside, gone through a number of thesis, articles and departmental records and annual reports.

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[16] Barr, A.S; Carter, Good; Scates, V. and Douglas, E. *Encyclopedia of Educational Research Methodology.* Shubhi Publications.

The abstract of the review conducted is presented in chronological order under two broad areas, as –

i) *Studies done in India* (which includes studies conducted under the Nagaland state university also) and
ii) *Studies done Abroad*.

2.2 Studies done in India

Thakur, T. (1976) conducted a study on, "*Who is a good teacher: A study based on opinion of senior pupils*" from Assam. The main purpose of the study was to analyse the characteristics of a good teacher as perceived by pupils. The major findings were: i) The outstanding positive traits of the teacher as viewed by the pupil were good teaching, kind and pleasing manner, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. The pupils were in favour of strict discipline and strict administration. The pupils love to get regular assignments and wanted that the teachers correct assignments regularly. A teacher who did not let down the pupils was loved by all. A teacher who could identify himself with his pupils found his class teaching very easy. ii) The negative traits were partiality, favouritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit.

Patted, G. M., Mench, G.B. (1979) conducted a study on, "*Professional preparation of college teachers*" from Karnataka University. The major findings of the study were: Almost all subjects (96%) recognised the need for professional preparation of college teachers. The majority of the subjects were in favour of introducing the course at the pre-service and in-service levels. Some of the common objectives favoured by the subjects were: a) Familiarising college teachers with the aims of Higher Education, methods of teaching, evaluation and psychology of learning, b) Helping college teachers to deal effectively with the behavioural problems of college students, and c) Developing teaching skills amongst college teachers.

About half of the number of subjects of each category was in favour of one-year professional course whereas others favoured short term courses. The college teachers,

principals and university teachers suggested the course title as Diploma in college teaching. Various content items commonly favoured were:

a) Psychology of learning
b) Principles and methods of college teaching
c) Evaluation techniques,
d) Psychology of creative thinking and problem solving

The subjects suggested 20% weightage to content enrichment, 30% to practical work, 10% to action research, and 10% to other theoretical aspects of higher education. Teachers with sound understanding of basic discipline and education, and with long experience of college teaching were suitable to conduct such a course,

Ramakrishnaiah, D. (1980) conducted a study on "*Job Satisfaction, Attitude towards teaching and Job Involvement of College Teachers".* Sample was 400 teachers equally distributed between government and Private colleges.

Major findings were: College teachers in general were satisfied with their job. Teachers working in private colleges were more satisfied than those working in government colleges. Female teachers are found to be more satisfied than male. Teachers belonging to different socio-economic strata did not differ in the level of their job satisfaction with their job while the attitude towards teachers exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction. The level of job involvement of teacher did not have any significant effect upon the level of their job satisfaction.

Sinha, U. (1980) studied on, "*The impact of teacher education programme on the professional efficiency of the teacher".* The main findings of the study were – (a) In the sphere of professional efficiency, trained teachers were better than the untrained teachers in the knowledge of the subjects preparation for teaching, self-confidence, voice, pronunciation, facial expression and in actual classroom teaching taken as a whole; (b) The trained teachers were better than the untrained teachers about the aims of the lesson, its appropriateness, its organisation, the use of teaching devices, presentation, questioning, answering students' question, the use of blackboard and other teaching aids, eliciting students co-operation and participation, and effectiveness

closure; (c) There was no significant difference in the competence of the two groups of teachers to manage the classroom discipline and to maintain a congenial climate for the teaching-learning activities; (d) The two categories of teachers did not differ significantly in maintaining good interpersonal relations, co-operating with the principal, doing office work. Guiding students' participation in the activities of association, committees, community life and co-curricular activities; and (e) There was no significant difference between in two categories of teachers in their attitude towards the teaching profession and teacher-pupil relations.

Jain, B. (1982) *conducted a Study of Classroom Behaviour Patterns of Teachers in Relation to their Attitude towards Profession, Morale and Values*. The sample of the study consisted of 100 trained graduate teachers (50 male and 50 female). The main findings were: i) Teachers with a positive attitude towards child-centred practices, educational process, pupils and teachers devoted more time to asking questions in the classroom while guiding the more content oriented part of the class discussions, ii) Teachers with a positive attitude towards teaching profession, classroom teaching, child centred practices and educational process reacted to ideas and feelings of pupils and frequently created an emotional climate in the classroom, iii) Pupils interacted more in the classes of teachers having a positive attitude towards teaching profession, iv) Young teachers had more favourable attitude towards teaching profession, classroom teaching and educational process than older teachers, v) Sex was not significantly related to any dimension of the teachers' morale, vi) Teachers with a high aesthetic value did not have a favourable attitude towards teaching profession and vii) Teachers with a high religious value had favourable attitude towards teaching profession.

Banerjee, A. Pyle. (1984) carried out a study on "*Teachers in higher education – Grievances and their redressal*." The study was sponsored by National Commission on Teachers in Higher Education, India. The major objectives of the study were to investigate the grievances of college and university teachers. The sample included 2300 university teachers and about 6300 college teachers. The tool used or data collection was questionnaire.

The major findings were: i) Unfair appointments and promotions got the first rank among the grievances of university teachers and the college teachers rank poor working

conditions as their number 1 grievances. ii) Non-payment of emoluments according to the letter of appointments was a serious grievance in case of college teachers. iii) The college teachers ranked poor working conditions as their number one grievance and second rank to unfair appointments. iv) The university teachers choose poor working conditions as the second major grievances. v) The other grievances of university and college teachers were discrimination in the allotment of work and funds, discrimination in providing facilities and callous behaviour of administrators. vi) The seriousness of the grievances also differed with categories of teachers -Lecturers, Readers, Professors, Principals and also the experience of teachers. Teachers with teaching experience of 21-30 years gave the first rank to the grievances of unfair appointments and promotions against poor working conditions felt by a majority of teachers.

Som, P, studied on *Teachers personality pattern and their attitudes towards teaching and related areas.* The study was an investigation into the relation between non-cognitive, personality structure type following Eysenck's teachers' attitudes towards teaching and related areas. The objectives of the study were (i) To find the structure pattern which is likely to suggest better attitudes towards teaching and related areas , (ii) To find the descriptive personality pattern of teachers with reference to the dimension of extroversion - introversion and the traits involved in, (iii) To find the variation in the extroversion variables with reference to sex and impact of experience on them, (iv) To find the descriptive attitude pattern of teachers with reference to the teaching profession and pupils, (v) To observe the relative importance of the extroversion variables in the determination of the teachers' attitudes towards teaching, the teaching profession, classroom teaching and pupils, (vi) To identify extraversion variables which formed, in general a combination of valid predictors for the respective attitudes, and (vii) To find the extraversion/introversion pattern which would ensure favourable teacher attitudes in the respective areas.

The major findings were: 1. The secondary teachers were neither extrovert nor introvert and they could be tentatively described as lacking patience but possessing sociability, sobriety, carefulness, temporal thought, introspection, concentration and mental exertion, in terms of their extraversion-introversion traits. 2. Male teachers were found to be more initiating, expressive, careful, introspective, mentally exertive and concentrated than female teachers. But there was no difference between them on

extraversion, and experience had a positive effect on stoicism for either sex. 3. Teachers were normal in respect of teacher attitudes towards pupils. 4. Female teachers tended to be higher than males in their attitudes towards teaching, the teaching profession and pupils. Experienced female teachers were significantly higher than experienced male teachers on the first two attitudes but moderately high on the third. 5. Teaching attitude as well as the attitude towards the profession correlated significantly with patience, initiative, carefulness, stoicism, extrospection and responsibility. 6. Extraversion had no significant association with the attitudes but it moderately negatively correlated with the teacher attitudes other than that towards classroom teaching. Further, introverts tended to have favourable attitude towards pupils.

Singh, N. (1985) did a Comparative Study of Teachers Trained through Integrated and Traditional Methods in terms of Attitude towards Teaching, Teaching Competence and Role Performance. The effectiveness of the different modes of graduate teachers training prevalent in India such as the four-year integrated B.Ed. and the traditional one-year B.Ed. course was sought to be compared in this investigation. The point of comparison taken up in the study was attitude, teaching competence and role performance of teachers trained through these two modes. Null hypotheses regarding the differences in these three aspects between groups of persons trained in these two modes, and also hypotheses about relationships between each pair of these aspects were formulated.

The sample consisted of 120 teachers trained in the Regional Colleges of Education at Bhopal and Ajmer and serving in Schools in different places. The sample consisted of equal numbers in arts and sciences as well as equal numbers from the two modes. Ahluwalia's Teachers Attitude Scale and Passi and Lalita's Baroda General Teaching Competency Scale were used for finding out attitudes and teaching competence respectively. The test for role performance, The Role Performance Self-Rating Scale, was developed by the author with four-point items covering the roles of teachers as instructors, leader, manager, model, monitor, pupils' guide, and agent of social change. Its split-half reliability was 0.87 and its cross validity was reported as 0.83. Data were collected over a period of five months, and two lessons of each teacher were observed for assessing teaching competence. Personal data were collected by means of a personal data schedule. They were analysed using means for sub-group formed on the basis of

variables like subject background, age, marital status, educational qualification, length of experience, rural-urban background, etc.

The major findings of the study were:

i. While there was no difference in the attitudes of the groups under the two modes, there were difference in teaching competence and role performance, the integrated group scoring higher than the traditional group.

ii. In teaching competence, those with low experience, from urban area trained in integrated mode had higher teaching competence.

iii. In role performance, the integrated course teachers who were only graduates, with low experience from urban areas, and young teachers as also married and female groups had higher scores.

iv. From the study of inter-correlations between scores on the three variables, it was concluded that the integrated method developed a positive relationship in attitude and role performance in the case of science teachers, and hence was suited more specially to science students than to arts students.

Sathyagirirajans, S. (1985) conducted a study on, "*Competency, personality, motivation and profession perception of college teachers*". The main objective of the study was to find out the extent of relationship between competency of college teachers and teachers and their personality, motivation and profession perceptions.

A Teacher Competency Rating Scale developed by the Investigator based on the Stanford Teacher Competency Appraisal and Teacher Rating Scale of San Jose College, a Self-Actualising Person Inventory Structure by the Investigator, Cattel's 16 PF Questionnaire, Tuckman's Teacher Feedback Form and Patted's Teaching Profession Perception Scale were used to collect required data from a stratified random sample of 300 college teachers in the Madurai Kamaraj University.

The main findings were: Teacher competency was elated to intelligence, emotional stability, conscientiousness, tender mindedness, trusted nature, placid nature, self-sufficiency and relaxedness factors of Cattel's 16PF Questionnaire. The more competent teachers significantly differed from the less competent teacher in all the above variables.

Singh, R.S. (1987) conducted a study on, Teachers' effectiveness and its correlates at higher secondary stage in eastern U.P from Gorakhpur University. The major objectives of the study were (i) to compare teacher effectiveness of male and female teachers of urban and rural areas, (ii) to compare their intelligence, socio-economic status, attitude towards teaching profession and adjustment, (iii) to find out the relationship between teacher effectiveness and the selected correlates, viz., intelligence, adjustment, attitude and SES, and (iv) to determine the combined effect of the correlates on teacher effectiveness.

The major findings were: No significant difference in the mean scores of male and female teachers in their effectiveness was observed. The difference in the mean intelligence scores of male and female teachers was not significant. It was revealed that the rural female teachers have secured comparatively better scores than the rural male teachers in teacher effectiveness. The difference in the mean score of urban male and female teachers was found to be non-significant on the SES Scale. There was a non-significant difference in the mean score of male and female teachers belonging to rural and urban areas in their attitude towards teaching. There was non-significant difference in the mean score of adjustment of male and female teachers. The score of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variables-intelligence and attitude towards the teaching profession. A low relationship between intelligence and socio-economic status was observe. It was, however, not significant. The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment. Intelligence showed a moderate and significant relationship with socio-economic status and adjustment of the urban teachers, irrespective of sex.

Rajameenakshi, P.K. (1988) conducted a study on, "*Factors affecting teaching competency of B.Ed. Trainees in Teaching Physical Science*"

The major findings of the study were: i) Pupils' evaluation scores were accumulated at the higher end of scores (80-95), self-evaluation scores were between 50 and 85, and professors' scores ranged from 45 to 65 with regard of the teaching competence of B.Ed. students. ii) It was found that training in the skill of demonstration and microteaching significantly increased teaching competence. iii) The type of management, the time of admission to the B.Ed. to the B.Ed. course and the teacher-

pupil ratio were the factors that affected the main teaching competence of B.Ed. trainees in almost all colleges of education in Tamil Nadu. iv) Female teacher trainees, teachers who taught in girl's schools, teacher trainees who got a first class in degree examinations, and teacher-trainees with higher socio-economic status scored significantly higher in teaching competence than others. In all the three methods of evaluation, the analysis revealed that there was a negative correlation between age and teaching-competence scores.

Sengupta, Parijat. (1990) conducted a study on, "*Professionalisation of teachers; A case study of men and women teachers of Calcutta university.* It attempts to study the extent of professional commitment among women teachers in the teacher training colleges of Calcutta University.

The major findings of this study were – (a) A majority of women teacher belonged to higher socio-economic background than the men and they perceived that they were not very successful in their teaching job although it was chosen voluntarily by them. (b) Most of the women teachers mainly restricted their activities to within their development. (c) A larger proportion of male teachers had professional involvement in comparison to women teachers.

Rastogi, Savita. (1999) did a study on, "*Faculty development in higher education" from* Jesus and Mary College, Delhi. The Centre for Professional Development for Higher Education University of Delhi was established in 1988 under the scheme of Academic Staff Orientation of the UGC. This paper reports a study of the refresher course in Chemistry conducted by it in the period 1991- 1994.The study shows that majority of the participants attend refresher course/orientation courses only to meet eligibility conditions for promotion. The gain in knowledge and/or change of attitude is between low to moderate. Therefore, the UGC should review the form/content/conduct of such courses and introduce evaluation in some form.

S.S. Mathur (2001) in his effort to determine the ethical conduct of teachers has stated that accountability means one's obligation to count for one's action. The teacher's accountability, therefore, means teacher's obligation to account for his actions to: (a) his own self (b) the society or community which entrust its young ones to his care and education (c) to the pupils, and lastly, (d) to the authority which supervises his action.

Accountability to self: It emphasizes that the teacher himself evaluates his work and conduct. He performs his duties to the best of his abilities not because of any outside pressure but because of his realisation that this is right and virtuous. His training has to be such, that he respects the professional ethics and moulds his life according to the ethical way of living. Accountability to society or community: The teacher must be answerable to the society or community for his actions. The society reposes confidence in him by handing over their children to him for helping them in their all-round development and in developing good habits in his pupils. If he is not discharging his obligations to the society and then the society will rightly condemn his behaviour. Accountability to the student: The teacher can show his accountability to his students by giving them the best possible education and guiding them towards socially acceptable and morally sound conduct. In some cases, there may be conflict between what is socially acceptable and morally sound, as for example, in the case of society which may believe in sexual freedom which may not be considered as morally sound. The teacher in such a case has to apply his own judgement and accept that view point which is in the direction of the betterment of the society. He must have a philosophy of his own and his judgement may depend on it. Accountability to the authorities: It is the most common form of accountability. The service conditions of the teachers require them to obey those who are in superior position to him. His work is evaluated by the superiors. They may be the principals or supervisors or inspectors. These persons rate his work and are supposed to guide him for achieving efficiency and effectiveness in his work. On the basis of this accountability he is given promotions, etc.

Caroline Dyer, Archana Choki, VinityAwasty, Uma Iyer, RenuMoyade, Neerja Nigamand Neetu Purohit (August 2002) conducted a study on *Democratising Teacher Education Research in India.* This paper argues for the need to adopt a new participatory & research-based approach to teacher development in India. Drawing on the experiences of a participatory teacher educator development project in three states, they discussed processes of developing a democratically orientated qualitative research team to work with teachers and teacher educators, highlighting the interplay between their education and socialisation and the demands of the methodology. In the second part of the paper, aspects of developing collaborative action research projects with teacher educators in the context of District Institutes of Education and training are

discussed. Both these approaches require the development of autonomy & critical reflexivity, and although there are tensions in this process, these emerge as vital components of developing a more democratic approach to teacher education.

S. Ignacimuthu (2006) in his article *"Being an Effective Teacher"* has explained that teacher accountability refers to what the teachers idealistically owe as duties to both their employing organisation and to the student community and then through them to the society at large with the ultimate aim of doing good to it by good performance. Teachers should not think that what is needed as a teacher is their presence in the institution for limited number of hours, taking attendance of students, repeating prepared lectures and completing the course within a stipulated period of time. They should be able to go beyond this by looking at the qualitative nature of things and the long-term effect in the students. A teacher is expected to spend quite a few hours every day in publication. In ancient times, the teacher devoted his entire time till the students came up to his or her desired level of excellence.

Longkumer, Rongsenmenla (2015) did a Critical Study of Higher Education in Nagaland.

Major findings of the Study: i) Majority of the students reveal that there are insufficient co-curricular activities conducted in the college/institution. ii) The present evaluation system of higher education is not satisfactory. iii) Lack of up-to date teaching learning materials, latest technologies such as computers and internet facilities hinder the development of higher education as revealed by majority of the respondents. iv) The defective system of examination/evaluation, the development of Higher Education is hindered. v) A major problem that hinders the development of quality education in Nagaland is due to the poor infrastructure.

Yadav, S.K., (May 08-14, 2017) conducted a study on Professional Development of Teachers*: Issues and Challenges.* Major findings of the study showed that Professional development is a process for improving and increasing the capability of human beings working in any profession to maintain its quality and standard. It is an essential component in all the professions. In the same way, there is a need to have professional development programmes for the teachers and teacher educators for improving their knowledge, competence, skills and effectiveness.

Dey, Chandana (May 22-28, 2017) did a study on Challenges in Professional Development of Teachers. The study shows that, Professional development of teachers when based on academic research and sustained training allows teachers to unlock the barriers to learning. Teachers matter more to students' achievement than any other aspects of education. The more effective teachers are, the better would be student outcomes. Teacher professional development is most non-existent in the unaided institutions with only a negligible percentage of teachers reported to have any training. In order to investigate the challenges associated with teacher professional development, one has to consider, recruitment, preparation or pre-service training, professional development, teacher motivation, models for professional development and the role of ICT.

Sivakumari, S., Maragatham, S., and Sharma, S., C. (2017) conducted a study on, *Faculty Development: An Effective Performance Enhancement in Teaching.* The first implication of this pressure for change is that the faculty members in colleges and universities must start teaching in a new and different way. That means that the current generation of professors must break these centuries old way of teaching – and create a new way that is different and better. And this means they need to acquire new ideas about teaching and learning, and they need to either acquire these ideas in a special program in graduate school or acquire them "on the job" while being employed as teachers.

Ratkalle, Saraswati Rachayya (December 2017), conducted a study on *Reorientation of Higher Education for Excellence.* The paper discusses on- Reorientation of Higher Education for Excellence, Changing from Traditional Method to New Innovative Methods in Universities, Leadership in Higher Education, Evaluation and Assessment Systems in Higher Education, Quality Assurance in Higher Education for Excellence and Sustaining Quality. Universities and colleges are expected not only to create knowledge, improve equity, and respond to student needs, but to do so more efficiently and effectively. Hence, to capture the advantage of this more central focus and role, institutions of higher education need to transform their structures, missions, leadership, and processes and programs in order to be more flexible and more responsive to changing social needs.

2.3 Studies done abroad

Lewis Elton and Gaye Manwaring (March 1981), conducted a study on, *Training and education of Teachers in developing countries.* This article describes experience & experiments in helping to develop a training programme for academic staff at University Sains Malaysia and the model of staff training associated with this programme. This is used as a basis for proposal for a more general scheme of staff training for universities in the South East Asian Region, a special feature of the proposal being the use of distance teaching and of individualised learning materials in teaching learning in higher Education. The ultimate aim of the scheme is to make the region independent of outside assistance.

Harry Murray (1992) et al. developed, *"Ethical Principles in University Teaching".* This document was developed by The Society for Teaching and Learning in Higher Education (by individuals actively involved in university teaching) and recommended to apply in all the universities in Canada. The SLTHE (The society for teaching learning in higher education) believes that implementation of Ethical code will be advantageous to university teachers, and will contribute significantly to improvement of teaching. For these reasons, SLTHE recommends that universities adopt the following ethical principles: 1. Content competence, 2. Pedagogical competence, 3. Dealing with sensitive topic, 4. Student development, 5. Dual relationship with students, 6. Confidentiality, 7. Respect for colleagues, 8. Valid assessment for students & 9. Respect for institution.

David B. Wilkins (1995), did a study on, *Redefining the professional in professional Ethics: An Interdisciplinary Approach to Teaching Professionalism.* The central premise of this effort is that traditional teaching and scholarship about profession and professional ethics, both within professional schools and in other parts of the academy, has tended either to take the normative value professionalism for granted or to divorce the study of this concept from the actual social and institutional context of professional works.

Harvard brings together students and faculty from each of the major professional schools (Law, medicine, business and government), as well as scholars and graduate students interested in professions and professional ethics from other disciplines to

examine particular ethical problems confronting professionals and to discuss how these problems can enrich the general understanding of professionalism.

Keeping the above objectives, a new direction has been set to move beyond the limitations that characterise traditional teaching and scholarship about professional ethics. Part II of the essay briefly sets out the theoretical underpinnings of traditional approaches to teaching about professionalism. Part III explains how Harvard's Interdisciplinary approach seeks to formulate the traditional understanding. Part IV describes the course and examines some of its principal accomplishments. Finally; Part V draws some tentative conclusions from the past experiences for future teaching and scholarship about professional ethic.

Craft, Anna (1996), wrote a book on **"***Continuing Professional Development: A practical guide for teachers and schools.***"** The book is structured in three parts, which each have a different focus and function. Part 1, 'Theories of teacher and school development', This part of the book looks at the cultural context of professional development, the variety of in-service work and models of effective provision. The nature and role of appraisal in reconciling individual and institutional development, including the perspective of pupils, are all explored in Part I as a foundation for evaluating in-service work.

Part II, 'Evaluating professional development'. This part of the book adopts a practical style and is intended to be a pragmatic guide to undertaking the evaluation of a specific tranche of professional development. Accordingly, it covers the context for increasing emphasis on evaluation of in-service work, debates about the purposes of evaluating, and methodology for collecting, analysing and reporting on data.

Part III, 'Planning future professional development'. This part of the book is designed to support in making personal, professional and career development plans, with reference to our own needs and the needs of institution. The areas addressed included views of professionalism and of professional learning, stakeholders in development, change in education, personal factors in personal growth or development including learning preference and history, contextual changes in career progression, and a look to the future in professional development.

Fielden, John, Paris, (August 1998), conducted a Thematic Debate: *"Higher Education Staff Development: A Continuing Mission".* This paper discusses a key activity in the Higher education institutions of the future. Staff development, it will be argued, is the central to the quality of higher education. The way it is considered and delivered at present owes a lot to the general employment framework and conditions of service for university staff. In this paper it is discussed as a discrete function and thought is given to how it can be encouraged and promoted by institutions, government

Sherfesse John, PhD, University of Denver (1999), did a study on **"***The professionalism of the United States Air-Force Academy Faculty 1954-1997: A policy-driven evolution of roles and responsibilities."* The dissertation investigated the evolution of faculty professionalism by examining four administrative policy decisions and their resultant academic, economic, governmental and military effects at a specialised post-secondary institution, the United States Air Force Academy. An investigative policy research process was created to examine these policy decisions through their background, choice implementation, and outcome phases to determine adjustments made to three indicators of faculty professionalism, namely: faculty composition characteristics, faculty as academic and military role models, and faculty involvement in institutional governance.

The historical policy study revealed that this evolution of faculty professionalism at the Air Force Academy has been a continuous adaptation to more traditional and specialised American faculty roles and responsibilities which have resulted in a more professionalized faculty.

Butts, Debora J., ED.D., Texas Southern University (1999), *conducted study on "College environmental factors related to faculty morale".* The result of this study revealed that: (1) educational level and the professional work life aspects affected faculty morale, (2) and educational level had an influence on total morale among health information administration faculty and (3) race is significantly related to faculty morale, especially in the area of reward/evaluation system. It is recommended that a follow-up study be conducted using other variables such as non-salary incentives, and workplace issues such as the ability to prepare students for the implementation of the computerised health record in conjunction with personal and social variables.

Also, a study should be conducted to compare and contrast faculty morale from other allied health professions such as nursing and physical therapy. Faculty who teach in community colleges Health Information Technology Programs should be surveyed in a follow-up study to compare and contrast college environment factors affecting morale among four-year Health Information Administration faculty and two-year Health Information Technology faculty.

This study revealed that education was a predictor of faculty morale, therefore additional research should be undertaken to determine methods to promote terminal degrees among health information administration faculty at the doctorate level.

Stooksberry, Lisa Michele, ED.D., Peabody College for teachers of Vanderbilt University (2000), conducted a case study *on "Beginning teachers and professional standards: The practices of a second-year teacher and the INTASC core principles."* According to United States Department of Education projections, there will be need for 2 million new teachers in the next 10 years. Further, as the "mission of schooling and the job of teaching"[17] are changing, great demands are placed on teachers to ensure students' learning. With this recognised need for more teachers, who are more highly skilled, questions arise about what knowledge beginning teachers need to have, how they acquire that knowledge, and how they exercise it in practice.

Through the lens of practice, this study examines the Core Principles of INTASC. The development and use of standards have increased during the past decade. As the fields of teaching and teacher education strive to improve teacher quality. Emphasis on the codification of knowledge and dispositions and performances of teachers into a set of standards endorsed by a policy community impacts the fields of teaching and teacher education. Unexamined in the literature is the question, do standards accurately capture teaching?

Using the INTASC Core Principles as construct, this case study utilised one beginning teacher's teaching to examine the Core Principles in practice. This study was guided by the research question: Are the INTASC Core Principles adequate to describe the practice of a beginning teacher? Two subset questions were: (a) What types of evidence

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[17] Interstate New Teacher Assessment and Support Consortium [INTASC], 1992, 1.

are found in practice that confirm the INTASC Core Principles? And (b) Are some INTASC Core Principles more useful than others in capturing practice?

Two major findings resulted from this research. The first conclusion focused in the essential role of teacher conversation in identifying the INTASC Core Principles in practice. It argued that conversation is necessary in order to make meaning of observation in capturing the Core Principles in the practice of one beginning teacher. The second conclusion proposed Core Principles I through 6 as a set of relationships, which capture the principles in practice.

CaoLi, PH.D., McGill University, Canada (2001), *conducted a study on "Professors' post-class reflection: A case study."* This study attempted to describe characteristics and content of professors' post-class reflection. More specifically, it attempted to determine whether professors engage in the reflection process consciously and ways in which this process can be characterised. Eight professors, representing two levels of teaching experience, teaching a lecture or seminar undergraduate class in humanities or engineering, participated in this case study. Interviews, classroom observations, and instructional plans and materials comprised the data sources. Transcripts of the interviews were analysed thematically, using QSR NUD*IST.

Findings indicate that professors' post-class reflection became a routine: it happened at different points of time, mostly right after the class, and as continuous process. Their reflection involved a mixture of having intuitive feelings about the class as well as thinking logically about how the class unfolded. They reflected intentionally and for two major purposes: to get ready for the next class and to improve teaching in general. They were either unable to characterise their way of reflecting on the class or were very clear that their reflection was more an intuitive process than a rational one. They reflected mostly on their teaching performance, on the content covered in class, on the students, and on instructional contexts. Based on the results, a conceptual framework is proposed that describes professors' post-class reflection as interrelated with rational and non-rational information processing. The study contributes to a better understanding of the complex process of teacher thinking and informs the design of faculty development interventions that aim at promoting reflective practice.

Erbes, Stella, PH.D., University of California, Santa Barnara (2002), conducted a study on *"Surviving and thriving in the teaching profession: A description of the experience and resources used by teachers of a California-based Beginning Teacher Support and Assessment (BTSA) program."*

Knowing that beginning teachers are faced with numerous difficulties when assuming their own classroom, strategies should be implemented to supply the resources that novice teachers need to survive and to learn to thrive in the teaching profession. Thus, the purpose of this study was to analyse how beginning teachers of a California-based Beginning Teacher Support and Assessment (BTSA) program combined or used their resources to become effective teachers. A total of twelve beginning teachers were interviewed for this study. All interviews were roughly transcribed, coded, and analysed. Two phases of data collection were completed. In Phase I, a total of eight beginning teachers were interviewed, four beginning teachers who participated in the 1999-2001 Santa Teresa County BTSA and a second set of four new teachers who did not participate in BTSA. After finding that the similar teacher training background of the BTSA beginning teachers in Phase I contributed in yielding the same results among this initial BTSA group, a second phase of data collection was added. For Phase II, four additional BTSA beginning teachers who had attended teacher education programs that were different than the initial BTSA group were interviewed.

The results found out that the initial BTSA groups attributed their teaching practices mainly to the resources and experience from their teacher education program whereas the second group of BTSA beginning teachers recalled using a more varied range of resources and experiences to help them through the early years of teaching. They included their BTSA Support Provider, their personal experience in the classroom, the collegial support found in their department, and fellow teachers as valuable resources that supported them in teaching. The non-BTSA group had also recalled the support of fellow teachers and veteran teachers as having being extremely valuable to them.

Grace, Kristen Andrée PH.D., Cornell University (2002), conducted a study on *"Professional autonomy and collective endeavour in academic departments: A study of department identity and practices that benefit scholar, the institution, and the public."* This thesis opens with an analysis of historical and contemporary debates about higher

education and its organisation. This analysis frames a study of department practice. Document review of external review reports and observation add to primary data from open-ended interviews with faculty and chairs from three Cornell University departments known for excellence. These sources provided an understanding of how actions and interactions within a department define "who we are" (membership, boundaries) and "how we do things here" (routine activities, what is settled and contested).

The practices of the departments varied according to their "ecological niche," as developed by Toulmin (1972). Faculty in strong departments acted simultaneously in support of their interest in professional autonomy as they strengthened distinctive department identities and collective decision-making. Approaches to working together resembled neither comprehensive planning process nor ad hoc decision-making. Rather, faculty developed their ability to craft a common vision when working on a core task that brought people together. Unsettled issues provided motivational risk. But, instead of tension developing along factional lines, faculty used or forged "bridging" weak ties linking them with others inside and outside the department thereby increasing communication and mutual respect. Strong leaders with a transparent and participative style were the key.

With the rising concern over accountability within higher education, we need a better understanding of actions and interactions that serve public interest in, or advance the multiple bottom lines of, higher education. This study indicates faculty autonomy is a necessary organisational motivator rather than an impediment to the reform which seek to strengthen faculty commitment to institutions and promote innovation serving many constituencies. Faculty and administrators should focus on building social capital within departments relative to the core tasks addressed in each unit.

Koubek, Ekaterina, PH.D., The University of Nebraska – Lincoln (2002), *did a study on "Constructivism and online professional development: A study of the beliefs and practices of four foreign language teachers.* "This multiple case study invested four in-service teachers' instructional practices, beliefs, and reflections in an on-line Instructional Planning Golden (German Online Distance Education Network) course. Data were collected through extensive, multiple sources of information, including

interviews, on-line observations, teachers' narratives, course documents and artefacts, and e-mail communication between the participants and the instructors. The case covered the time period of seven months.

Dewey's (1933) three essential attitudes for reflective action (open-mindedness, whole-heartedness, and responsibility), Van Manen's (1977) three levels of reflective modes (technical, practical, and critical reflection), and Schön's (1983) theory of "reflection-on-action" and "reflection-in-action" were used to analyse the data. Williams and Burden's (1997) categories for beliefs (about learners, learning and teaching, and themselves as professionals) provided a framework for data interpretation in a belief section.

The multiple data sources were triangulated to reveal the categories such as the role of the textbook, the role of the frameworks/standards, vocabulary teaching, grammar teaching, task structuring and sequencing, lesson planning, lesson implementations, grouping, and assessment in which the in-service teachers showed improvement was not the same and varied among the participants. The study also showed discrepancies between teachers' instructional practices and their beliefs in some cases, and variation of reflectivity among the participants.

The research provided in-depth understanding of four cases in unique situations. It should not represent or generalise the entire population of in-service teachers, but rather examine individual situations more closely. However, the findings can offer important information for further on-line professional development or any other distance education courses.

Finlay-Parker, Claudia Jocelyn, PhD, University of Alberta, Canada (2002), conducted a study on *Professional development needs of college instructors.* This research was undertaken to determine the professional development needs of college Instructors and to identify how these needs might be met. Specifically, the study was meant to capture instructors' perceptions of professional development and how they kept up with it. It was also meant to investigate the concerns and issues that instructors had about their own professional development and participation, and how they thought it could be improved. Further investigation was done to find out how planners and professional development activities could better serve college instructors' needs.

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The study revealed that college instructors need to update their discipline- specific areas, pedagogical skills, computer skills, and personal development skills. Planners of professional development activities agreed for the most part with instructors' responses. The difference was that planners placed pedagogy ahead of updates in instructors' areas of expertise. Just over half of the participants agreed to take full responsibility for attending their professional development needs. Some instructors felt that their administration did not provide them enough encouragement to continue professional development. The majority felt that, if each college had a professional development policy with a stated philosophy of commitment and encouragement for staff, more instructors would participate in professional development activities. The research concludes with a revised conceptual framework for professional development based on the responses of participants and professional development literature.

Wilkinson, Sara D., ED.D., Wilmington College, Delaware (2003), did a study on *"Systemic and traditional professional development program: The effects on staff perceptions and students' achievement in middle school."* This study was designed to investigate the effects that two different approaches to staff development had students' achievement in middle school. One school implemented a new systemic school directed approach while the other school utilized a traditional district directed approach for professional development. Staff perceptions of these professional development systems as indicated on a survey were examined. Students achievement was also assessed by comparing the scores obtained from the Delaware Students Testing Program in the areas of reading, writing, and mathematics for the years 1999 and 2002 for students as fifth graders and then as eight graders.

The staff survey revealed a difference in perceptions of staff development in two schools. The instrument assessed the implementation of the standards as deemed necessary by the National Staff Development Council (NSDC) for effective staff development. In general, the staff who participated in the systemic staff development program reported stronger alignment with the NSDC standards than the teachers who participated in traditional staff development.

The students' achievement data revealed that there was a greater achievement in the mean scores for the students in the systemic school than in the traditional school. In the

area of reading the increase of the mean score was 59.1 points compared to 53.4 in the traditional school. The increase in math was 42.7 in the systemic school and 32.1 in the traditional school. In writing the increase for the systemic school was .6 while the traditional school was .1. Using an analysis of covariance, a significant difference in math and writing was revealed; however, the increase in reading was not significant. The p value in math was .001 and the value in writing was .011. For reading the p value was .254. When examining the percentage of students who met state standards in fifth grade and the number in eighth grade, the scores revealed a higher percentage of students in eight grade in the systemic school met standards.

Cristine Smith & Marilyn Gillespic (2003), conducted a study "*Research on professional Development and Teachers Change: Implications for Adult Basic Education.*" In this study attention is drawn to examine two topics: a) What makes Teacher professional development effective, and b) How teacher change as a result of professional development. Discussion centres on two professional development models – Traditional professional development and Job-embedded professional development model. Research demonstrates that professional development can under the right directions help teachers to be more effective.

White-Spurie, Sheryl Lynn, PH.D., Union Institute & University (2003), *did "A phenomenological study of teachers' experience in a "person-centred" professional development seminar."* A sample of elementary school teachers were interviewed about their experience in a three-day person-centred professional development seminar. Responses were analysed, following the qualitative phenomenology protocol of searching for "meaning units." The meaning units or emerging themes were converted into a "typical experience." Reflections by the researcher were included in the analysis as well as qualitative responses collected after each day of the professional development seminars.

Educational professional development is an integral part of the continuing education of teachers. In recent years, the ineffectiveness of professional development has been articulated within the field by those frustrated by the lack of a causal relationship between professional development and improvement in students' academic achievement. Educational leaders calling for reform suggest communities; that it be

more of an imbedded process; that a shift be made from a dependency on outside consultants to a dependency on internal educators; and that the content be made more relevant and rigorous. Few changes call for a modification of the process from being content-driven to one that is person-centred.

Developments in learning theories have given rise to curricular and instructional changes around brain-compatible learning environments, multiple intelligences, differentiated instruction, and so on. As relevant as these theories are few, if any, have been applied to the design of professional development. Additionally, research on the affective and psychomotor needs of adult learners is likewise omitted in discussion on how to improve professional development training.

When the "meaning units" are analysed against the intended outcomes, the results indicate that the person-centred approach to professional development resulted in a very positive experience that affected teachers' instructional practices.

Meno, Alicia, ED.D., Depaul University (2003), did a study *"Jack of all trades master of none: A teacher research inquiry of teachers' perspectives surrounding the context of professional development."* This inquiry explored one group of teachers' experiences in an innovative professional development opportunity, known as Book Talk, and its implications for understanding and defining professional development. This study further examined professional development and its relationship with the school's organizational structure. A qualitative, teacher research methodology, with a phenomenological orientation framed this inquiry.

Book Talk was a site-based, teacher-directed initiative designed to break isolation and develop collegiality among teachers. The Book Talk model of professional development promoted a collaborative environment, in which teachers developed trust to share and work together to inquire about children's literature. The participating teachers recognized that when time was provided for professional development and professional development was directed by teachers, significant implications for collegiality, learning, and change evolved. The collaborative model of Book Talk supported the new paradigm of professional development that promotes collegial interaction, continuous learning, and building a community of teachers who are both learners and experts.

Book Talk teachers reported that significant professional development is limited in the current organization of schools because social, political, cultural, and structural influences invade the professional context of teachers and can impede professional development. These influences surround the teachers' understanding that: (1) Teachers work in isolation; (2) Teachers are pressured by time; (3) Teachers are subordinates, thus outsiders of the educational context control teachers, their work, their knowledge, and their development; (4) Teachers teach from mandates and prescriptions, thereby automating teachers' practice; (5) Teachers are expected to meet society's demands, hence teachers' roles are expanding; (6) Teachers lack power, and in return teachers' voices are silenced and teachers are ignored in the educational context.

Finding of this inquiry indicate that several changes must occur to enable teachers to assume a greater role in the professional development context: (1) A change in relations of power in the educational context, (2) A structural change in schools, teaching, and learning, (3) A change in the organisational schedule of the teaching day, and (4) A change towards teacher-generated learning for all teachers-veteran teachers and future candidates.

Lowden, Christine Scheffert, ED.D., Seton Hall University, College of Education and Human Services (2003), conducted a study on *"Evaluating the effectiveness of professional development."* The purpose of this study was to determine the impact of professional development using Guskey's (2000, 2002) models of teacher change and evaluating professional development. Quantitative research methodology was used to conduct an evaluation of professional development in K-12 public schools. A survey was designed, based on the literature, to include Guskey's five critical levels of professional development evaluation and the model of teacher change. Two hundred five teachers, representing eleven schools, volunteered to participate in the research study and return a complete survey be mail to the researcher.

This study confirmed other research studies and the professional literature indicating that effective professional development is critical for teacher growth and student achievement. The result of this study also supports the research literature indicating the importance of setting clear goals and planning professional development that aligns to the vision and the needs of the school district. One of the most significant findings of

this study was the strong correlation between teachers' implementation of new knowledge and skills in the classroom and the impact on student learning outcomes. The results of this investigation have broad based implications for all educators involved in professional development. Recommendations and implications for policy and practice are included.

Boerst, Timothy Arthur, PH.D., University of Michigan (2003), conducted a study on *"Deliberative professional development communities as sites for teachers learning."* The purpose of this study is to develop theoretical and practical insights into contemporary approaches to the professional development of teachers. The study begins with the development of a theoretical construct termed "Deliberative Professional Development Communities" (DPDC) crafted from learning theory and research on teacher learning in order to understand the content and processes at work in settings of teacher learning. Underpinned by this framework, the study utilises tools from conversation analysis to examine the social dimensions of learning in a deliberative community of teachers known as the Teacher Reflection Group. The findings of this study centre on a three-part conception of professional knowledge - personal, local, and public knowledge of teaching—that is drawn upon in deliberative communities of teacher learning. The depth, balance and scrutiny that characterise uses of personal, local, and public sources of knowledge in teacher learning approaches are found to impact opportunities of both individual teachers and communities of teachers to develop as true members of a profession. Furthermore, contemporary approaches to professional learning can be characterised as facilitating teacher development by supporting the lamination of ideas garnered through participation in personal, local, and public contexts of learning.

Moore Jilie Ann, PH.D., Indiana University (2003), did a study on *"The desire for and design of teacher professional development: A community of practice in the making"* This study focuses on five secondary math teachers at the end of their first year of participating in a lesson study group (LSG) coordinated by a major Midwestern university. Their work in the project was supported by an online professional development environment, the Inquiry Learning Forum (ILF), which was designed upon the precepts of communities of practice. Utilizing a grounded theory approach to build individual cases, the teachers' professional development goals, values, and work

in and reflections on their first year in the LSG and ILF projects were analysed and categorised. Cross case analysis revealed the teachers had a strong desire for professional connection and placed a high value on the lesson study process as a form for professional development and growth. The teachers reported seeing little value in the online environment supporting their work either in or out of the lesson study group, despite their recognition of the environment's potential. In addition, some evidence was found for using the attributes of a community of practice as a way of characterizing both stated teacher professional development goals and their professional development activities.

Muriel Poisson & Jacques Hallack (2005), conducted a study on *Ethics and corruption in Education: An overview.* This paper argues that the problem posed by corruption in education has been neglected for too long. It details three assumptions that underlie International Institute for Educational Planning (IIEP) project on "Ethics and Corruption on Education". They are:

i. *Monopoly of power and lack of accountability mechanisms favour the development of corrupt practices in the education sector,*

ii. *Actor's behaviour has a significant impact on problems of access, of quality and of equity in education,*

iii. *Facilitating access to information and promoting a citizen's voice are essential for improving transparency and accountability in the use of educational resources.*

It summarises a few conclusions drawn from the research in three areas: Teacher behaviour, teacher management and Private tutoring. It then concludes by identifying key strategies for improving transparency and accountability in education.

Elizabeth Campbell (September 2008), conducted a study on *The Ethics of Teaching as a Moral profession.* The processes of teaching as an interpersonal journey are far more nuanced and layered than what the teacher's mastery of curricula and pedagogical techniques can fully enable. The mysteries of teaching demand attention to the intangibles as well, and such intangibles are morally and ethically infused; they may be perceived in the tone of voice a teacher uses to speak to a child, in the way a teacher justly adjudicates among competing needs and interests in the classroom in the way a

teacher selects resources with care, evaluated students work with honesty and respect, and conducts his or her daily practice with honour, diligence, fairness & compassion taken together, then. Ethics and teaching seem inherently compatible and unavoidably intertwined.

Teachers Standards in England (May 2012). The new Teachers Standards published by the Secretary of State for Education (England) came into force on 1st May 2012.This document is presented in three parts: The Preamble, Part 1 and Part 2. The preamble summarises the values and behaviour that all teachers must demonstrate throughout their career, Part 1 comprises of the standards for teaching and Part 2 comprises of the standards for professional and personal conduct. The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The Standards set out clearly the key areas in which a teacher should be able to assess his or her own practice and receive feedback from colleagues. As their career progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

2.4 Summary of the review

The investigator reviewed a series of literature related to professional ethics and professional development of teachers. For the present study, the investigator had reviewed altogether 44 related works/researches which comprises of 21 studies conducted in India and 23 done abroad. Reviews done comprises of studies to analyze the characteristics of a good teacher, job satisfaction, attitudes, ethical issues, ethical standards and professional development needs of college teachers.

From a large number of studies conducted in and around the country, it shows that many researches under different universities throughout different times have tried to study what makes teaching profession successful. In the process, various techniques or strategies have been evolved which were named as the Teachers' Standards or Code of Ethics, Behavior patterns of Teachers, Characteristics of a good teacher, Ethical

Principles to cite a few. Teachers' performance has always been assessed in the light of the various findings or structures.

In who can be a "good teacher" conducted by Thakur, findings lean toward kind and pleasing mannerisms as positive traits regarded by the students. On the other hand, the negative traits were favoritism (partial treatment towards certain students), wasting time, being rude, lack of affection, ridiculing students and being unmindful of their respective duties.

As regards to a study on 'Job satisfaction of college teachers, their attitude towards teaching and job involvement conducted by Ramakhrishnaiah of Venkateshwara University (1980), College teachers in general were found to be satisfied with their jobs. Teachers working in private colleges were more satisfied than those working in government colleges. The effect of socio-economic strata on job satisfaction was also studied which concluded that there is no direct relationship between the two variables.

Another study conducted in the sphere of professional efficiency of teachers, showed that trained teachers were better than untrained. The major grievances faced by the teachers in their profession as concluded by several studies were undue promotions, unfair appointments and poor working conditions.

In the paper "Ethics and Corruption on Education" by Muriel Poisson and Jacques Hallack (2005), Some pertinent corrupt practices identified in the education sector were monopoly of power and lack of accountability.

According to a study of Cornell University, Faculty autonomy is a necessary organizational motivator rather than an impediment to the reform which seek to strengthen faculty commitment to institutions and promote innovations.

S.S. Mathur (2001) in his study to determine the ethical conduct of teachers concluded that 'Teachers' accountability means teachers' obligation to account for his actions, his own self, the society and the community at large which entrust its young ones to his care and education, to pupils, to authority.

Lowden's study confirmed that effective professional development is critical for teacher growth and student achievement. Another significant finding of the study was

the strong correlation between teachers' implementation of new knowledge and skills in the classroom and the impact on student learning outcomes.

In the research of Finlay-Parker, study revealed that college instructors have needs for updates in their discipline in specific areas such as pedagogical skills, computer skills, and personal development skills. Elizabeth Campbell (September 2008), concluded that Ethics and teaching seem inherently compatible and unavoidably intertwined.

Thus, it is evident from the above reviews that, teaching as a profession demands certain code of ethics. A code of ethics for educators addresses issues such as Accountability, Fairness, Pedagogical Competency, Respect for Colleagues, Students and Institutions, Confidentiality and the like. Ethics require that a teacher work to maintain a high personal standard of professionalism. Bacon said, 'everybody owes a debt to his profession' and, as such, every teacher owes a debt to his profession which he can pay back by continuous professional growth. Professional growth of a teacher implies his growth in knowledge of his subject, in pedagogy and teaching techniques, in his love for his students and institution, in moral and ethical values, and growth of his desire to give his best to the word of learning and to the society.

Although it is an ideal method to produce interpretations from a wide variety of quantitative and qualitative research findings, particularly about a topic area as complex as this, it was found that so far, under Nagaland university nor in any other universities in the country, no study was conducted on the said area/topic in the true sense of the term. Since research itself is still at its infancy stage in Nagaland as compared to the other states, the researches conducted in Higher education are found to be very limited. Despite all efforts to meticulously and explicitly define a search strategy, it is seen that no study was found to be conducted under this area. Therefore, it is relatively a new area of research and having keenly observed that quality of higher education is directly related to professional ethics and development of teachers, the investigator attempts to take this study.

CHAPTER THREE
METHODOLOGY OF THE STUDY

3.1. Introduction

'Descriptive research study are restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state and international issues. It is more than just a collection of data; they involve measurement, classification, analysis, comparison, and interpretation. They collect and provide three types of information: 1) of what exist with respect to variables of conditions in a situation; 2) of what we want by identifying standards of norms with which to compare the present conditions or what experts considers to be desirable, and 3) of how to achieve goals by exploring possible ways and means on the basis of experiences of others or the opinions of experts'. (Lokesh Koul, 2012).

The present study is concerned with the present phenomena in terms of conditions. It is concerned with the characteristics of the whole population or sample. It collected data from a relatively large number of subjects which involved measurement, classification, analysis, comparison and interpretation. It also intended to establish certain facts through the study. Therefore, the investigator used Descriptive Method of Research for the present study.

3.2 Population of the study

The population of the study includes all the general secular colleges, teachers, students and principals of Higher Education in Nagaland. There are 15 government and 50 Private colleges, altogether 65 colleges in 11districts of the state of Nagaland. The study covers 10 districts, 31 colleges, 31 principals, 876 teachers and 17599 students of higher education.

3.3 Sample of the study

While drawing samples for study, care has been taken to see that proper representation of Private colleges, male, female for both students and teachers are done.

Among the government colleges, 11 general secular colleges covering a total of 10 districts of Nagaland, which is approximately 73% of the population were selected. Similarly, for the private colleges, a total of 20 colleges which is approximately 40% of the population were selected through random sampling. Principals of all 31 colleges were included.

Simple random sampling technique was also used to select 405 teachers out of which 176 were from government which is approximately 38% of the population and 229 from private colleges, which is 42% (approx) of the population.

Similarly, a total of 459 students were administered the test/questionnaire, out of which 230 i.e. 3.48% from the government and 229 from the private which is 1.54% of the total population.

Table 3 Sample of the present study

Type of college	No. of colleges	No. of principals	No. of teachers	No. of students
Government	11	11	176	230
Private	20	20	229	229
Total	31	31	405	459

3.4 Tools used

For the present study, the investigator used questionnaires as the main tool to collect primary data. Three sets of questionnaires were developed by the investigator:

   i.   For the teachers,

  ii.   For the students, and

 iii.   For the principals of the colleges

The questionnaires were constructed as per the objectives of the study. Due consideration was given to item analysis so that data collected would be more relevant. Great care has been taken so as to be concise and clear. The investigator had also used simple language to avoid ambiguity.

Pilot testing of the questionnaires was conducted among 20 students, 20 teachers and 3 principals belonging to three different colleges. The questionnaire was also scrutinised and validated by experts in testing and evaluation. Hence, the content validity was established. Items were revised according to the feedback received before it was finalised.

Data collected through questionnaires were tabulated according to the various components of the study. The responses were transferred into tables in numerical forms and were analysed with techniques of descriptive statistics to obtain averages and percentages. The results are presented in chapter 4 and 5.

3.5 Data collection

Data collection was done through both primary and secondary sources. The *primary data* were collected by the researcher afresh through questionnaires for the first time, and thus original in character. In the present study, primary source data were obtained by administering the questionnaires personally by the investigator. It was found that administering the questionnaire personally gave the investigator an opportunity to literally visit all the colleges under study, establish rapport with the respondents, explained the purpose of the study, and also gave the investigator an opportunity to answer to all doubts of the respondents.

The *secondary data,* on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. In the present study, the secondary source data were obtained through Higher Education Department Annual Reports, Statistical Handbook, Thesis and other journals and documents of colleges as well as Government of Nagaland publications etc.

3.6 Statistical analysis of the data

The data collected is analysed by applying descriptive method using percentages and averages. First of all, the raw data collected through the questionnaires and other official records are processed by applying frequency counts and tabulated. After which average is found and converted into percentage. Each data is given a specific title by the investigator.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE DATA

4 Introduction

The data, after collection, were tabulated and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. The term analysis here, refers to the computation of certain measures along with searching for patterns of relationship that exists among data group. The data collected were analysed by applying descriptive method using percentages and averages.

First of all, the raw data collected through the questionnaires and official records were processed by applying frequency counts and then tabulated. After which, the average was found out and converted into percentage. Once the data analysing was done, the investigator proceeded to the stage of interpreting the results, and then formulated conclusions and generalizations on the basis of the results.

The process of interpretation is stating what the results show. What are their meanings and significance? What is the answer to the original problem? Keeping in view the limitations of the sample chosen, the tools selected and used in the study, the investigator did a careful, logical and critical examination of the results obtained and analysed.

For the convenience of study, the data analysing was done under three sections basing on the three different sets of tools used, namely: to the principals, teachers and students.

4.1 Analysis on the basis of principals' response

Table 4.1.1 General profile of the government colleges under study

Sl. No.	Name of college	Year of estd.	Type of college	No. of teachers	No. of students	No. of non-teaching staffs	NAAC accessed year & grade	Special courses offered
1	FAC	1959	Arts and Science	81	798	93	Grade B 2009	Functional English.
2	DGC	1961	Arts, Com.	50	891	55	Grade B 2015	Hospitality, Tourism
3	KSC	1961	Science Cl -12 and Degree	101	1234	89	Grade A 2011 (Autonomous College)	Computer, Mushroom cultivation.
4	KCK	1967	Arts.	46	1314	18	Grade B 2012	Functional English.
5	MTCW	1974	Arts Cl-12 and Degree	21	370	-	NA	-
6	ZGC	1980	Arts	23	376	-	NA	-
7	WGC	1983	Arts	33	458	34	NA	-
8	PGCP	1987	Arts	21	307	15	NA	NA
9	PGC	1982	Arts	29	358	16	NA	Floriculture
10	YCL	1992	Arts	21	217	24	NA	NA
11	SCT	1973	Arts	38	282	20	NA	NA

Abbreviations:
DGC   - Dimapur Government College
KSC   - Kohima Science College
KCK   - Kohima College Kohima
FAC   - Fazl Ali College
MTCW   - Mount Tiyi College Wokha
ZGC   - Zunheboto Government College
WGC   - Wangkao Government College
PGCP   - Peren Government College Peren
PGC   - Pfutsero Government College
YCL   - Yingli College Longleng
SCT   - Sao Chang College Tuensang

It is seen from the above table that out of the 11 government colleges under study only 4 (four) colleges, namely, Fazl Ali College Mokokchung, Dimapur Government College, Kohima Science College and Kohima College Kohima are NAAC Accredited.

Fazl Ali college with Grade B was the first government college to be accredited in 2009 followed by Science College Kohima in 2011 securing Grade A.

It is also seen from table 4.1.1, that five (5) government colleges have special courses offered, such as: Functional English, Hospitality, Tourism, Computer and Mushroom Cultivation. Also, study shows that two government colleges offers two streams of study each: Fazl Ali College has Science and Arts degree and Dimapur Government College have Commerce and Arts.

Kohima College Kohima with 1314 and Kohima Science College with 1234 respectively are colleges with the highest number of students enrolled, and Yingli College Longleng with 217 has the lowest number of student enrolment among the government colleges in Nagaland.

Kohima Science College with a total of 101 teachers has the highest number of teachers among the government colleges.

The data reveals that there are 464 teaching staffs in 11 colleges, implicating, a mean of 42.18 which is very good. At the same time a total of 6605 students taught by 464 teachers means a proportion of 0.070 and an average of 14.23 students per teacher. So as far as staffing and students are concerned, quality is assured in these government colleges.

Table 4.1.2 General profile of the private colleges

Name of College	Date and Year of estd.	Streams	No. of teachers	No. ff students	Non-Teaching Staff	NAAC Accreditation Grade and Year	Special Courses Offered
PCC	24.08.1974	Arts, Sci, Com, BCA	64	1402	31	Grade A, 2010 (Autonomous College)	Music, Carpentry, Applied Electronics, Computer.
TC	14.06.1991	Arts, Com	27	647	13	Grade B, 2013	-
ECC	21.091991	Arts, Com	44	1140	10	NO	-
SCHED	02.07.1982	Arts.	16	200	4	NO	Computer Certificate Course.
SMCD	01.06.1994	Arts	28	683	8	Grade B, 2016	-
PWCD	27.05.1991	Arts, Com.	36	1225	14	Grade B, 2016	Computer (Basic)
SDJCD	10.1993	Arts, Com	30	1132	10	Under process	BBA
SC	01.07.2005	Arts	17	332	-	Grade B, 2015	Basic Computer course.
OCK	01.06.1996	Arts, Com.	27	563	78	NO	-
JCC	05.07.1996	Arts	26	1354	15	Grade B, 2017	Computer Diploma course.
MCK	08.09.1998	Arts	31	447	12	Grade B, 2015	-
MOCK	26.07.1992	Arts, Com	28	835	10	Grade B, 2016	-
SJCJ	19.03.1985	Arts, Com, Sc, BBA	62	2743	12	Grade B, 2011	BBA
PCM	14.09.1984	Arts	19	132	6	Under process	-
BBCW	1996	Arts	14	130	12	NO	-
SXCJ	17.05.2005	Arts	11	185	5	Submitted LOI	-
TCT	17.6.1996	Arts	11	192	3	-	-
ACK	01.03.1992	Arts	-	670	8	Grade B, 2016	-
UCD	01.04.2007	Arts, Com	27	718	10	Grade B, 2015	Computer NIIT Career
LMC	1993	Arts	7	97	6	NO	-

Abbreviations:
PCC   - Patkai Christian College
TC   - Tetseo College, Dimapur
ECC   - Eastern Christian College, Dimapur
SCHED   - Salestian College of Higher Education Dimapur
SMCD   - Sakus Memorial College Dimapur
PWCD   - Pranabananda Women's College, Dimapur
SDJCD   - S.D.Jain Girl's College, Dimapur
SC   - Sazolie College, Phezhu
OCK   -Oriental College Kohima
JCC   - Japfu Christian College, Kigwema
MCK   - Modern College Kohima
MOCK   - Mount olive College Kohima
SJCJ   - St. Joseph's College, Jakhama
PCM   - Peoples College Mokokchung
BBCW   - Baily Baptist College Wokha
SXCJ   - St. Xavier's College Jalukie
TCT   - Tuli College Tuli
ACK   - Alder College Kohima
UCD   - Unity College Dimapur
LMC   - Loyem Memorial College Tuensang

From table 4.1.2, it is seen that 10 out of the 20 private colleges under study are NAAC Accredited, one college have submitted LOI (Letter of Intent) and three colleges are under process for assessment.

Patkai Christian College and St. Joseph College offers four different streams of study, such as Arts, Science, Commerce and BCA. Eight (8) Colleges also has special courses offered by them such as, Music, Carpentry, Applied Electronics, Computer, BBA etc.

St. Josephs College with 2743 students has the highest number of students enrolled while Loyem Memorial College, Tuensang with 97 has the lowest number of students among the private colleges in Nagaland.

The teacher-student proportion is 0.035 which is much lower than the government colleges and an average of 28.24 students per teacher, twice as the government colleges. Teacher mean is 26.25 and student mean is 741.35.

It can also be inferred that profile of the select colleges under study shows that importance is given to special courses. Looking from the perspective of skill education apart from computer skills, a lot more is desired especially in the field of IT and human resource management courses.

Table 4.1.3 Feedback and evaluation of teachers by students

Parameters	Government Total = 11			Private = 20	
	Response		Percentage	Response	Percentage
College have student feedback on Institutional parameter	Yes	7	63%	14	70%
	No	3	27%	3	15%
	T.S.E	1	9%	2	10%
	N.A	-		1	5%
Students evaluate Teachers' performance.	Yes	5	45.45%	13	65%
If Yes, which inventory:	No	6	54.54%	2	10%
i) Performa developed	T.S.E	-		2	10%
by UGC	N.A	-		3	15%
		1	9%	2	10%
ii) Self developed				3	15%
iii) Suggestion Box		3	27.27%	13	65%
iv) Other	Grievances and redressal cells			Combination of i) and ii)	

T.S.A =To some Extent, N.A= Not answered

Information given in table 4.1.3 shows that 63% of the principals of government colleges and 70% of private colleges agreed that the colleges allow students to give feedback on Institutional parameter. However, when asked if students are allowed to evaluate teachers' performance 54.54% of the principal responded negatively, whereas 65% of the private colleges gave positive answer.

Again 65% of private college principals and 27.27% of government responded that they used suggestion box to evaluate teachers' performances.

It is also seen from the empirical data that for evaluating teachers' performance, few government colleges do have Grievances and Redressal Cell.

Table 4.1.4 Required number of teachers, qualification and workload

Parameters	Government Total = 11			Private = 20	
	Response		Percentage	Response	Percentage
College has required number of teachers	Yes	4	36.36%	14	70%
	No	1	9%	2	10%
	T.S.E	6	54.54%	4	20%
All teachers have required qualification as per U.G.C norm	Yes	6	54.54%	5	25%
	No	5	45.45%	15	75%
	T.S.E				
Average workload of teachers (Hours per week)	5-10	2	18%	-	
	11-15	6	54.54%	15	75%
	16 & above	2	18%	5	25%
	N.A	1	9%	-	-

As regards to having required number of teachers in the colleges, in table 4.1.4, it is seen that only 36.36% respondents (principals) from government college agreed that they have required number of teachers and 54.54% responded that they have to some extent. Whereas among the private colleges, 70% of the respondents agreed that the colleges have required number of teachers. The empirical analysis of the above responses reflects that the teachers are understaffed in the government colleges.

Regarding the teachers' qualification, 54.4% of the government colleges and only 25% of the private college principals agreed that the teachers have required qualification as per UGC norms. This is a very disappointing picture where almost 75% of the private colleges responded that the teachers are not qualified enough. Also, even in government colleges, 45.45% principals responded that teachers are not qualified enough.

When it comes to the workload of the teachers, 54.54% from the government and 75% from the private said the average workload of the teacher is within 11-15 hours per week. Interestingly, 18% from the government and another 25% from the private said they work for more than 16 hours per week. (Note: As per U.G.C directives, the

average work hours in college for Asst. Professor is 16 hours and for Associate Professor is 14 hours per week).

These are important aspects which reflect the status of higher education in Nagaland, more so, on the aspect of quality education. The incentive for promotion and salary increment serves as a push factor especially for teachers in govt colleges to have not only the UGC required qualification but also additional degrees. Comparatively, it is not so for the private college teachers who teaches for much lesser pay. Therefore, it could be one main reason that many of the private colleges lack or/is unable to recruit qualified teachers.

Table 4.1.5 Punctuality, utilization of time & syllabus completion

Parameters	Government total = 11			Private total = 20	
Teachers are punctual	Yes	7	63.63%	14	70%
	No			2	10%
	T.S.E	4	36.36%	2	10%
Teacher utilise teaching time judiciously	Yes	7	63.63%	16	80%
	No			-	
	T.S.E	3	27.27%	2	10%
	N.A	1	9%	2	10%
Complete syllabus in time	Yes	9	81.81%	10	50%
	No			3	15%
As per lesson plan	T.S.E	2	18.18%	7	35%
Discharge professional responsibility satisfactorily	Yes	10	91%	14	70%
	No	1	9%	4	20%
	T.S.E			2	10%

On teachers' punctuality, 63.63% of government and 70% of private colleges principals expressed positively that teachers are punctual. However, from the table (4.1.5), it is seen that 36.36% of the principals of government college and 10% of private colleges could not fully agree to it.

Coming to judicious utilization of teaching time, positive response is 63.63% for the government college teachers, while the percentage is quite satisfactory for the private

colleges at 80%. But looking at the syllabus completion it is quite in contrast. While 81.81% in the government college completed syllabus on time, only 50% in the private colleges said to have completed their syllabus.

As regards to discharge of professional responsibility by teachers, a good number of 91% respondents from government and 70% from private college expressed satisfaction with their teachers. There were only 9% from government and 20% from private college with a negative response.

Table 4.1.6 Behaviour, accountability of teachers

Parameter	Government total = 11			Private total = 20	
	Response		Percentage	Response	Percentage
Teachers indulge in unhealthy habits	Yes	-			
	No	8	72.7%	15	75%
	T.S.E Reasons:	3 (Chewing Tobacco)	27.27%	3 (Tobacco)	15%
	N.A			2	10%
Any incidence of misbehaviour among teachers	Yes	1	9%	1	5%
	No	10	91%	19	95%
	T.S.E	-	-	-	-
Teachers are accountable in use of funds	Yes	9	81.81%	19	95%
	No	-	-	-	-
	T.SE	1	9%	1	5%
	N. A	1	9%		
Teachers use institutional privileges for personal advantage	Yes				
	No	10	91%	20	100%
	T.S.E	1	9%		
Accept favour/gift that affects professional decision	Yes				
	No	11	100%	20	100%
	T.S.E	-			
Teachers refrain from private tuitions	Yes	6	54.54%	14	70%
	No	4	36.36%	5	25%
	T.S.E	1	9%	1	5%
Practice proxy	Yes	1	9%		
	No	9	81.81%	20	100%
	T.S.E	1	9%		

T.S.E = To some Extent, N.A= Not answered

In an attempt to study whether there are incidences of any misbehaviour among the teachers in college, it is seen from the responses of the principals (Table 4.1.6), 72.7% from government college and 75% private affirmed that teachers do not indulge in unhealthy habits. But 27.7% of government and 15% of private principals indicated that the teachers indulge in chewing tobacco.

It is also very encouraging to note that the principals of both government and private colleges fully agreed that the teachers are accountable in use of funds and that they do not use institutional privileges for personal advantage.

Another noteworthy response observed is, 100% of both the government and private college principals are of the opinion that teachers do not accept favour or gift that affects the professional decision.

However, regarding private tuitions given to students, 36.36% principals from government colleges and 25% of principals from private colleges are of the opinion that, teachers do not refrain from it.

Table 4.1.7 Maintenance of ethical relationship by teachers

Parameter	Government = 11		Private = 20	
	Response	Percentage	Response	Percentage
Teachers co-operate well with authority	Yes 10	91%	17	85%
	No			
	T.S.E 1	9%	3	15%
Exemplify ethical relation with colleague	Yes 8	72.72 %	20	100%
	No 1	9%		
	T.S.E 2	18%		
Make malicious statement about their colleagues	Yes			
	No 11	100%	19	95%
	T.S.E		1	5%
Teachers are fair in dealing with students	Yes 9	81.81%	20	100%
	No			
	T.S.E 2	18.18%		
Treat non-teaching staffs as colleague	Yes 10	90%	17	85%
	No			
	T.S.E 1	9 %	3	15%
Maintain contact with parents or guardians of students	Yes 1	9 %	3	15%
	No 2	18%	2	10%
	T.S.E 8	72.72%	15	75%

Regarding maintenance of ethical relationship on the part of teachers, from Table 4.1.7, it is encouraging to note that 91% of the principals from the government and 85% of the private are of the opinion that teachers co-operate well with the authority.

Again, 72.72% of the principals from government colleges also agreed that teachers exemplify ethical relation with colleagues. However, around 18% of the respondents (principals) from government college could not fully agree and prefer to take on the option 'to some extent'. Meanwhile in private colleges 100% of the respondents affirmed that teachers exemplify ethical relation with colleagues.

When asked if teachers in the colleges make malicious statement about their colleagues, 100% from government and 95% from private colleges affirmed that they do not make such statements.

Regarding treatment of teachers to students, 81.81% from government colleges and 100% from private colleges felt that teachers treat the students fairly. But 18.18% of the principals do not fully agree to it. This is very disappointing to say the least, as this tantamount to 'breach' of ethical as well as professional spirit. This is not expected especially in institutions of higher learning because it not only affects the learning environment of the students but also has a greater impact on relationship and especially where teaching and learning is a collective responsibility.

A discouraging picture is observed where 72.72% principals from government and 75% from private colleges disclosed that teachers maintain contact with parents and guardians of the students only to some extent, while 18% from government and 10% from private colleges frankly admitted that they do not. Only 9% from government and 15% from private gave positive response.

Further research confirms that one of the main reasons for the lack of contact between the teachers and parents of students is because of the failure on the part of the college authority for initiation of such meetings.

4.1.8 Responsibility and ethical concerns of teachers

Parameter	Government Total = 11			Private. Total = 20	
	Response		Percentage	Response	Percentage
Teachers contribute satisfactorily in the development of institute	Yes	9	81.81%	19	95%
	No			-	
	T.S.E	2	18.18%	1	5%
Teachers express free and frank opinion	Yes	6	54.54%	17	85%
	No			-	
	T.S.E	5	45.45%	3	15%
Inform the authority in advance for any change of profession	Yes	9	81.81%	20	100%
	No	1	9%	-	
	T.S.E	1	9%	-	
Teachers misuse leave facility	Yes	2	18.18%	-	
	No	9	81.81%	19	95%
	T.S.E			1	5%
Teachers walk extra mile to strengthen community	Yes	8	72.72%	16	80%
	No			-	
	T.S.E	1	9%	1	5%
	N.A	2	18.18%	2	10%
Take active part in fighting against social evils	Yes	6	54.54%	9	45%
	No	2	27.27%	1	5%
	T.S.E		18.18%	10	50%

In 4.1.8, it is seen that 81.81% of the principals of government colleges and 95% of the principals of private colleges agreed that teachers contribute satisfactorily in the development of institute.

As regards to expression of opinion on the part of teachers, 54.54% of government college principals felt that the teachers do not express free and frank opinion. In private colleges, a large majority of 85% principals agreed that teachers express free and frank opinion.

On yet another area to examine as to whether teachers are responsible enough to inform the authority for any change in the profession, 81.81% of the principals of government college and 100% of private college principals gave positive response that teachers do inform the authority in advance for any change of profession.

Regarding the use of leave facility, 81.81% of the principals of government colleges and 95% of private colleges agreed that teachers do not misuse their leave facility.

72.72% of government college and 80% of private college principals agreed that teachers walk the extra mile to strengthen community.

Also 54.54% of government college principals affirmed that teachers take active part in fighting against social evils. However, in private colleges, 50% of the principals are of the opinion that the teachers do take part but, only to some extent.

Table 4.1.9 Knowledge of the code of conduct and practice

Parameters	Govt		Private	
	Response	Percentage	Response	Percentage
Teachers are conversant with proper code of conduct	Yes 7	63.63%	13	65%
	No			
	T.S.E 4	36.36%	6	30%
	N.A		1	5%
Teachers exhibit proper code of conduct in their daily affairs	Yes 8	72.72%	19	95%
	No			
	T.S.E 3	27.27%	1	5%
Accept favour, gift or gratuity that might affect professional decisions or actions	Yes			
	No 11	100%	18	90%
	T.S.E		1	5%
	N.A		1	5%

Index: N.A = Not Answered; T.S.E = To Some Extent

When asked if teachers were conversant with proper code of conduct, 63.63% of the principals of government and 65% of private colleges agreed. The rest 36.36% of government and 30% of private could agree only to some extent. It is estimated from

the collected data provided by principals from both government and private colleges that a good number of teachers are not very conversant with the code of conduct.

A positive remark is found where 72.72% of principals from government college and 95% of private colleges agreed that the teachers exhibit proper code of conduct in their daily affair.

Also, 100% of the principals of government colleges and 90% of private colleges affirmed that teachers do not accept favour, gift or gratuity that might affect professional decisions or actions. This itself reflects high moral standards of the teachers and augurs well for teachers' professionalism in the profession.

Table 4.1.10 Areas where teachers need to improve upon

Government	Private
1. Punctuality.	1. Adequate knowledge on IT.
2. Maintain decency.	2. Research and consultancy areas.
3. Availability beyond the specified period of teaching.	3. Punctuality.
4. Their skills, expertise and talents should be used for the development of college.	4. Accept duty wilfully without complaining.
5. Work hard.	5. Scope for more discipline.
6. Promote research activities.	6. Show interest in reading and writing.
7. Responsibility and sincerity.	7. More dedication towards the profession, students and society.
8. Mutual co-operation and consultation rather than confrontation/agitation.	8. Professional and accountability.
	9. To dress appropriately.

In an attempt to explore where teachers need to improve, the following responses were received from the principals. Some common areas where principals of both government and private wanted their teachers to improve are:

  i.   Punctuality
 ii.   Maintaining decency
iii.   To make themselves available even beyond the specific period of teaching
 iv.   Research activity
  v.   Responsibility and sincerity

Certain points where the government and private college responses differed were: The government principals wanted their teachers to:

- Use their talents/skills and expertise for the development of college
- To work hard
- To enhance mutual co-operation and consultation rather than confrontation and agitation.

On the other hand, the principals of private college wanted their teachers to:

- Improve on knowledge about Information Technology
- Accept duty without complaining
- Be more discipline
- More dedicated
- Dress more befittingly.

Table 4.1.11 Teachers' awareness of social problems and participation in social activities

Parameter	Government Total = 11			Private. Total = 20	
	Response		**Percentage**	**Response**	**Percentage**
Teachers are aware of social problems & actively fight against them	Yes	5	45.45%	10	50%
	No		-	-	
	T.S.E	6	54.54%	9	45%
	N.A		-	1	5%
Against illegal taxation	4		36.36%	9	45%
Against illegal immigrants	5		45.45%	6	30%
Working towards national integration	4		36.36%	14	70%
Involved in charity organisation	6		54.54%	17	85%
Election/census duty	10		91%	7	35%
Church/religious activity	10		91%	15	75%

As regards to teachers' awareness on social problems and their involvement in dealing with them, from the table above, it is seen that 54.54% of principals are of the opinion that teachers take part in fighting against social problems only to some extent while 45.45% said they are actively involved.

Among the private colleges, 50% of the principals agreed positively while 45.45% responded that they are aware only to some extent. So, it can be concluded from the above analysis that teachers' awareness and participation in dealing social problems is neither too bad nor too good.

As regards to teachers' involvement in national integration activities, 70% of the private college principals and 36.36% of government agreed. Also, to a question on whether or not teachers actively participate in charity organisations, 85% of the private colleges agreed positively while the responses for the same statement were 54.54 % from the government college.

Interestingly among the government college teachers, 91% of the principals agreed that teachers participate in election duty while the responses were 35% for the private. Again, as regards to teachers' participation in church activities, 91% of the respondents from government and 75% of the private gave positive indication.

From the data analysis, it is found that a large number of teachers from both government and private actively participate in election duties, church activities. Other than that, they also take part in other social activities such as, dealing with illegal taxation, illegal immigrants, working towards national integration, involving in charity organisations, as well as participation in seminars, workshops, community development activities and the like.

Some other activities highlighted by the principals (not mentioned in table 4.1.11) where teachers mostly participate are given as under:

- Responses from government colleges: Red Cross activities, seminars, workshops and conferences as resource persons, colony development works, community upliftment organisation works, etc.
- Responses from private colleges: Participation in community programs as resource persons, career talks, evangelical activities and church activities, Swachh Bharat (Clean India Mission), environmental issues, blood donation camps, etc.

Table 4.1.12 (a) Teachers effort for professional growth

Parameters	Government. Total = 11			Private. Total = 20	
	Response		**%**	**Response**	**%**
Teachers make effort for professional growth	Yes	6	54.54%	11	55%
	No			3	15%
	T.S.E	4	36.36%	5	25%
	N.A	1	9%	1	5%
Research papers / projects completed by teachers	1.Intl. level	Total = 4		Total = 6	
	2. Natl. level	Total = 28		Total = 24	
	3.State/Regional	Total = 22		Total = 7	
	4. Others	Total = 20		Total = 1	
Any teachers have done post-doctoral studies	Yes	2	18.18%	5	25%
	No	8	72.72%	11	55%
	N.A	1	9%	4	20%
Aware of the demands of CAS (UGC)	Yes	11	100%	13	65%
	No			4	20%
	T.S.E				
	N.A				
If API affects classroom	Yes	2	18.18%	3	15%
	No	2	18.18%	5	25%
	T.S.E	7	63.63%	5	25%
	N.A			7	35%
The need for fulfilment of PBAS is:	Too idealistic	1	9%	2	10%
	Taxing for teachers	5	45.45%	1	5%
	Very practical	5	45.45%	7	35%
	Other opinions				
	Teachers too need to be evaluated; Not cost productive; May not help produce good results.			Forces the teacher to work hard; Need to be more balanced	

Abbreviations: CAS= Career Advancement Scheme, API= Academic Performance Indicator,

PBAS= Performance based Appraisal System

As regards to teachers' effort for participation in professional development activities, in table 4.1.12 (a), it is found that 54.54% of principals from government and 55% private college principals agreed that teachers make effort for their professional growth. However, there were also 36.36% of government and 25% of the private college principals who could not give positive response but settled with the opinion that teachers do make effort for their growth only to some extent.

Regarding the number of research papers and completion of it by teachers, in government colleges, the total publications as indicated by principals were: International level = 4, National level = 28, State or Regional level = 22 and others = 20. In private colleges– International level = 6, National level = 24, State or regional level = 7 and others = 1. Also 18.18% principals from government college and 25% principals from private college indicated that they have teachers who had completed post-doctoral studies. This is a clear reflection of the status of quality research. Therefore, teachers should be encouraged to strive for international level publication of their research papers or books.

On the aspect of the Career Advancement Scheme (CAS) introduced by U.G.C for the promotion of teachers in Higher Education, 100% of the principals in the government college agreed that they are aware of the demands of the Career Advancement Scheme of the U.G.C for the teachers. But in private colleges only 65% of the principals seem to be aware of it while 20% admitted that they are not aware.

The principals were asked if Academic Performance Indicator (API) adversely affects classroom to which 18.18% from government college and 15% in private colleges agreed. 63.63% in the government college and 25% in the private college said that it affects classrooms only to some extent.

As regards to the demands of Performance Based Appraisal System (PBAS) for teachers, 45.45% of government principals felt that it is too taxing for the teachers while another 45.45% felt that it is very practical. In the private colleges, 35% felt that it is very practical while 10% find it very idealistic and 5% felt that it is taxing for the teachers.

Table 4.1.12. (b) Teachers' interest in professional development activities.

Parameter	Government Total = 11		Private. Total =20	
	Total response	Percentage	Response	Percentage
Reasons for failure to attend the U.G.C organised Orientation Courses / Refresher courses by Teachers: i) Irrelevant programs	Nil		Nil	
ii) Lack of motivation	2	18.18%	6	30%
iii) Lack of a university Academic Staff College	8	72.72%	8	40%
iv) Lack of time	1	9%	2	10%
v) Other reasons	In semester system teachers are hard pressed for time, family problems with some of the married ladies		Difficult to find substitute while teacher on leave, should be conducted in the state	
Not answered	Nil		4	20%

In Table 4.1.12 (b) it is seen that 72.72% of the principals of government colleges and 40% of the private responded that the main reason why the teachers fail to attend refresher/orientation course is because of the lack of University Academic Staff College.

18.18% of the government and 30% of the private college principals also felt that teachers' failure to attend refresher and orientation courses on time is due to the lack of motivation on the part of the teachers. Other reasons given by the principals of the government college includes, time factor and family problems with the lady teachers; whereas in the private college, the main reason given is to find substitute during the teacher's long leave of absence.

Programs organised by college for professional development of teachers during the last 5 years:

- Government colleges
    i. Interdepartmental seminar
    ii. Workshop on methodology of teaching, mentoring, evaluation and question setting
    iii. Orientation on new semester system
    iv. NAAC workshop
    v. Organised ICSSR and UGC sponsored state & regional level seminar
- Private colleges
    i. Seminars
    ii. Motivational talks
    iii. Staff and faculty training twice a year
    iv. Teachers sent for refresher courses
    v. Invited subject experts for motivation and guidance
    vi. Workshop on prospects of research on higher education training,
    vii. Teachers' orientation is conducted every year
    viii. Interaction with professionals in their subjects from time to time

Programs other than O.C & R.C that the university can organise for the professional development of teachers:

- Suggestions received from government colleges
    i. Exposure trips
    ii. Teacher exchange programs
    iii. Methodology of research and teaching
    iv. Orientation programs for evaluation/exam
    v. Inter-college seminar for faculty
    vi. Faculty exchange programs
    vii. Summer/winter schools
    viii. Mid-career training programs
    ix. Rural and urban set-up
    x. Academic visits to other institutions
- Suggestions received from private colleges
    i. Methodology workshop
    ii. Regular seminars and workshops on question paper setting and evaluation to maintain uniformity and standard
    iii. Training in IT in teaching learning
    iv. Innovative methods in teaching learning
    v. Exchange of professionals from other colleges and universities
    vi. Regular workshops to enhance professional growth of teachers

Table 4.1.13 Areas that the college will focus in the next few years

<u>Government</u>

Parameters	Responses	Percentage
Smart classroom, infrastructural development, upgradation of library, permanent college site	7	64%
Vocational courses, profession and teacher development	3	27%
NAAC accreditation	6	55%

<u>Private</u>

Parameters	Responses	Percentage
Research areas, IT sector development, reform in college management, NAAC accreditation	6	30%
Professional motivation, recruitment of qualified teachers with NG, PhD, better pay package	9	45%
Introduce job-oriented courses, skill development programs	4	20%
Infrastructure development, to have own college building, smart classroom, library upgradation	8	40%
Extra-curriculum activities address social issues	3	15%

In Table 4.1.13 pertains to the areas the college plans to focus in the coming years.

As per the respondents (principals) of the government college, the main areas the college plans to focus include: infrastructural development, vocational courses, professional and teacher development, accreditation etc.

While for the private colleges, main areas to focus are: Research, professional motivation, IT sector, extracurricular activities, more incentives and pay-package for teachers, infrastructure development, introduction of job-oriented courses, college

accreditation, library upgradation, skill development programs and more participation in social issues.

Table 4.1.14 Qualities of a teacher as shared by college principals
Government

Parameter	Responses	Percentage
1. Co-operation, dedication, integrity, sincerity, regularity, responsibility, punctuality	10	82%
2. Willing to walk extra mile, mentor to students, social service, community educator, approachable	5	45%
3. Caring, understanding	3	27%
4. Maintain dignity of profession, good lifestyle, good communication skills	4	36%
5. Knowledgeable, innovative, up-to-date, IT literate, managerial skill, career guidance expert	10	91%

Private

Parameters	Responses	Percentage
1. Hand work, consistency, positive attitude, competent, punctual	9	45%
2. God fearing, selfless, humility, sound moral character, exemplary lifestyle, discipline life, a good human being, love students and society	11	55%
3. Creative and constructive, interest in own professional development, devotion and one's duty, not being arrogant	4	20%

As pointed out by the Education Commission (1952-53) on the importance of teaching profession, that the most important factor in the contemplated educational reconstruction is the teacher-his personal qualities, his educational qualifications, his

professional trainings and the place he occupies in the school as well as in the community.

In the present study the following opinions were shared by the principals as regards to the qualities they require from the teachers other than the educational qualifications:

The qualities desired by the principals of the government college from their teachers includes- willingness to take up any responsibility, their dedication towards the profession, Integrity, sincerity, regularity, commitment to work, being innovative, mentor to students, community educators among many.

Principals of the private colleges highlighted the following qualities essential for a teacher - hard work, consistency, Interest in professional development, genuine love for students and society, God fearing, punctuality, discipline, competent, creative, sincerity and trustworthy, humility etc among others.

Table 4.1.15 Problems faced by principals

(a) Problems in relation to teachers

Government	Private
i. Irregularity	i. Lack of professional commitment
ii. Lack of willingness to go/work for extra mile	ii. Excuses and being mechanical
iii. Teachers not maintaining their professional ethics	iii. Many lacks self-motivation
iv. Indiscipline nature of some teachers.	iv. Too many social and religious obligations
	v. Incompletion of work on time
	vi. Leave problem
	vii. Non-co-operation in extracurricular activities
	viii. Not satisfied with salary
	ix. Lack of accountability
	x. Teachers don't stay in the college after their regular class
	xi. To develop habit of sitting in the library.

b) Problems faced as a principal

Government	Private
i. Indiscipline nature of some teachers.	i. Indiscipline nature of some teachers
ii. Poor infrastructure	ii. Time constrains
iii. Too many staff on fixed pay leads to irregularity in performing duties	iii. Many parents and guardians tend neglects their children's/ward's studies after HSSLC.
iv. Lack of fund	iv. Implementation of rules
v. No minimum infrastructure and facility.	v. Result making
	vi. Irregular students
	vii. No financial support from the state government/university.
	viii. Difficulty in getting qualified teachers
	ix. Unrest among teaching and non- teaching staff due to poor salary structure
	x. Being private college
	xi. Poor salary and lack of promotion

In Table 4.1.15, problems faced by principals in relation to their teachers are highlighted. The main problems as indicated by the government principals include irregularity of teachers, unwillingness to walk extra mile, not being able to maintain professional ethics and indiscipline nature.

Some of the problems indicated by the principals of the private college as regards to their teachers are: Lack of professional commitment and self-motivation, too many social and religious obligations, leave problem, non-cooperation in extracurricular activities and accountability.

4.2 Analysis on the basis of teachers' response

Here in this section, the responses given by the teacher respondents of the 31 colleges is tabulated giving separate title and presented as follows:

Table 4.2.1 Teachers perspective towards the profession

Parameter	Government Total = 176		Private. Total = 229	
	Response	Percentage	Response	Percentage
I enjoy teaching	Yes	162	92%	174	75.98%
	No			1	0.4%
	T.S.E	13	7.38%	53	23.14%
	N.A	1	0.56%	1	0.43%
I feel qualified for the profession	Yes	156	88.63%	185	80.78%
	No			1	0.43%
	T.S.E	18	10.22%	41	17.90%
	N.A	2	1.13%	2	0.87%
Confident with the teaching method used	Yes	140	79.54%	183	79.91%
	No			1	0.43%
	T.S.E	33	18.75%	44	19.21%
	N.A	3	1.70%	1	0.43%
Like to continue the profession till retirement	Yes	133	75.75%	112	48.90%
	No	11	6.25%	69	30.13%
	T.S.E	30	17.04%	45	19.65%
	N.A	2	1.13%	3	1.31%
Feels that teachers are highly respected in Naga society	Yes	71	40.34%	51	22.27%
	No	19	10.79%	52	22.70%
	T.S.E	86	48.86%	101	44.10%
	N.A			11	4.80%
Find teaching as a boring routine	Yes	17	9.65%	32	13.97%
	No	101	57.38%	139	60.69%
	T.S.E	52	29.54%	56	24.45%
	N.A	6	3.40%	2	0.87%
Can perform better if not overburdened	Yes	61	34.65%	109	47.59%
	No	53	30.11%	60	26.20%
	T.S.E	57	32.38	60	26.20%
	N.A	5	2.84%	4	1.74%
Get enough freedom to make important decision	Yes	90	51.13%	86	37.55%
	No	25	14.20%	72	31.44%
	T.S.E	58	32.95%	69	30.13%
	N.A	3	1.70%	2	0.87%
Able to freely discuss concerns among staff members	Yes	117	66.47%	120	52.40%
	No	9	5.11%	57	24.89%
	T.S.E	49	27.84%	50	21.83%
	N.A	1	0.56%	2	0.87%

N.A. = Not Answered, T.S.E. = To Some Extent

Table 4.2.1 is about teachers' perspective towards the teaching profession. 92% of the teachers in government college and 75.98% in private college expressed that they enjoy teaching. However, a small number of unsatisfactory responses is seen where 7.38% in government and 23.14% in private colleges said they enjoy the profession only to some extent.

Regarding the qualifications of teachers, a total of 88.63% respondents (Teachers) of government and 80.78% of private college teachers expressed positively that they are qualified enough to teach.

Again, as regards to the confidence of teachers with their teaching method used, 79.54% respondents from government and another 79.91% of private college teachers gave positive response. But 18.75% of government and 19.21% responded that they are confident only to some extent.

A huge 75.75% of government and about 48.90% of private expressed they would like to continue with the same profession till retirement. Few of them had not responded to the question. Often the motto, to serve, works well only when returns are good.

There are many reasons but salary is one major push factor for one to either continue or discontinue their profession as a teacher. This is also highlighted by the data where only 48.90% of private college teachers responded that they will continue till retirement. This uncertainty might have negative contribution to the attitude, and hence overall ethical concern of the teachers. The assessment below clearly indicates this statement.

Teachers were asked if they are given enough respect in the society, to which 40% of the teachers in government colleges answered affirmatively. Whereas, in the private colleges, only 22% responded positively. Around 11% from the govt and 23% from the private is of the opinion that they are not respected enough for their profession. Majority of the respondents (49% from the government and 44% from the private) are of the opinion that they are respected only to some extent.

Again, around 9.65% from the government and 13.97% from the private college responded that their professional work is a boring routine. The percentage of response is such that these teachers require self-motivation.

Regarding the freedom received to make important decisions in the college, 51% respondents in government and 37% in private colleges gave positive reply. However, around 33% in government and another 30% in private colleges responded that they get freedom only to some extent.

About 14% of government and 31% of private college teachers are of the opinion that they don't get enough freedom to make decisions. Interestingly, around 66% of government and 52% of private college teachers expressed that they are able to freely discuss concerns among staff members.

From the above responses, it may be presumed that though teachers get the freedom to discuss opinion among themselves, they are denied of the opportunity to make important decisions.

Table 4.2.2 Teachers satisfaction with the infrastructure

Parameters		Government = 176		Private = 229	
		Response	Percentage	Response	Percentage
College Building	Yes	82	46.59%	182	79.45%
	No	91	51.7%	42	18.34%
	N.A	3	1.7%	5	2.1%
Classroom	Yes	75	42.61%	158	68.99%
	No	95	53.97%	59	25.76%
	N.A	6	3.4%	12	5.24%
Staff Room	Yes.	72	40.90%	90	39.30%
	No	90	51%	127	55.45%
	N.A	14	7.95%	12	5.24%
Teachers Common Room	Yes	74	42%	82	35.80%
	No	94	53.4%	122	53.27%
	N.A	8	4.5%	25	10.91%
Library	Yes	49	27.84%	103	44.97%
	No	120	68.18%	109	47.59%
	N.A	7	3.97%	17	7.42%
Auditorium	Yes	50	28.40%	104	45.41%
	No	119	67.61%	109	47.59%
	N.A	7	3.97%	16	6.98%
Hostel	Yes	32	18%	101	44%
	No	128	72.72%	76	33.18%
	N.A	16	9%	42	18.34%
Staff Quarters	Yes	11	6.25%	40	17.46%
	No	150	85.22%	135	58.95%
	N.A	15	8.52%	54	23.58%
Toilets	Yes	65	36.93%	81	35.37%
	No	106	60.22%	123	53.71%
	N.A	5	2.84%	15	6.55%
Canteen	Yes	43	24.43%	68	29.69%
	No	126	71.59%	137	59.82%
	N.A	7	3.97%	24	10.48%

Table 4.2.2 pertains to teachers' opinions on the infrastructure of their colleges. When it comes to college building and classrooms, interestingly in private colleges, a large number of respondents, 79.45% and another around 69% expressed satisfaction. But in government colleges, the satisfaction level was only 46.59% for college buildings and 42.61% for classrooms.

In case of staffroom facilities in the college, almost half of the respondents from both government and private (51% from government and 55.45% from private) expressed dissatisfaction.

Again, as regards to college library, auditorium and hostel, only 44.97% from private and 27.84% from the government colleges said they are satisfied with the library, 45.41% respondents from private colleges and 28% from government colleges responded that they are happy with their auditorium.

For hostel facilities in the colleges, only 44% respondents from the private colleges said they are satisfied. Whereas, in government colleges only 18% seem to be satisfied.

Pertaining to staff quarters, in government colleges, only 6% said they are satisfied and a large majority of 85% admitted that they are not happy. Meanwhile in private colleges, 17.46% said they are satisfied and 58.95% responded negatively. Almost 24% in private college and approximately 9% in the government colleges had not attended to the question.

About toilet facilities in the colleges, 60% in government colleges and 53.71% in private colleges said they are not satisfied. Again, regarding canteen facilities around 72% from government college and 59.82% from private college said they are not satisfied.

From the above analysis, almost half of the respondents from government colleges showed that they are not satisfied with the college infrastructure such as college building, classrooms, staffrooms, teachers' common room, library, auditorium, canteen facilities and such other basic requirements.

With regard to hostel and staff quarters, only 18% of the respondents of government college said that they were satisfied and in case of staff quarters, it is just 6.25%.

As a matter of fact, in course of the research, the investigator has literally visited all the colleges and found that majority of the colleges do not have hostel for students and staff quarter facilities. Some of the government colleges like Science college Kohima, Fazl Ali College Mokokchung which do provide hostel and staff quarters were either poorly managed or mostly in debilitated shape.

In the private colleges, the picture is slightly different. It is seen that 79.45% respondents are satisfied with their college building and another nearly 70% responded that they are satisfied with their classrooms. Even in terms of other facilities like, library, auditorium, hostel, staff quarters, toilets and canteen facilities of the college, the percentage of positive responses is much higher as compared to the government college (though the positive response in most of the cases are also less than 50%).

Therefore, it can be concluded that in terms of college infrastructures private colleges in Nagaland are comparatively better equipped than the government colleges. However, as seen from the above responses, there is always room for development of infrastructure until 100% satisfaction according to the needs of the college is achieved.

Table 4.2.3 (a) Participation in co-curricular Activities

Parameters	Government = 176		Private = 229	
	Response	Percentage	Response	Percentage
Creative writing	45	25.56%	50	21.83%
Debating	80	45.45%	58	25.32%
Quiz	67	38.06%	69	30.13%
Dance	11	6.25%	18	7.85%
Drama	15	8.52%	31	13.53%
Music	31	17.61%	32	13.97%
Sports	100	56.81%	109	47.59%
Indoor games	54	30.68%	53	23.14%
Outdoor games	49	27.84%	57	24.89%
Seminars	130	73.86%	102	44.54%
Workshops	74	42.04%	68	29.69%
Conferences	38	21.59%	36	15.72%

Table 4.2.3 shows the different areas of co-curricular activities where teacher participates and the reasons for their participation. In a list of about 12 different categories identified, in government colleges out of the 176 respondents, highest response percentage i.e. 73.86% of the teachers is seen for participation in seminars. The other activities indicated in the order of maximum respondents shows participation are sports by 56.81%, debating 45.45%, workshops 42%.

In private colleges, out of the 229 respondents, the maximum participation is seen in the area of sports with 47.59%, seminars 44.45%, quiz 30%.

(b) Reasons for participation in co-curricular activities:

Parameters	Government = 176		Private = 229	
	Response	Percentage	Response	Percentage
Personal interest	71	40.34%	76	33.18%
To maintain student teacher relation	122	69.31%	112	48.90%
Maintain a break from routine work	25	14.20%	32	13.97%
To further career	28	15.90%	28	12.22%
Out of compulsion	4	2.27%	3	1.31%
Express co-operation	56	31.81%	85	37.11%

69.31% for government colleges and 48.90% for private college teachers indicated the reasons for participation in co-curricular activities is to maintain student teacher relation.

Participation in co-curricular activities for personal interest was shown by 40.34% respondents from government colleges and 33.18% from private college teachers. And participation to express co-operation was shown by 31.81% of government and approximately 37% by private college teachers.

Other Co-curricular activities where teachers take part:

Other co-curricular activities (Not mentioned in Table 4.2.3) where teachers of government college participate include:

Activities	Response (%)
1. Spiritual development activities, viz. evangelical union fellowship, Bible studies, E.U camps etc.	10
2. Exposure trips, field trips, trekking and adventure club, Organizes study tour, Science exhibition.	8
3. Career guidance, counselling, mentoring, conduct new job-oriented courses.	20
4. Floriculture, tea plantation.	2
5. Sensitization program on HIV/AIDS/STD/TBs, Disaster management, search and rescue, legal awareness and advocacy campaign.	25
6. Co- ordinate NSS activities, NCC, cultural.	15
7. Social work, extension service, blood donation camp.	4
8. Departmental conference, NAAC activities, project work, upgrading skill-based workshop .	28
9. Conducts essay writing on burning social issues like clean election campaign, parliamentary quiz, and painting.	7
10. Community College. IGNOU.	3

Reasons for helping out in the co-curricular activities as indicated by the teachers of government colleges were:

   i)   To help build up leadership quality.
   ii)   To help student get rid of inferiority complex.
   iii)   To demonstrate concern.
   iv)   Create awareness and enhancing competency level of both students and teachers
   v)   For student personality development.
   vi)   To make use of leisure time.

vii) To provide opportunities to students to develop their skill in the area of their interest.

viii) To help for all round development of student.

ix) To help student promote talent.

x) To develop more practical relationship.

xi) To mould and encourage student.

xii) To help make them good citizen and nation builder.

xiii) Assigned duty.

xiv) Necessary for student growth and learning.

xv) To help make them good citizen and nation builder.

Involvement of the private college teachers

Activities	Response (%)
1. Spiritual development activities, viz. evangelical union graduates fellowship, Bible studies, prayer meetings, church activities.	6
2. Eco clubs, community extension services, social works, NSS, Red Cross Society, blood donation camps, cleanliness drive, charity drive.	10
3. College disciplinary committee, mentoring, career counselling, guidance.	4
4. Seminars, symposium, paper presentation, poetry recitation, conducts quiz, workshops, spelling bee, photography.	8
5. Undertaken projects, teacher exchange programs.	3
6. Organize study tours, field trips, college functions, science fair, college festivals.	4
7. Dean of students, member hostel admission committee, convener women cell	1
8. Conduct orientation courses.	1

Reason for their participation in the co-curricular activities are:

i)   To spread awareness.

ii)   To help students remain active.

iii)   To develop wholesome personality of both teachers and students.

iv)   To bring out the best in students.

v)   Moral duty of teachers.

vi)   To help students develop talents.

vii)   To develop team spirit, team work.

viii) To learn about individual differences.

ix)   To recreate themselves as well as the students.

x)   To help students understand the importance of social work.

xi)   To acquire more knowledge.

xii)   To know the capacity of the students.

xiii) Moral obligation plus it keeps the teacher up-to- date.

Table 4.2.4 Workload, size of class, completion of syllabus & lesson plan

Parameter		Government Total Received = 176		Private Total Received = 229	
Average workload of teachers (hrs/week)		Response	Percentage	Response	Percentage
i) Less than 10 hrs.		3	1.7%	9	3.93%
ii) Between 10-15 hrs.		70	39.7%	98	42.79%
iii) Between 16-20 hrs.		96	54.5%	109	47.59%
iv) More than 20 hrs.		7	3.9%	13	5.67%
Size of the classroom/no. of students		Response	Percentage	Response	Percentage
i)Less than 30		Nil		18	7.86%
ii)Between 31-50		39	22%	68	29.69%
iii) Between 51-70		34	19.3%	69	30%
iv) Between 71-100		64	36.36%	38	16.59%
v) More than 100		39	22%	36	15.72%
Able to complete syllabus in time	Y	156	89%	169	73.79%
	N	3	2%	14	6.11%
	T.S.E	13	7%	45	19.65%
	N.A	4	2 %	1	0.43%
Reason for non-completion: i) Excess work load	Y	10	5.68%	16	6.98%
	N	Nil		Nil	
ii) Social obligation	Y	40	22.72%	35	15.28%
	N				
iii)Lack of co-operation from the students	Y	2	1.13%	2	0.87%
	N				
iv) Personal problems	Y	12	6.81%	8	3.49%
	N	Nil		Nil	
Make lesson plans and follow it seriously	Yes	121	69 %	174	75.98%
	No	29	16 %	21	9.1%
	T.S.E	23	13 %	33	14.41%
	N.A	3	2 %	2	0.87%

Table 4.2.4 pertains to the workload of the teachers, size of class, completion of syllabus and lesson plan. 54.5% teachers of the government colleges indicated that their workload per week falls between 16-20 hours. Another 39.7% said that their workload is between 10-15 hours. Interestingly 3.9% said they work more than 20 hours per week and approximately 3% admitted that they work less than 10 hours per week.

In the private colleges, it is seen that 47.59% of the teachers affirmed that they work between 16-20 hours per week, 42.79% work between 10-15 hours, approximately 4% admitted that they work less than 10 hours and 6% work more than 20 hours per week.

When it comes to the size of the classrooms handled by the teachers, in the government colleges, 36.36% teachers said they have class size between 71-100 students, 22% said they have between 31 – 50 students and another 22% have more than 100 students in a classroom.

It is found that not a single respondent in the government colleges, indicated for having less than 30 students in a class. Thus, it may be concluded that in government colleges majority of the teachers are dealing with large number of students in a classrooms. A single classroom with 71-100 students is a very crowded classroom whereby smooth running of teaching –learning will be difficult.

In the private colleges, 30%   indicated that they have students between 51-70 in a classroom, another approximately 30% have 31-50 and 16% respondents have class size between 71-100. Again, 15.72% said they have class with more than 100 students. It is also found that about 8% has class size less than 30 students.

For the convenience of both the students as well as teachers a classroom should have the adequate number of students. It can be inferred from the above data analysis that the classrooms are quite crowded in many colleges which definitely hamper smooth functioning of classroom interactions.

In terms of syllabus completion, 89% from the government college and 73.79% from the private college teachers affirmed that they finish the allotted course syllabus in time.

Few of the respondents from both government and private colleges were frank enough to admit that they were not able to complete the syllabus as per lesson plan in time. A small number of respondents, 7% from the government college and another 19.65% of the private college said they could not fully cover the syllabus.

The reasons given by the teachers for not completing syllabus in time were:
- 5.6% in government college and 6.98% from private college indicated overload.
- 22.72% from government college and 15.28% from private college indicated social obligations;
- 6.81% government college and 3.49% of private college highlighted personal problems.
- A small minority of 1.13% from government college and 0.87% from private college indicated due to lack of co-operation from the students.

As regards to making of lesson plan and following them systematically by teachers 69% from government college and 75.98% from private college gave a positive response. 16% from government college and 9% from the private college admitted that they do not make lesson plan. 13% of the respondents from government college and 14.41% from the private colleges said, they do make lesson plan but 'to some extent.'

The percentage of positive response shown is quite high which is encouraging. Having a lesson plan and following it accordingly will go a long way in streamlining the syllabus and also ensure completion within the allotted time.

Table 4.2.5 Utilization of time, update in subject and time spend for study

Parameters		Government Total Response= 176		Private Total Response=229	
		Response	Percentage	Response	Percentage
Fully utilize teaching time	Yes	151	85.79%	178	77.72%
	No	Nil		1	0.43%
	T.S.E	22	12.50%	45	19.65%
	N.A	3	1.7%	5	2.18%
Try to update in subject area. If yes, which means are used for the update?	Yes	142	80.68%	183	79.91%
	No	Nil			
	T.S.E	22	12.50%	38	16.59%
	*N.A	12	6.81%	8	3.49%
i) Reading relevant books		155	88.06%	148	64.62%
ii) Attending R.C/ O.C		101	57.38%	33	14.41%
iii) Participation in workshops/ seminars/conference		107	60.79%	73	31.87%
iv) Forming study circles		22	12.50%	32	13.97%
v) Internet		134	76.13%	138	60.26%
vi) Other sources		Nil		Nil	
Average hours spent a day preparing lesson	Response		Percentage	Response	Percentage
1-2 hrs	65		36.93%	99	43.23%
2-3 hrs	80		45.45%	82	35.80%
4-5	27		13.34%	23	10.04%
More than 5 hrs	4		2.27%	3	1.31%
* N.A	Nil			32	13.94%

*N.A = Not answered

Table 4.2.5, pertains to utilization of time, eagerness to update in their subject area, and time spent by teachers in preparation of lesson for their class lectures. It was found that 85.79% from government and 77.72% from private agreed to fully utilize their teaching time profitably.

However, there were 12.50% respondents from government and 19.65% respondents from the private college who were honest enough to admit that they are unable to utilize teaching time fully only to some extent. There were a small number of respondents 1.7% from government and 2.18% from the private college who had not attended to the particular questions.

The second aspect pertains to the teachers' personal interest and efforts to update in their subject area, to which, 80.68% respondents in government and 79.91 in private colleges who gave positive answer, but 12.50% from government and 16.59% from private responded that they do it only to some extent. There were 6.81% from government and 3.49 from private who had not answered the question.

Next area was on the strategies used by teachers to update in their subject area, to which the following results were found: 88% respondents from government college and 64.62% from private college indicated reading relevant books;

57.38% from government college and 14.41% from private indicated attending refresher and orientation course;

60.79% from government and 31.87% from private indicated participation in workshops, seminars, conference;

12.50% from government and 13.97% from private said by forming study circles. It was also found from the responses that, 76.13% from government and 60.26% from private colleges resort to internet sources.

Looking at the above table, it may be concluded that the most common sources used by teachers of both government and private sector to update their profession was by reading books and internet resources. A very common and traditional means used to update teachers of higher education is the participation in orientation course or refresher courses and participation in workshops, seminars, and conference etc.

However, study shows that in the private colleges, participation in all the above activities mentioned are lower as compared to government colleges. There could be many reasons for it. One of them could be the lack of vision or commitment on the part of the authority. It may also be due to the lack of motivation of returns i.e. financial benefits or promotional avenues. Sometimes due to shortage of fund many colleges fail to organize programs for teachers.

As regards to the amount of time spent by teachers in preparing lessons, the responses found were: -

36.93% respondents from government college and 43.23% from private college indicated that they spent 1-2 hours per day,

while 45.45% from government college and 35.80% from private college said they spent 2-3 hours, and 13.34% from government college and approximately 10% from private college spent 4-5 hours.

Also 2.27% respondents from government college and 1.31% from private college indicated that they spent more than 5 hours a day preparing for their lesson. This is indeed very encouraging. However, 13.94% from the private college had not responded to the questions which do not augur well of teachers.

It is a general trend that many teachers after the initial years of teaching do not update the lesson and end up teaching the same thing over and over again. With the evolution of various forms of knowledge, it is very important for the teachers to acquire added knowledge to make the course of study more interesting and relevant with the changing times. This can happen due to teachers' constant desire to study and research.

Table 4.2.6 Library condition, library visit

Parameter	Government Total Response =176		Private Total Response = 229	
How well equipped is your library	**Response**	**Percentage**	**Response**	**Percentage**
i) Very poor	29	16.47%	6	2.62
ii) Poor	68	38.63%	40	17.4
iii) Good	75	42.61%	118	51.52
iv) Very Good	Nil	-	6	2.62
How often do you visit library? i) Frequently	41	23.29%	57	24.89
ii) When need arises	122	69.3%	102	45.54
iii) Rarely	8	4.5%	11	4.8
iv) Never	1	0.56%	Nil	-

Table 4.2.6 is about the teachers' opinion on their libraries and how they make use of it. The ratings given by the respondents were as follows:

Very poor   - 16.47% of government and 2.62% of private:

Poor   - 38.63% of government and 17.4% of private.

Good   - 42.61% from government and 51.52% from private.

Interestingly none of the respondents from the government college rated their library as, 'very good'. Whereas in the private colleges, 2.62% of the respondents remarked that their library was 'very good.'

On the whole it is understood from the responses of the teachers that the library was better equipped in the private colleges than that of the government colleges.

The 'goodness' or 'badness' of a library is mostly rated based on the availability of relevant books and journals. Having said that, it does not come as a surprise to see that none of the teachers from government colleges rated the library as 'Very Good' while only 2.62% from the private college rated their library as 'Very Good.'

For a library to be rated 'Very Good', it should have at least the following. 1. Availability of relevant books and online journals, and information services. 2. Proper infrastructure that has adequate reading rooms and also availability of computer and internet facilities. 3. Properly managed library and manned by qualified librarian. 4. Maintaining a standard working hours per week/day. 5. Library advisory committee. 6. Library budgeting. 7. Keeping records of library service availed and number of library visitation. 7. Indexing, e-cataloguing and digitisation for easy access.

The teachers were also asked how often they visited the library. 23.29% from government college and 24.89% from private college said they visit the library frequently; whereas, 69.3% from government and 45.54% from private college said they visit the library only when need arises. 4.5% from government and 4.8% from private said they rarely visit the library and one respondent from the government admitted that he had never visited.

Table 4.2.7 Teaching competency, co-operation received and conduct

Parameter		Government Total Response = 176		Private Total Response = 229	
		Response	Percentage	Response	Percentage
Teach in accordance with the ideals of the profession	Yes	147	83.5%	180	78.6%
	No	1	0.56%	-	-
	T.S.E	24	13.63%	46	20%
	N.A	4	2.27	3	1.31%
Receives Co-operation from the community	Yes	97	55%	111	48.47%
	No	13	7.38%	21	9.17%
	T.S.E	72	40.9%	97	42.35%
Adhere to responsible pattern of conduct	Y	133	75.56%	159	36.41%
	N	1	0.56%	Nil	-
	T.S.E	32	18.18%	70	30.56%

Table 4.2.7 is about teachers teaching competencies, co-operation received from community and teachers conduct. It is found that 83.5% respondents from government and 78.6% from private college affirmed that they teach in accordance with the ideals of the profession.

However, it is also seen that 13.63% respondents from the government and 20% from private could not fully agree and more or less admitted that their teaching could be ideal. Perhaps this could be an indicator that they are not so competent and up-to date or committed in their profession. There were 2.27% from government and 1.31% from private who did not attend to the question.

Regarding the co-operation received by their teachers from the community, 55% from government and 48.47% from private responded positively. However, 40.9% from government and 42.35% from private college admitted that they received co-operation only to some extent.

75.56% of the respondents from the government college and 36.41% from the private college said they adhere to a responsible pattern of conduct as expected from them.

There were however, 18.18% from government and another 30.56% from the private (which is almost double the response of government) who could not respond satisfactorily to it.

Table 4.2.8 Dealing with students

Parameter	Government Total Response = 176			Private Total Response = 229	
Discuss students' problem with guardians	Response		Percentage	Response	Percentage
	Y	48	27.27 %	117	51%
	N	29	16.4 %	40	17.46%
	T.S.E	94	53.4%	72	31.44%
Give feedback to students' performance	Y	125	71%	187	81.65%
	N	3	1.7%	4	1.74%
	T.S.E	34	19.3%	38	16.59%
Recognise the difference in aptitude & capabilities of students	Y	87	49.43%	134	58.51%
	N	6	3.4 %	12	5.24%
	T.S.E	79	44.88 %	83	36.2%
Give special attention to weak students	Y	72	40.9%	122	53.29%
	N	8	4.54%	14	6.11%
	T.S.E	96	54.54%	93	40.6%
Make available to students even after class hours	Y	118	67%	128	55.89%
	N	3	1.70%	6	2.62%
	T.S.E	53	30.11%	95	41.48%
Respect the right and dignity of students	Y	171	97.15%	187	81.65%
	N	Nil	-	-	-
	T.S.E	3	1.70%	21	9.17%
Encourage students to develop personality	Y	142	80.68%	169	73.79%
	N	5	2.84%	1	0.43%
	T.S.E	25	14.2%	59	25.76%

As regards to teachers dealing with the students, in table 4.2.8, it is seen that only 27.27% respondents from government college admitted that they discuss students' problems with their guardian. Unfortunately, a large number of respondents 53.4% said they do it only to some extent.

In the private colleges, 51% of the respondents affirmed that they discuss students' problems, while 31.44% said they do it only to certain extent and 17.46% frankly admitted that they do not discuss.

When it comes to giving feedback to the students on their performance by teachers, 71% from government and 81.65% from private gave a positive response. Once again, 19.3% of government and 16.59% respondents from private college could not give satisfactory answer.

Unfortunately, there were a few respondents from both the categories, 1.7% of government and 1.74% of private who were frank enough to admit that they do not give feedback to students on their performance.

To a query on whether teachers make efforts to recognize the difference in aptitudes and capabilities of students, the response were, 49.43% respondents from the government and 58.51% from the private teachers with positive reply.

However, almost an equal number of respondents from both government and private colleges, 44.88% for government and 36.2% for private admitted that they do it only to certain extent. There were also 3.4% from government and 5.24% from private college with completely negative response.

Again, as regards to giving special attention to the weak students, 40.9% of respondents of the government and 53.29% of the private college teachers agreed that they do. Another 54.54% from government and 40.6% from private college said they do it only to certain extent while 4.5% of government and 6.11% from private college gave negative responses.

To the question on whether teachers make themselves available to students even after class hours, 67% of government and 55.89% of private college teachers gave a positive response. However, there were 30.11% from government and 41.48% from private colleges who responded that they do it to some extent.

As regards to whether teachers respect the right and dignity of the students, an overwhelming 97.15% teachers from government and another 81.65% teachers of the

private colleges agreed positively. There were a small 1.7% from government and around 9% respondents from private college who said they do it only to some extent.

Also 80.68% of government and 73.79% of private college respondents affirmed that they take initiative to encourage students to develop personality. There were 14.2% of government and 25.76% of private college teachers who expressed that they do it only to some extent. This is very negligible as compared to the large number of teachers in both the groups who were very positive about the statement.

Table 4.2.9 Ethical relation with colleagues

Parameter		Government =176		Private = 173	
		Response	Percentage	Response	Percentage
Refrain from inciting students against other stds / colleagues / administration	Y	125	71 %	105	60.69%
	N	24	13.63%	26	15%%
	T.S.E	13	7.38 %	25	14.45%
Treat other members of the profession as they themselves wish to be.	Y	142	80.68%	138	79.76%
	N	3	1.70%	5	2.89%
	T.S.E	24	13.63%	24	13.87%
Speak respectfully / render assistance for professional betterment	Y	158	89.77%	141	80.11%
	N	1	0.56%	7	4.04%
	T.S.E	16	9%	20	11.56%
Refrain from lodging allegation against colleagues	Y	129	73.29	107	61.84%
	N	15	8.52%	25	14.45%
	T.S.E	20	11.36%	17	9.82%
Refrain from 'isms' in professional endeavour	Y	130	73.86%	110	63.58%
	N	18	10.22%	27	15.6%
	T.S.E	1 0	5.68%	16	9.24%
Treat non-teaching staff as colleagues	Y	158	89.77%	154	89%
	N	1	0.56%		
	T.S.E	14	7.95%	17	9.82%

Table 4.2.9 shows teachers' ethical relation with their colleagues. It is found that 71% respondents from government and 60.69% from private college agreed that they refrain from inciting students against other students/colleagues/administration.

There are concerns to some response that seem to convey the message that some of them (13.63% from government and 15% from private colleges) who mentioned that they do not refrain themselves from inciting students against colleagues and administration. Also, it is a matter of concern to note that few of the responses, 7.38% from government and 14.45% from private admitted that they refrain from such activities only to some extent.

As regards to how teachers treat other members of the profession, 80.8% of the respondents from government and 79.76% of the private college responded positively. However, 13.63% of government and 13.87% of the private college teachers admitted that they do it to some extent.

It may be an implication that few teachers from both government and private are unable to maintain good ethical relationship with their colleagues.

On whether teachers speak respectfully of others and render assistance for professional betterment, 89.77% respondents from government and 80.11% from private respondents agreed positively, while there were also 9% from government and 11.56% from private who could not answer satisfactorily.

Again, on whether teachers refrain from lodging allegations against other colleagues. 73% respondents from government college and 62% from the private college agreed. There were a few negative answers, which would mean that teachers are not completely free from lodging allegations against other colleagues.

When asked whether they refrain from 'isms' in their professional life, 73.86% from government and 63.58% from private gave a positive response. It is also seen that 10.22% from government and 15.6% from private college admitted that they do not refrain themselves from 'isms'. 5.68% from government and 9.24% from private still admits that they were not completely free from it.

Again, as regards to whether they treat non-teaching staff as colleagues, 89.77% of government and 89% of private teachers responded positively. Once again, there were a small number of respondents from both categories, 7.95% of government and another 9.82% of private college who could not give a satisfactory answer.

It is assumed that the above negative responses though only few may result in serious repercussions if not dealt with properly in time.

Table 4.2.10 Service towards public and relationship with authority

Parameter	Government Total=176		Private Total = 173	
	Response	Percentage	Response	Percentage
Recognise that education is a public service	Y	137	77.84%	135	78%
	N	1	0.56%	1	0.57%
	T.S.E	30	17%	30	17.34%
Work to improve education in the community	Y	100	56.81%	62	35.83%
	N	3	1.70%	6	3.46%
	T.S.E	80	45.45%	85	49.13%
Maintains cordial relationship with authority	Y	168	95.45%	167	96.53%
	N	Nil		Nil	
	T.S.E	5	2.84%	11	6.35%
Satisfied with professional responsibilities	Y	144	81.81%	136	78.61%
	N	16	9.09%	12	6.93%
	T.S.E	14	7.95%	25	14.45%

Table 4.2.10 pertains to the teachers' service towards public and their contribution, relationship with their authority and satisfaction with their professional responsibilities.

With regards to the question on whether teachers recognize education as a public service, 77.84% respondents of government and 78% of the private college fully agreed to the statement. However almost an equal number of respondents 17% from government and 17.34% from private colleges said they agree, but only 'to some extent'.

To the question on whether they worked to improve education in the community, 56.81% respondents from the government and 35.83% from the private agreed fully, whereas, 45.45% from the government and 49.13% from the private colleges responded that they do it only to some extent.

The above responses convey a message that perhaps nearly 50% from both the groups are unwilling to make extra effort to improve education in the community.

To a query on whether teachers maintain cordial relationship with the authority, 95.45% respondents from the government and 96.53% from the private college agreed positively. Only 2.84% of the government and 6.35% of the private college teachers expressed their opinion that they do maintain to some extent.

Another parameter on whether the teachers are satisfied with their professional obligations, 81.81% respondents from government and 78.61% from the private gave a positive answer. A few respondents of about 9.09% from the government and 14.45% of private gave negative response while, 7.95% of government and 14.45% of private said they are satisfied only to some extent.

Table 4.2.11 Measures for professional growth.

Parameter		Government = 176		Private = 229	
		Response	Percentage	Response	Percentage
Make professional growth continuous through study and research	Yes	108	61.36%	103	44.97%
	No	Nil		49	21.39%
	T.S.E	67	38%	68	29.69%
	N.A	5	2.84%	9	3.9%
Maintain active membership of professional organisation	Yes	53	30.11%	33	14.4%
	No	89	50.56%	163	71.17%
	N.A	28	15.9%	33	14.41%
Completion of project or research paper	Yes	37	21%	31	13.53%
	No	105	59.65%	171	74.69%
	N.A	32	18.18%	27	11.7%

Table 4.2.11 is about measures taken by teachers for their professional growth. To a question on whether they make professional growth continuous through study and research, 61.36% teachers from the government and 44.9% from private college responded positively. There were also 21% respondents from the private colleges giving a negative answer. 38% from government and 29.69% from private could not respond satisfactorily and indicated that they make professional growth continuous only to some extent.

Such undecisive/uncertain response from the teachers themselves could convey a negative implication that they are not serious about their professional growth. There were also a few respondents, 2.84% from the government and 3.9% from the private college who did not respond to the statement.

On whether teachers maintain active membership of professional organizations, only 30.11% respondents from government and 14.4% from private admitted to be doing so. Altogether 50.56% of the respondents from the government college and a huge 71.17% from the private college admitted that they do not maintain membership of any professional group. There were 7.95% from government and 4.8% from private who had not responded to the question.

As regards to whether teachers had taken up or completed any project or research paper, only 21% of the respondents from government and 13.53% of the private agreed to have done so.

It was found that majority of the respondents from both the government and private have not done any research or project related to the profession. Unfortunately around 18.18% of government and 11.7% of the private college had not attended to the questions.

Table 4.2.12 Participation in orientation course and refresher course

Parameter		Government = 176		Private = 229	
		Response	Percentage	Response	Percentage
Eager to participate in orientation & refresher courses.	Yes	125	71%	127	55.45%
	No	7	3. 97%	34	14.8%
	T.S.E	30	17%	53	23.14%
	N.A	14	7.95%	11	4.8%
Finds orientation and refresher courses helpful in professional growth	Yes	89	50.56%	127	55.45%
	No	3	1.70%	Nil	0
	T.S.E	48	27.27%	54	23.58%
	N.A	36	20.45%	48	20.96%
Aware of the demands of Career Advancement Scheme (CAS) laid by U.G.C	Yes	110	62.5%	44	19.2%
	No	37	21%	172	75%
	N.A	29	16.47%	13	5.67%
If Academic Performance Indicator (API) scoring scheme affects classroom	Yes	44	25%	52	22.70%
	No	17	9.65%	46	20%
	T.S.E	79	4.48%	37	16.15%
	N.A	36	20.45%	90	39.30%

Table 4.2.12 shows participation in orientation course, refresher course and awareness on CAS and API of the U.G.C scheme. As regards to the question on their eagerness to participate in such courses like refresher and orientation courses, the response received were 71% of the government and 55.45% of the private gave a positive reply. The rest 3.97% from government and 14.8% of private colleges gave negative response, whereas 17% from government and 23.14% from private responded that they participate to some extent only, few respondents had not attended to the question.

Another query on whether teachers find the orientation and refresher courses helpful in their professional growth, only 50.56% from government and 55.45% from private college teachers agreed. 27.27% from government and 23.58% from private college teachers expressed opinion that they find it useful only to some extent. While a good

number of respondents, 20.45 % from government and 20.96% from private college teachers did not respond.

Regarding awareness to the demands of the Career Advancement Scheme (CAS) laid down by U.G.C, 62.5% respondents from the government colleges fully agreed that they are aware while 21% admitted that they are not aware and unfortunately 16.47% of the respondents had not commented.

From the private colleges, only 19.2% said they are aware, while 75% said they are not aware and 5.67% had not attended to the question.

On whether the requirements of API (Academic Performance Indictor) affects classrooms, the response given from the government colleges were: 25% asserted that it does affect classes, while 9.65% disagreed and 4.48% said it affects to some extent. Unfortunately, 20.45% have not attended to the question.

From the private colleges, 22.70% are of the opinion that it affects, 20% said it does not affect and 16.15% said it affects to some extent. Even among the private colleges, there were a huge 39.30% respondents who had not commented to the statement.

Table 4.2.13 Freedom of expression and suggestion for professional growth

Parameter		Government = 176		Private = 229	
		Response	Percentage	Response	Percentage
Freely express opinion to improve the quality of education	Yes	66	37.5%	145	63.31%
	No	14	7.95%	31	13.53%
	T.S.E	66	37.5%	53	23.14%
	N.A	30	17%	-	
Finds the profession challenging	Yes	132	75%	169	73.79%
	No	22	12.5%	24	10.48%
	T.S.E	22	12.5%	36	15.72%
For professional growth, the university should: i) Open Academic Staff College (A.S.C)		125	71%	29	12.66%
ii). Organise O.C/R.C frequently		112	63.63%	70	17.46%
iii) Organise seminars/workshops		109	61.93%	98	42.79%
iv) Organise intercollegiate exchange programs among teachers		73	41.47%	32	13.97%

Table 4.2.13 pertains to teachers' opinion on freedom of expression and engagement in professional development programs. To the question on whether teachers can freely express opinion to improve quality of education, 37.5% teachers from the government colleges agreed, while 7.95% responded in the negative. 37.5% said they get freedom of expression only to some extent and unfortunately 17% did respond.

From the private colleges, 63.31% agreed that they can freely express opinion to improve the quality of education, while 13.53% disagreed and 23% said they get freedom to some extent.

To gather to the needs of the professional growth of teachers in the state, 71% respondents from government college are of the opinion that the university should open an Academic Staff College in the state. Whereas from the private colleges positive response for the same opinion was only 12.66%.

Again 63.63% from the government and 46% of the private college teachers are of the opinion that the university should organize refresher / orientation courses frequently. Also, 61.93% of government and 42.79% of the private wants university to organize seminars, workshops and the like. 41.47% from government and another 13.97% respondents wanted that university organize intercollegiate exchange programs among teachers.

Table 4.2.14 Factors that hinders personal professional development

Parameters	Government= 176				Private = 229			
	M	%	F	%	M	%	F	%
Financial demands	18	10.22	12	6.8	76	43.18	52	22.70
Career demands	34	19.3	31	17.61	25	14.2	15	6.5
Lack of family support	6	3.4	55	31.25	10	5.68	33	14.41
Home responsibilities	28	15.9	49	27.84	45	25.56	71	31.
Social obligations	39	22.15	19	10.79	58	32.95	35	15.28
Not answered	-	-	-	-	15	8.52	23	10
Other reasons	* Lack of co-operation from students. * Lack of encouragement from authority				*Improper institutional management *Mental stress due to work overload			

*M – Male   *F - Female

Table 4.2.14, highlights the factors that hinder the personal professional development most. From the few important areas identified and listed, the respondents from both government and private college have given different opinions that hinders or affects their professional growth most. Among the respondents from government colleges, social obligations with 22.15% and career demands 19.3% comes highest for males,

whereas, among the female respondents, lack of family support at 31.25% and home responsibilities at 27.84% are highest.

Thus, from the above empirical data analysis, it is found that in government colleges, social obligations and career demands are the main reasons that hinders their professional growth among males. Whereas, among the females, lack of family support and home responsibilities are the main reasons that hinders their professional growth.

In case of the private colleges, financial demands at 43.18%, and social obligations at 32.95% comes highest for males and for females' home responsibilities with 31% and financial demands with 22.70% are the highest.

By studying the above table, it is seen that, among the male respondents, social obligation at 55% indicates the main factor that hinders their professional growth followed by financial demands at 53.4%. Among the females, home responsibilities at 58.31% indicates the main hindrance followed by lack of family support.

Few other reasons indicated by the respondents which hinders or affects their professional growth of teachers were: Lack of co-operation from students and lack of encouragement from the authority are the reasons given by the government colleges. In the private colleges, the maximum responses were for improper institutional management, mental stress due to overwork.

Table 4.2.15 Best aspect about teaching

Parameters	Government = 176		Private = 229	
	Response	Percentage	Response	Percentage
Promotional opportunity	5	2.84%	Nil	
Pay Package	44	25%	8	3.4%
Pension benefit	35	19.88%	1	0.4%
Status in society	33	18.7%	54	54%
Service to community	39	22.15%	121	52.83%
Ability to voice opinion in decision making	6	3.4%	8	3.49%
Initiating changes in the society	13	7.38%	32	13.97%
Not answered	1	0.56%	5	2.1%

Table 4.2.15 pertains to teachers' opinion on the best aspect about teaching profession. Among the few parameters highlighted, government college teachers had maximum responses for 'Pay Package' with 25% followed by 'Service to Community' at 22.15% and Pension Benefit at 19.88%. Very close to it being the Status in Society at 18.75%.

For the private colleges, service to community ranks the highest at 52.83% followed by initiating changes in the society at 13.97%. The stark difference between government and private college teachers is pay package and pension benefits. The desire to teach as well as to serve the society can be said to be directly proportional to the various benefit packages including salary and pension which are very good for government teachers.

It is encouraging to see that though some of the government teachers have indicated nobility as the best aspect about teaching. Contrary to the nobility response, some private teachers have indicated that the best aspect about teaching is to mould young people and therein also lies the credibility that also make the profession noble.

A few common opinions on the teaching profession shared by the government and private teachers which are found to be worth mentioning includes: 'Teaching is a noble profession', 'a peaceful job', 'helps one to remain young', 'provides job satisfaction', 'moulding young people'.

4.3 Analysis on the basis of students' response

Table 4.3.1 Qualification and competency of teachers

Parameter	Government = 230			Private = 229		
	Response		Percentage	Response		Percentage
Teachers have required qualification	Yes	178	77%	180		79%
	No	16	7%	16		7%
	T.S.E	36	16%	33		14%
Teachers are competent enough to teach	Yes	120	52%	142		62%
	No	46	20%	15		6%
	T.S.E	64	28%	62		27%
Teachers are up to date in their approach	Yes	112	49%	130		57%
	No	26	11%	27		12%
	T.S.E	91	40 %	77		34%
Teachers are regular in their job	Yes	103	45 %	167		73 %
	No	60	26%	17		7%
	T.S.E	67	29%	45		20%
Teachers are punctual	Yes	89	39%	124		54%
	No	72	31%	31		14 %
	T.S.E	69	30%	74		32 %
Teachers have content mastery	Yes	171	74%	175		76 %
	No	33	14%	29		13%
	T.S.E	Nil		23		10%

Table 4.3.1 pertains to the qualifications and competencies of teachers from students' perspective. 77% respondents from the government colleges and 79% from the private colleges felt that teachers have the required qualification. 52% from government and 62% from private colleges are of the opinion that teachers are competent enough to teach. It is also seen that 74% from government colleges and 76% from private colleges affirmed that teachers have content mastery.

However, when asked if teachers are up to date in their approach, the percentage of positive response was only by 49% in government colleges and 57% in private colleges

In the government colleges, the teachers' regularity and punctuality in the opinion of the respondents are also remarkably low as observed from the table above. Only 45% agreed that teachers are regular. 26% disagreed and another 27% indicated that teachers are regular to some extent which is not a desirable response.

In the case of punctuality of teachers, the positive response in government college is only 39%. Altogether 31% are of the opinion that teachers are not punctual while 30% indicated that teachers are punctual to some extent which is also not a good margin.

Whereas, in the private college, 73% agreed that teachers are regular, and 53% said they are punctual. Regarding content mastery, the response is very encouraging for both: A large number of 74% for government and 76% for the private college agreed that teachers have content mastery.

An observation from the above response is that content mastery needs to be fully backed by up-to-date knowledge and the approach applied to teach the students which are essential to the development of professionalism as well as generating quality education. This is a major loophole which requires balancing in order to professionalize teaching.

Table 4.3.2 Lesson plan and time management

| Parameter | Government = 230 | | | Private = 229 | |
	Response	Percentage	Response	Percentage
Teachers' follow a systematic lesson plan	Yes	150	68%	175	76%
	No	21	9%	15	7%
	T.S.E	59	26%	33	14%
	N.A	8	3%	6	3%
Teachers are able to complete syllabus in time	Yes	164	71%	179	78%
	No	62	27%	45	20%
	T.S.E	4	2%	3	1%
	N.A			2	
Teachers fully utilise their allotted period judiciously	Yes	154	67%	177	77%
	No	58	30%	45	21%
	T.S.E	16	7%	7	3%
	N.A	2	1%	Nil	
Give free remedial classes when required	Yes	128	56%	136	59%
	No	94	41%	82	36%
	T.S.E	8	3%	8	3%
	N.A			3	1%

As regards to lesson plan and time management by teachers, 68% of the respondents from government and 76% from the private college are of the opinion that teachers follow a systematic lesson plan. A small number of respondents 26% from government and 14% from the private college opined that teachers follow lesson plan to some extent. There were a small number of respondents from both private and government, 6% from government and 7% from the private with negative response. This could indicate that there are a few teachers in both the government and private colleges who are professionally insincere. It is to be noted that lesson plan not only ensures course completion within the allotted time but also makes teaching more concrete and systematic.

Regarding completion of syllabus by teachers on time, 71% of the government and 78% of the private college respondents gave positive response. However, 27% from

government and another 20% respondents from the private college disagreed. The reason behind non-completion mostly happens because of lack of lesson plan. Under certain circumstances like long closure due to certain reasons or other reasons making a teacher unable to teach, the teachers may be cramped for time. But in any case, course should be completed properly following a lesson plan. The college can also come up with a provision for having extra classes in order to complete the syllabus.

The next parameter was about time management. As regards to whether teachers use their allotted time judiciously. The positive response was 67% for government and 77% for the private colleges. Among the respondents, 30% from government and 21% from the private college disagreed while 7% from government and 3% from the private indicated that they do it to some extent which also sounds like a negative indication.

Again, as regards to free remedial classes given by teachers 56% of the government and 59% of the private respondents are of the opinion that teachers give free remedial classes when required. However, there were also a good number of respondents, 41% from government and 36% from the private college who opined that their teachers do not give remedial classes.

Table 4.3.3 Aptitude of teachers and teaching aids

Parameter	Government =230			Private =229		
	Response		Percentage	Response		Percentage
Teachers make learning fun & enjoyable	Yes	70	30%	83		36%
	No	41	18%	20		9%
	T.S.E	119	52%	125		55%
Teachers are eager to update themselves with the latest trend of teaching-learning system	Yes	107	47%	105		46%
	No	31	13%	35		15%
	T.S.E	92	40%	90		39%
Teachers are comfortable with the ICT assisted teaching-learning	Yes	44	19%	49		21%
	No	86	37%	62		27%
	T.S.E	100	43%	106		46%
Teachers use any of the following to facilitate learning: Yes/No Response i) LCD Projector	Yes	38	17%	58		25%
	No					
ii) Power point presentation	Yes	32	14%	53		23%
	No					
iii) OHP	Yes			3		1%
	No					
iv) Interactive Board	Yes	91	40%	90		39%
	No					
v) Any other	No response			No response		

*T.S.E = to some extent

Table 4.3.3 relates to the aptitude of teachers and teaching aids used. The students were asked if teachers make learning fun and enjoyable, to which only 30% from government and 36% from the private colleges agreed. 53% of the respondents from the government and another 55% from the private colleges said teachers make learning fun and enjoyable only to some extent. The rest 18% from government and 9% from the private college students gave a negative answer.

It can be presumed that though teachers may have the required qualification and content mastery they are not able to motivate the learners through their teaching techniques. Depending on the nature of the lesson, teachers need to apply appropriate teaching aids in order to make teaching attractive and enjoyable. Not only that but teachers should also see that they have the zeal, the dedication and the aptitude for teaching.

The students were further asked if they find their teachers eager to update themselves in the latest trend of teaching-learning system, to which less than half of the respondents, i.e., 47% from government and 46% from the private college agreed positively while 40% from government and 39% from private felt that teachers do update but only to some extent. The rests 13% from government and 9% from private gave negative response.

It is also seen from the responses of the students that only 19% from the government and 21% from the private colleges are of the opinion that teachers are comfortable with the ICT assisted teaching-learning methods. 16% from the government and 10% from the private gave negative answer and the rest 30% from government and 29% from private college students also indicated that teachers are comfortable with the newer forms of teaching aids only to some extent which is also an inclination towards negative response.

Even on the use of other common modern technological teaching aids such as, LCD, PowerPoint presentation, OHP, Interactive Board and others by the teachers, the positive response given were: In government college use of LCD agreed by 17%, PowerPoint by 14% and Interactive Board by 40% as against the private colleges where use of LCD is marked by 25%, PowerPoint by 23%, OHP 1% and Interactive Board by 39%.

It is assumed from the above table analysis that the private colleges make better use of the modern technological teaching aids as compared to government colleges.

Table. 4.3.4 Teachers' dealing with the students

Parameter	Government = 230		Private = 229	
	Response	Percentage	Response	Percentage
Teachers are fair and impartial	Yes	169	74%	169	74%
	No	37	16%	39	17%
	T.S.E	24	10%	21	9%
Teachers are friendly and approachable	Yes	111	48%	155	68%
	No	36	16%	19	8%
	T.S.E	81	35%	55	24%
Teachers willingly accept feedback from students	Yes	131	57%	156	68%
	No	27	12%	10	4%
	T.S.E	72	31%	61	27%

Table 4.3.4 pertains to teachers dealing with the students. On whether the teachers are fair and impartial with them, 74% from government and another 74% from private agreed. However, 16% from government and another 17% from the private colleges did not agree that their teachers are fair and impartial.

Again, on whether they find the teachers friendly and approachable, 48% from the government and 68% from the private college agreed. However, 16% from government and 8% from the private gave negative response. A good number of respondents 35% of government and 24% of the private expressed opinion that teachers are friendly only to some extent.

When students were asked if teachers willingly accept feedback from them, 57% from the government and 68% from the private agreed. 10% from government and 4% from the private colleges indicated that their teachers do not accept feedback from students. While 31% students from government and 27% students from the private college indicated that teachers do accept feedback but only to some extent. The latter response could also mean that even though teachers accept feedback from students, it may be that they do not take it in a positive manner.

Table 4.3.5 Teachers involvement in the overall development of students.

Parameter	Government = 230			Private = 229		
	Response		Percentage	Response		Percentage
Teachers give sufficient support to improve students' academic achievement	Yes	140	61%	171		75%
	No	22	10%	9		4%
	T.S.E	67	29%	48		21%
	N.A	1	0.56%	1		0.43%
Make conscious effort to improve students' personality	Yes	159	69%	176		77%
	No	65	28%	52		23%
	T.S.E	6	3%	Nil		
	N.A			1		
Discuss students' problems with parents.	Yes	64	28%	106		46%
	No	86	39%	29		13%
	T.S.E	73	32%	93		41%
	N.A	7	3%	1		
Protect the students from conditions that are detrimental to students' learning, health & security.	Yes	132	57%	170		74%
	No	19	8%	5		2%
	T.S.E	73%	32%	50		22%
	N.A	6	3%	4		2%
Satisfied with the treatment received from teachers.	Yes	26	55%	138		60%
	No	17	7%	11		5%
	T.S.E	82	36%	78		34%
	N.A	4	2%	2		1%

Table 4.3.5, pertains to the teachers' involvement in the overall development of the students. To the question on whether teachers give sufficient support to improve students' academic achievement, 61% of the government and 75% of the private college respondents gave positive response. There were 10% from government and 4% from private college with negative answer. The rest 29% from government and 21% from private colleges who were of the opinion that teachers give sufficient support to improve students' academic achievement only to some extent. The latter response may

be an indication that students are not very satisfied with the support received from their teachers.

Another query on whether teachers make conscious effort to improve students' personality, 69% of the respondents from government and 77% from the private college agreed. However, there were 28% from government and 23% from the private giving negative response. The aspect of personality should develop together along with education to make a person both educated and learned. Teachers should provide knowledge and guidance in order for students to develop holistically.

To the question on whether teachers discuss students' problem with the parents, only 28% respondents from the government and 46% from the private agreed. 39% from the government and 13% from the private colleges responded negatively. There were 32% from the government and 41% from the private college who could not give satisfactory answer. They are of the opinion that teachers discuss problems with their parents only to some extent.

Further, to a query on whether teachers protect the students from conditions that are detrimental to students' learning, health and security, 57% from government and 74% from private affirmed. The response, 'to some extent' was given by 32% of government and 22% of private.

As regards to the treatment received from the teachers, 55% respondents from government and 60% from the private college agreed that they are satisfied. There were 36% from government and 34% from the private who opined that they are satisfied to some extent. The relationship between teachers and students are very important to realise educational goals. A slight dissatisfaction if any has to be dealt with great care. These are issues which need to be addressed with utmost care for building a healthy relationship between teachers and students.

Table 4.3.6 Teachers conduct as perceived by students

Parameter	Government = 230			Private = 229	
	Response		Percentage	Response	Percentage
Teachers dress decently in the college	Yes	192	83%	185	81%
	No	9	4%	12	5%
	T.S.E	27	12%	31	14%
	N.A	2	1 %	1	
Teachers take measures to improve their profession	Yes	131	57%	160	70%
	No	13	6%	6	3%
	T.S.E	81	35%	55	24%
	N.A	4	2%	8	3%
Teachers play active role in bringing about social advancement	Yes	202	88	213	93%
	No	20	9%	9	4%
	T.S.E	8	3%	5	2%
	N.A			2	1%
Teachers indulge in the following unhealthy habits in the college: i) Smoking	Yes/No Response	9	4%	1	
ii) Chewing tobacco		166	72%	81	35%
iii) Drinking alcohol		7	3%	5	20%
iv) Gambling		1		1	
v) Immoral activities		-	-	-	-
vi) Other unhealthy activities observed:		**-**	**-**	**-**	**-**

Table 4.3.6 reveals about the teachers' overall conduct as perceived by students. To a question on whether teachers dress decently in the college, 83% respondents of the government and 81% of the private agreed positively. However, 12% from government and 14% from the private said they agree to it only to some extent while there were also 4% from government and 5% from private with negative response.

Again, as regards to whether teachers take measures to improve their profession, 57% from government and 70% from the private agreed. But there were a good number of respondents, 35% from government and 24% from the private who could not agree to it satisfactorily. There were also 6% from government and another 3% from the private who opined that teachers do not take measures to improve their profession.

On whether teachers play active role in bringing about social advancement, 88% of the government and 93% of the private college agreed positively. A small number of respondents, 9% from government and 4% from the private with negative response.

As regards to whether the students have come across teachers indulging in unhealthy habits of smoking, chewing tobacco, drinking alcohol, gambling and immoral activities in the college. The following data were found from the respondents of government college - smoking by 4% respondents, 72% indicated chewing/using tobacco products, 3% for use of alcohol, 1% for gambling. Among the respondents of the private college, 35% respondents indicated tobacco products, 20% for use of alcohol.

The observations of teachers' indulgence in unhealthy habits by students is definitely not a good sign. As teachers are role model not only to the students they teach, but to the community as a whole. It is important that teachers maintain a strict and disciplined life free from all such unwanted habits.

Table 4.3.7 Problems faced by students in relation to teachers

Parameter	Government		Private	
	Response	Percentage	Response	Percentage
1.They do not come to class on time	85	36%	41	18%
2.They do not finish their course in time	73	32%	49	21%
3.They are too strict	20	9%	26	11%
4. They are partial	21	9%	21	9%
5.They do not maintain confidentiality	7	3%	10	4%
6.They underestimate the student's calibre	24	10%	16	7%

Table 4.3.7 pertains to the problems faced by students in relation to teachers. 36% respondents from government and 18% from private are of the opinion that teachers do not come to class on time. 32% students from government and 21% from private also felt that teachers do not finish their course on time.

9% respondents of government college and 11% of private college find their teachers to be too strict. Again 9% of the government college and another 9% of the private college are of the opinion that their teachers are partial. 3% of government and 4% of private college respondents admitted that teachers do not maintain confidentiality. Again, 10% of government and 7% of private college expressed that teachers underestimate students' calibre.

Time management is very much an integral ingredient to ensure completion of courses in time and also the larger aspect of professional development of teachers. Underestimating student's calibre is also setting a dangerous precedent. The onus is on the teachers to nurture them in such a way that the students realise their talents and intellect to their fullest potential.

Grievances of students against teachers

The study also revealed some grievances that the students have on their teachers.

i) Views shared by the respondents of the private colleges are given as under: -
    - The teachers rush to finish the course and it becomes difficult for many students to catch up especially when some of them deliver their lectures very fast.
    - They do not consider the performance of the average student but seem contented with the performance of the brilliant students.
    - Give assignments when exam is near while some are too strict and not punctual and there are those who are irregular. Some teachers are short tempered
    - Sometimes they are unable to control the students and some teachers just don't care and let some students have their own way which ultimately disturbs the teaching-learning environment.
    - They don't revise the chapters/lessons done.

- They give no time for co-curricular activities.

- Some are very short tempered and sometimes show off their attitude and egos.

- They fail to identify student's talent in different fields in which we are gifted.

- Some of them don't understand students' problems and realise that not all students are same.

- They do not take feedback from students, they always want to win.

- Teachers and students should have good relationship for better teaching-learning experience.

ii) Some of the views shared by the students of government colleges: -

- Some teachers are very strict and rude.

- It's not about teaching but they should also think and work for the welfare of students in general.

- Some of the teachers do not maintain confidentiality.

- Often there are no permanent teachers to take up the syllabus and also to complete it especially when teachers leave the college midway.

- Some of them take leave frequently.

- Teachers need to know that students of govt colleges are not as good as other students from private colleges.

- Teachers overburden the students at the last moment to complete the syllabus.

- The teachings of some lecturers are hard to understand.

CHAPTER FIVE
SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

5.1.1 Introduction

The history of Higher Education in Nagaland dates back to 1959 with the establishment of Fazl Ali College as the first college in Mokokchung, which was followed by Kohima Science College (now Science College Kohima) at Jotsoma in 1961, Dimapur College in 1966 (now renamed as Dimapur Government College) and Kohima Arts College in 1967 (now renamed as Kohima College). Historically, higher education in the state is relatively older to statehood in Nagaland. Between 1980-89 twenty colleges had come up to cater to the demands of higher education. The fastest growth of Higher Education occurred during the 90s when 21 colleges were established during that period alone.

The Ministry of Human Resource Development mandated the Higher Education Department to be responsible for the overall development of the basic infrastructure of the higher education sector under a planned development process. The Department is thus responsible for evolving general policy of higher education in the state. It liaises with the Ministry of Human Resource Development, Department of Higher Education, New Delhi. The department is further concerned with perspective planning and policy formulation for collegiate education, for which co-ordination and consultation with University Grants Commissions, the Nagaland University and other universities in the country are required.

The Department envisions access, expansion and qualitative improvement of higher education through colleges and universities. To streamline this mandate, the department of higher education has established one college in all the district headquarters of the state. This initiative was taken in view of providing opportunities of higher education to deprived sections of the society. The department has further undertaken professional

and vocational education by creating additional capacity in existing institutions and establishing new ones.

In order to bring quality and excellence in Higher Education, the Department has seriously taken up the National Policy for assessing, Promoting and sustaining quality Education. To monitor and encourage the delivery of quality Education, the Department is closely working with the National Assessment and Accreditation Council (NAAC) under U.G.C to encourage the colleges in Nagaland to undertake self-assessment and to improve upon their performances. In this exercise, the department has successfully aided in the promotion of some colleges within its purview.

District wise distribution of the government secular colleges is shown in the chart below:
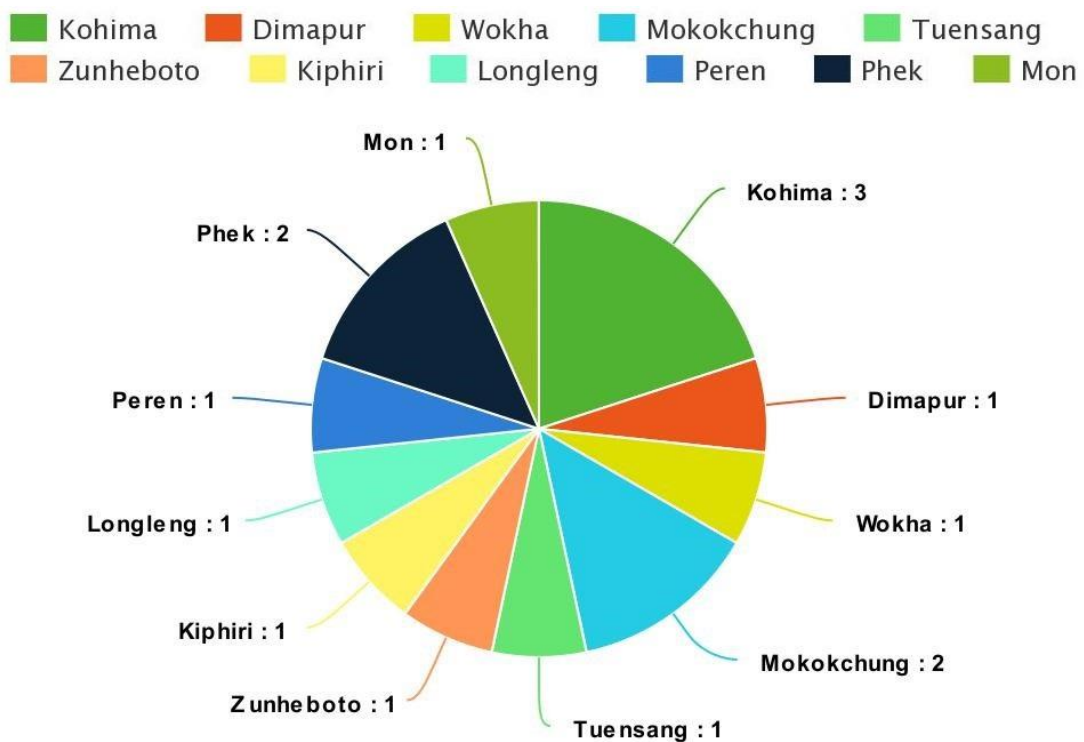
District wise distribution of private colleges in the state:
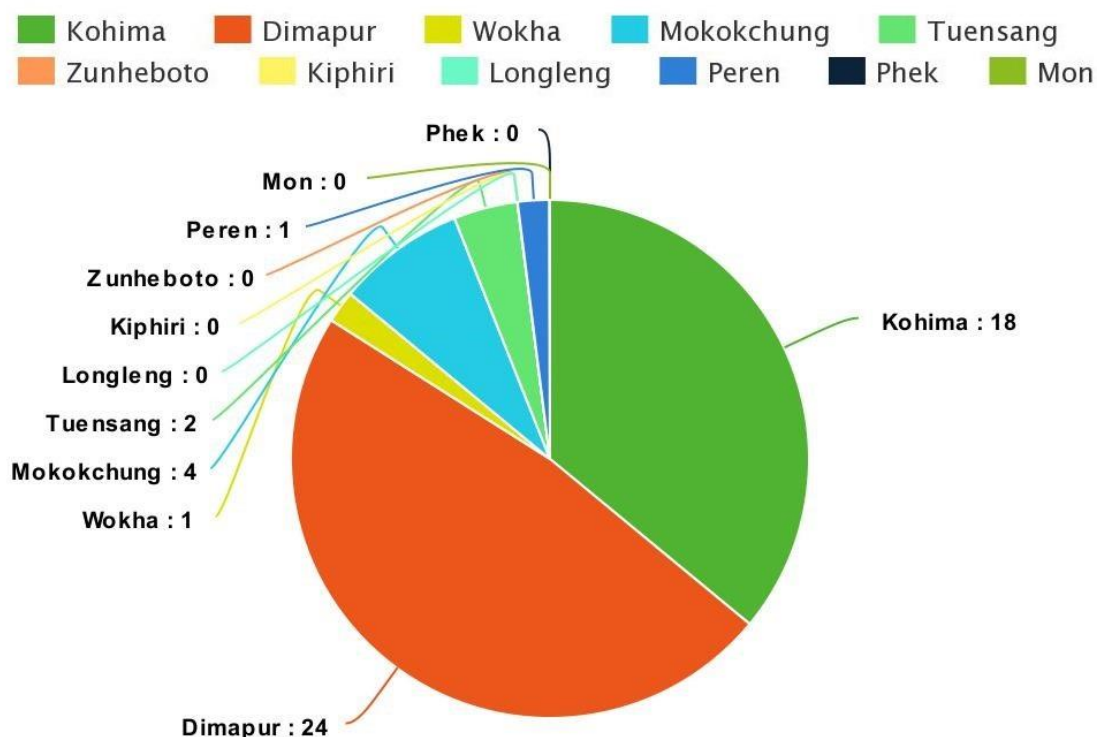
Among the districts in Nagaland, Dimapur has the highest concentration of private colleges with a total of 24 colleges and Kohima district with 18 colleges comes next. Mokokchung has 4 private colleges and Tuensang has 2. Wokha and Peren districts has 1 each. Longleng, Kiphiri, Zunheboto, Mon and Phek have no private college run in the districts.

At present, there are altogether 50 private secular colleges recognised by the Department of Higher Education, Nagaland. These include Arts, Science, Commerce, Law, B.Ed. and BBA. Private secular colleges fulfilling the criteria set by the department are given "No Objection Certificate" to be further recognized by the University. Theological colleges in Nagaland fulfilling the criteria set by the Department are also given the permission to open. So far 24 theological colleges have been granted this permission.

Decadal growth of the colleges in Nagaland since 1960 to now is shown in the chart below:

A. Growth of government colleges
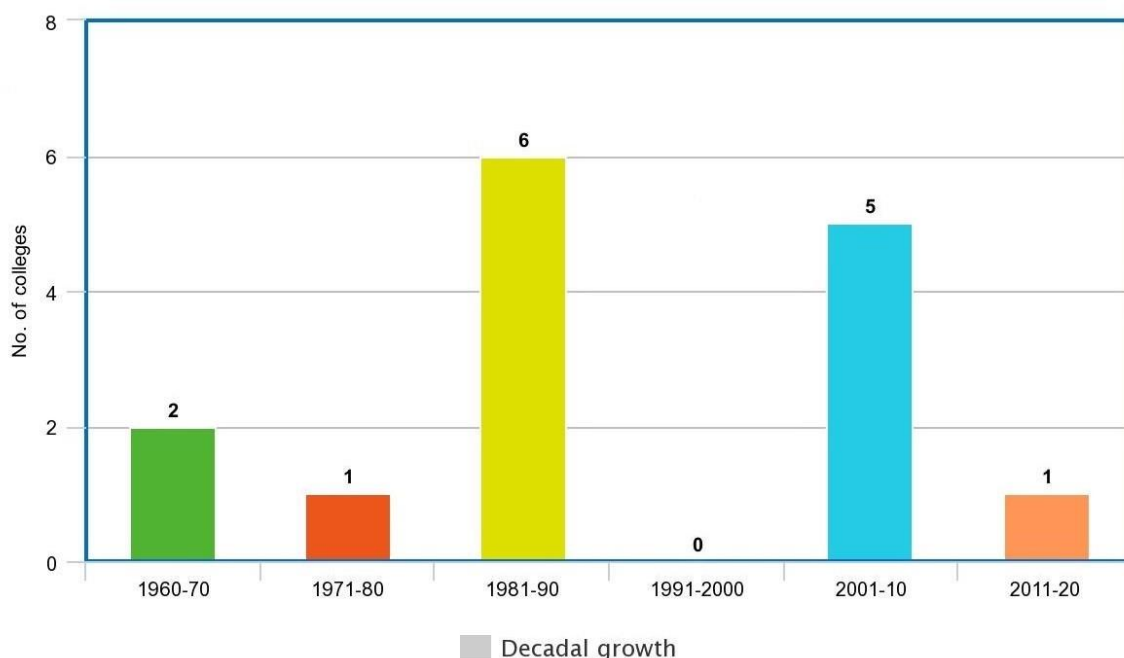
Fazl Ali College Mokokchung, the premier college in Nagaland established in 1959 as a private college was taken over by the government in the year 1962 so also the Kohima Science College which was established in 1961 was taken over by the government in the year 1964. State College of Teacher Education was established by the government in the year 1975. Other colleges like Dimapur Government College, Phek Government College, Zunheboto Government College, Wangkao College Mon and Mt. Tiyi College Wokha, Sao Chang college Tuensang which were all established as private colleges were subsequently taken over by the government during the period 1981 - 1990.

In the year 2006, the government of Nagaland through a cabinet decision (Memo) taken over the following private colleges with an aim to have a minimum of one government college in all the districts of Nagaland.

The colleges taken over were: -

    i)   Kohima College, Kohima

    ii) Zisaji Presidency College, Kiphire

    iii) Yingli College, Longleng

    iv) Peren College, Peren

    v) Pfutsero College, Pfutsero.

B. Growth of private colleges
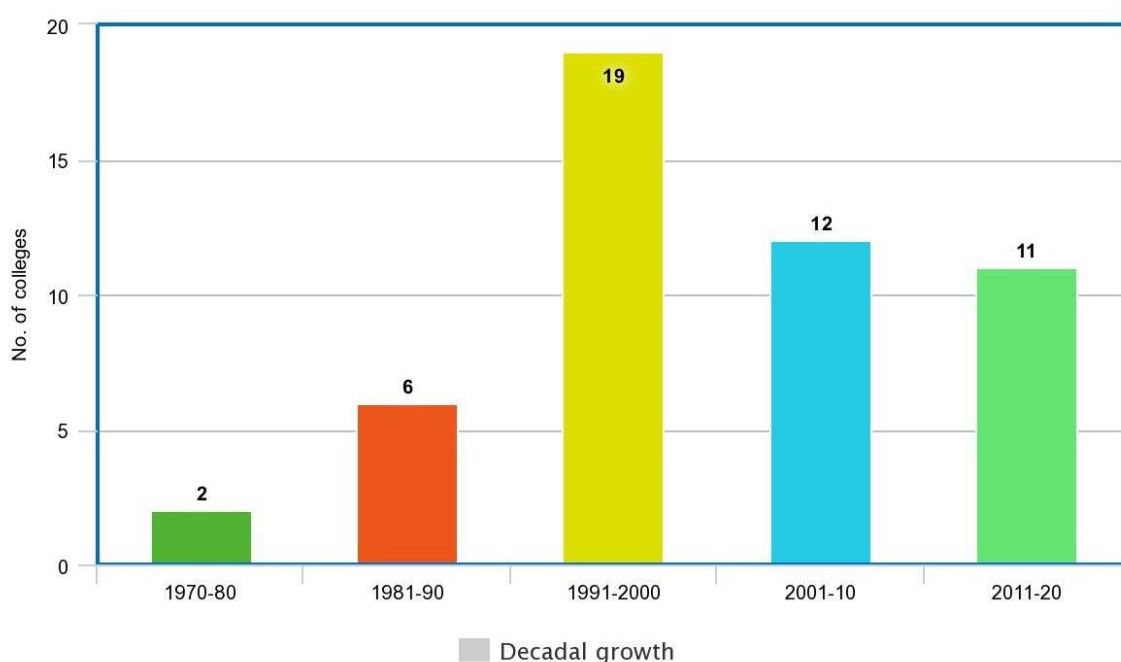
Among the private colleges, the two colleges established during the period 1970-80 are Kohima Law College and Patkai Christian College. St. Josephs College Jakhama, Baptist College Kohima, Salesian College of Higher Education Dimapur, Public College of Commerce Dimapur, Peoples College Mokokchung, Mokokchung Law College were established during 1981-90.

It is seen that maximum growth of private colleges in the state took place during the period 1991-2000. A total of 19 colleges were established during this period. The colleges are: Pranabananda Women's College Dimapur, Eastern Christian College Dimapur, Salt Christian College Dimapur, Mountain View Christian College, Alder College Kohima, City College of Arts and Commerce Dimapur, Mount Olive College

Kohima, Loyem Memorial College Tuensang, S.D. Jain Girls College Dimapur, Immanuel College Dimapur, S.M. College Dimapur, Tetseo College Dimapur, City Law College Dimapur, Salt Christian College of Teacher Education, Oriental College Kohima, Japfu Christian College Kigwema, Tuli College Tuli, Bailey Baptist College Wokha and Modern College Kohima.

During the period 2001-2010, 12 colleges were established. They are: - Bosco College of Teacher Education Dimapur, Capital College of Higher Education Kohima, Youth Life moulding Institute of Management and Technology, St. Xavier College Jalukie, Sazolie College Phezhu Kohima, St. John's College Dimapur, Unity College Dimapur, Regional Institute of e-Learning and Information Technology Kohima, Model Christian College Kohima, Model Institute of Teacher Education, Kros College Kohima, Sazolie College of Teacher Education Kohima.

From the period 2011 to now, a total of 11 colleges are been established. They are: - Mount Mary College Chumukedima, J.N. Aier College Dimapur, C-Edge College Dimapur, Unity College of Teacher Education Dimapur, Yemhe Memorial College Dimapur, North East Institute of Social Science and Research Dimapur, Ura College of Teacher Education, Don Bosco College Kohima, Jubilee Memorial College Mokokchung, Shamator College Shamator, MGM College Midland Dimapur.

Annual growth of students from 2010-2017

Annual growth of students
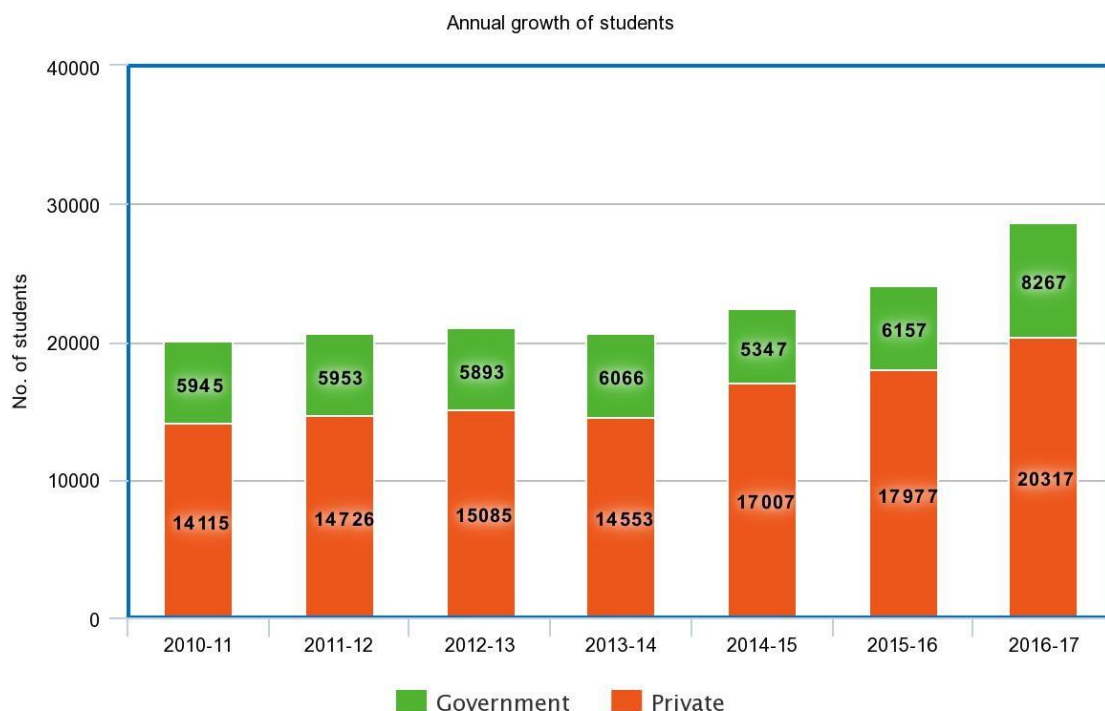
Students' enrolment in college increased from 20060 during 2010-11 to 28584 in 2016-17. At present about 71.07% degree students are studying in private colleges and the rest 28.9% in government colleges.

5.1.2 Rationale and significance of the study

Higher education is considered to be the apex of formal education. Higher educational institution is not simply about grand building with furnished classrooms, spacious halls, well-equipped libraries, technologies, laboratories and playgrounds. It is a 'learning environment 'which is organised by teachers for promoting all-round development of learners. The intrinsic meaning of higher education is – higher and specialized education of highly talented peoples; such education through which specialists are prepared for different fields in the country. It empowers the individual with necessary skills and competence for achieving important personal and social goals, thereby contributing to the social development. Higher education is essential for any country to achieve sustainable and global development. In India, it plays an important role in socio-economic and cultural development of the nation.

There has been a considerable expansion of higher education in India including Nagaland in the last few decades. The increasing number of educational institutions over the years has also resulted in dilution of its quality and standard, which has directly affected the quality of human resources produced. The need of quality in higher education is needs to be embarked upon in order to grow at par with the other advanced countries in terms of quality education. Therefore, attention is now being directed by the concerned authority both in the national as well as the state and regional levels in finding ways and means of achieving high standards of higher education. Nevertheless, without maintaining the quality of teachers, no innovation should be expected. The quality of the higher education depends upon the quality of its teachers to a large extent. Just having a good foundation of disciplinary knowledge is not enough for a teacher to engage in quality education. Faculty need information literacy, an understanding of the interactions and connections among different kinds of knowledge, an ability to work with others especially as a team and with different people and perhaps most importantly, they need to know how to continue their own personal, professional and social learning. Because they are engaged in a mission where leadership of first order in the social and political life of the country are expected to produce.

The first ever **World Conference on Higher Education organised by UNESCO in 1998 held in Paris** asserted the educational mission of higher education, which consists in promoting development of the whole person and training responsible, informed citizens, committed to working for a better society in the future. This is to say that the role of teachers needs to go beyond its traditional functions of teaching, training, research and study, all of which remain fundamental. The conference stressed very strongly the cultural and ethical mission of higher education institutions and their personnel to preserve and develop their crucial functions through the exercise of ethics and scientific and intellectual rigor in their various activities.

Truly, the fulfilment of the mission of higher education rests mostly on the quality of teachers. Now the question arises: Are the teachers in higher education competent enough to deliver quality education as expected of them? Are they doing justice to their job? How do we measure the quality of teachers? or How do we enhance the quality of teachers in higher education to meet to the needs of modern times?

There is a strong feeling that, today the skills of a graduate/post graduate produced by our colleges and universities do not match the expectations of the job market. They are not able to function in proportion to the education they acquire. If so, what could be the reasons that higher education is not able to provide quality education? These are some pertinent questions that confront higher institutes of learning in our country.

In India, UGC is the official body that is responsible for maintaining the standards of both the teachers as well as the institutes of higher learning and universities. Since the time of its inception (1956), UGC has taken a lot of measures for the co-ordination, determination and maintenance of standards of university education in India. In more recent effort, **UGC Regulations 2010** on *'Minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education')*, Para 17.0, a very clear and detailed emphasis on the code of ethics for teachers has been highlighted. The investigator attempted to study the status of professional ethics and development of teachers in higher education in Nagaland in the light of this Regulation.

This study intends to examine the maintenance of professional ethics by teachers in higher education in Nagaland and also assess their participation in professional development activities. It is hoped that through this study, the investigator would be able to suggest certain measures for improving the quality of teachers in higher education in the context of growing emphasis on quality education on one hand, and of erosion of professional and moral values on the other.

It is found that in Nagaland so far only few researches have been conducted at Ph. D level on higher education. The topic "Professional Ethics of Teachers in Higher Education" is completely a new area. Record shows that no researchers in Nagaland have taken up this study. Hence the present study is undertaken.

5.1.3 Statement of the problem

The present study attempts to explore the awareness and maintenance of professional ethics among teachers of higher education in Nagaland. It is understood that professional development needs are part and parcel of the professional ethics. Hence

the present study is entitled as, "Professional Ethics and Development of Teachers in Higher Education in Nagaland."

5.1.4 Objectives of the study

i) To study the profile of colleges and teachers of higher education in Nagaland.

ii) To examine the general perspective of teachers towards their profession

iii) To examine the professional ethics of teachers in higher education.

iv) To find out the programmes organised by colleges for professional development of teachers.

v) To assess the participation of teachers in professional development activities.

vi) To find out issues related to professional ethics of teachers.

vii) To study the problems faced by teacher in their career advancement.

viii) To suggest measures and program of action for enhancement of professional ethics and professional development of teachers in higher education in Nagaland.

5.1.5 Operational definition of the terms used

Professional ethics – It refers to the moral code, rules of conduct, standards, morale, and obligation of teachers pertaining to their profession.

Higher education – This refers to the undergraduate level course of study in colleges

Teachers – It refers to the teachers teaching in the colleges in Nagaland.

Government colleges – Those colleges which are fully administered and funded by the state of government of Nagaland.

Private colleges – Colleges run by individuals, churches, societies or other NGOs.

Development – It refers to the professional development of teachers teaching in higher education.

5.1.6 Delimitation of the study

The present study is delimited to the general secular colleges in Nagaland –in 10 districts. There are altogether 15 government and 50 private secular colleges in the state

of Nagaland. The present study is delimited to 11 government and 20 private colleges covering 10 districts of Nagaland and within it, the principals, randomly selected teachers and students of the colleges.

5.1.7 Population of the study

The population of the study includes all the general secular colleges, teachers, students and principals of higher education in Nagaland. There are altogether 15 government and 50 private colleges, altogether 65 colleges in 11 districts of the state of Nagaland. The population of the study covers all districts, colleges, principals, teachers and students of higher education in Nagaland.

5.1.8 Sample of the study

While drawing samples for study, care has been taken to see that proper representation of private colleges, male, female for both students and teachers are done.

Among the government colleges, 11 general secular colleges covering 10 districts of Nagaland, which is approximately 73% of the population were selected. Similarly, for the private colleges, a total of 20 colleges which is approximately 40% of the population were selected through random sampling. Principals of all 31 colleges were included.

Simple random sampling technique was also used to select 405 teachers out of which 176 were from government which is approximately 38% of the population and 229 from private colleges, which is 42% (approx.) of the population.

Similarly, a total of 459 students out of 17599 (2.60%) were administered the test/questionnaire, of which 230 i.e. 1.30% from the government and 229 from the private which is 1.30% of the total population.

Sample of the study

Type of college	No. of colleges	No. of principals	No. of teachers	No. of students
Government	11	11	176	230
Private	20	20	229	229
Total	31	31	405	459

5.1.9 Tools used

For the present study, the investigator had developed questionnaires to collect primary data. Three sets of questionnaires developed by the investigator have been used for the present study:

    i.   For the teachers

   ii.   For the students, and

  iii.   For the principals of the colleges

The questionnaires were constructed as per the objectives of the study. Due consideration was given to item analysis so that data collected would be more relevant. Great care has been taken so as to be concise and clear. The investigator had also used simple language to avoid ambiguity.

Pilot testing of the questionnaires was conducted among 20 students, 20 teachers and 3 principals belonging to three different colleges. The questionnaire was also scrutinised and validated by experts in testing and evaluation. Hence, content validity was established. Items were revised according to the feedback received before it was finalised.

5.1.10 Data collection

Data collection was done through both primary and secondary sources. The *primary data* were those which were collected by the researcher afresh through questionnaires for the first time, and thus original in character. The *secondary data,* on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process.

In the present study, primary source data were obtained by administering the questionnaires personally by the investigator. It was found that administering the questionnaire personally gave the investigator an opportunity to literally visit all the colleges under study, establish rapport with the respondents, explained the purpose of the study, and also gave the investigator an opportunity to answer to all doubts of the respondents. The secondary source data were obtained through Higher Education Department Annual Reports, Statistical Handbook, thesis and other journals and documents of colleges, libraries of colleges and universities as well as Central and State publications etc.

5.1.11 Analysis of the data

Data collected through questionnaires were tabulated according to the various components of the study. The responses were transferred into tables in numerical forms and were analysed with techniques of descriptive statistics to obtain averages and percentages. The results are presented in chapter 4 and 5.

5.1.12 Organisation of the study

There are altogether 5 chapters followed by Bibliography and Annexure.

Chapter 1 is Introduction which is divided into three sections – Section I began with the general overview of the state of Nagaland which is followed by a brief polity and traditional system of education. A short historical account of development of modern education in Nagaland is presented. Section I of the Introduction Chapter ends with The Higher Education in Nagaland which includes the general profile of the colleges and teachers of higher education as well.

In Section II, the meaning and the need of professional ethics are discussed, followed by the Need of professional development of teachers. The Code of Professional Ethics as per UGC Regulation 2010 is also presented.

Section III of Chapter 1 covers Rationale and significance of the study, Statement of the problem, Objectives of the study, Operational definitions and Delimitations of the study.

Chapter 2 is **Review of literature** which is presented under two broad areas namely – Studies conducted in India and studies conducted abroad. It contains a brief introduction of the review as well as the summary of the review.

Chapter 3 is **Methodology of the study**. This chapter addresses the methodology of research, population of the study, sample used, tools of research and method of data collection and analysis.

Chapter 4 is titled **Analysis and Interpretation of the Data** and it is done under three areas namely – i) Analysis on the basis of principal responses, ii) Analysis on the basis of teachers' response and iii) Analysis on the basis of students' response. This is followed by summary of the analysis.

Chapter 5 presents the findings of the study, various suggestions for enhancing professional ethics and development of teachers are also given. This is followed by a summary of the study, conclusion, educational implications and innovations and finally a few recommendations for further studies.

5.2 Findings and discussions

5.2.1 Findings

The generalizations drawn on the basis of research findings are presented according to the objectives:

Objective 1

    A. **Profile of colleges of higher education in Nagaland.**
1. There are altogether 65 secular colleges in the state: 15 government and 50 Private colleges.
2. Among the 15 government colleges, Fazl Ali College Mokokchung established in the year 1959, is the first college in Nagaland followed by Kohima Science College Jotsoma established in the year 1961.
3. Out of the 65 colleges, 17 colleges are NAAC Accredited and many colleges have initiated the process of accreditation to progress towards quality and excellence in higher education. One of the challenging visions of the

Department of Higher Education of Nagaland is that by 2021, all the colleges in the state would be accredited by NAAC.

4. 10 (Ten) government colleges and 21 private colleges fall under 2(f) and 12(b) categories and 6(six) private colleges fall under 2(f).

5. Kohima Science College (Government) and Patkai Christian College (Private) are Autonomous.

6. There are also 6 universities in the state viz. 1 Central University, 1 State University, 3 Private Universities and 1 Institute of National Importance in the state of Nagaland.

7. Number of degree students enrolled in 2016-17 in government colleges is 8,267 and private is 20,317.

(Source: Annual Administrative Report 2016-17, Department of Higher Education)

8. As per Table 4.2.2 from the responses of the teachers, it was found that in terms of college infrastructure like college building, classrooms, staffrooms, library, auditorium and hostels, the satisfaction percentage were less than 50% in all the above-mentioned government colleges. As regards to staff quarters, the response was only 6.25%. Whereas in private colleges as compared to the government, almost 50% of the respondents showed satisfaction in all the areas. In case of college building satisfaction, the percentage was 79.45% and in classrooms it was 68.99% as compared to 46.59% and 42.61% in government. As regards to staff quarters, even in the private college, the response was only 17.46% even in the private college.

From the above results, it is estimated that though things are slightly better in terms of infrastructure in many ways in the private colleges as compared to government colleges, still there are areas like staff quarters, Staff room/teachers' common room, toilets and canteen facilities in the institutions that both government and private needs to seriously consider for improvement. Lack of or inadequacy of these facilities directly and indirectly contribute to quality performance of teachers as these become hindrances in discharging their duties.

9. Profile of the select colleges under study shows that importance is given to special courses. Looking from the perspective of skill education apart from

computer skills, a lot more is desired especially in the field of IT and human resource management courses. It should also be noted that in higher education undue emphasis on skill education at the cost of pursuit of pure knowledge does not constitute in holistic education.

B. Profile of teachers

1. There are altogether 374 teachers working in the 11 government colleges and 502 in the 20 private colleges (under study) in Nagaland.

2. The college wise distribution of Associate Professors and Assistant Professors in the government colleges are: -

Name of the College	Associate Professor	Assistant Professor	Total
Kohima Science College (Autonomous) Jotsoma	25	62	87
Kohima College	7	27	34
Dimapur Government College	18	25	43
Mt. Tiyi College	5	15	20
Zunheboto Government College	-	21	21
Fazl Ali College, Mokokchung	23	41	64
Sao Chang College Tuensang	3	27	30
Wangkhao College	5	16	21
Yingli College, Longleng	-	14	14
Pfutsero Government College		23	23
Peren Government College	-	17	17
Total	86	288	374

3. Study showed that in the private colleges, a clear-cut placement levels for seniority of teachers as Assistant or Associate professor is not been uniformly maintained.

4. Table 4.1.4: It can be seen that teaching faculty is understaffed in the government colleges with only 36.36% responding in the affirmative. It is 70% in the private college under study. Conversely while 54.54% of the teaching faculty in the government college under study has required qualification, only

25% in the 20 private colleges under study has required qualification. These are important aspects which reflect the status of higher education in Nagaland, more so, on the aspect of quality education.

It can be inferred that the incentive for promotion and salary increment serves as a push factor especially for Assistant / Associate Professors in the government colleges to have not only the U.G.C required qualification but also additional degrees. Comparatively, it is not so for the private college teachers who teaches for much lesser pay. On the eligibility criteria, it is important to see the number of teachers both in the private and government college having qualified NET/JRF/SET or vice versa.

Objective 2: General perspective of teachers towards teaching profession

1. It is seen that majority of the teachers (92% of government and 75.98% of private colleges) agreed that they enjoy teaching profession, which is a positive sign that they have job satisfaction.

2. It is also seen from the same table that majority of the teacher respondents, 88.66% of government and 80.78% private said they are competent enough to teach and are confident with the teaching method used.

   However, a slight variation is seen from the responses of the students where, (as per table 4.3.1) only 49% from government and 57% from the private agreed that teachers are competent enough to teach. There were also a few respondents from both government and private college who responded negatively and a few more, 23% from government and 26% from private who felt that they are competent only 'to some extent'. Another observation can be made from Table 4.3.3, where only 33% from government and 36% from private who agreed teachers make learning fun and enjoyable. Perhaps this could mean that even though the teachers feel competent, many students, almost half of the respondents) showed dissatisfaction with the teachers teaching ability.

   It can be pointed out that since the main goal of teachers is to teach the students, teachers need to teach according to the psychological needs of the students. Above anything else, teaching competency requires skills to deliver in such a way that students can understand. Teaching competency happens not just

by teacher's mastery over the content or subject matter. Teachers also need to have the aptitude for teaching and ethical responsibility.

3. 75% of the teachers in the government college wishes to continue the same profession till retirement. However, in the case of private colleges, only a 49% of the respondents want to continue the same profession. In the light of government teachers, it is a given that they have better pay commissions, pension benefit and job security, whereas, most of the private college employees are often underpaid with no such benefits. It is only suitable for them to feel insecure about their future.

4. Majority of the teachers from both the government and private colleges responded that they feel qualified for the profession and also feel confident with the methods used. However, responses from the principals (Table 4.1.4), indicates that only 54.54% of the government and 25% of the private college felt that the teachers are qualified. Unfortunately, a huge 45.45% government and 75% of private said the teachers are not qualified as per U.G.C norms. Generally, no one is expected to respond negatively about oneself saying that one is not competent to teach. As such, based on UGC guidelines, so also other guidelines that may be required in the context of colleges in Nagaland, a comparative analysis should be done on the teachers' qualification and the standard given by UGC. The aspect that goes into the making of a professional teacher also needs to be addressed for better teaching-learning experience.

Note: The minimum qualifications required for recruitment to the post of Assistant professor as laid by U.G.C is of a good academic record, 55% marks (or an equivalent grade in point scale wherever grading system is followed) at the master's level and qualifying in the National Eligibility Test (NET), or an accredited test as and when established in a future date (State Level Eligibility Test- SLET/SET).

It was found that in many colleges (both government and in private) there are a lot of teachers who fall short of the criteria laid by U.G.C. One of the reasons for unqualified teachers in the colleges of higher education is perhaps due to the unfair mechanism of recruitment policy. The governing authority should see that transparency be maintained and effort should be made to recruit men and

women with good academic record, qualification and one that maintains high moral standards along with professional integrity.

5. In Table 4.2.1 it is seen that only 40% of the respondents from the government and 22% from the private expresses that teachers receive due respect in the society. Most of the respondents from both the government and private expressed that teachers are not respected enough. Most of them responded by saying that teachers get respect only to some extent.

    It is concluded from the above findings that the teachers do not receive enough respect in the society. Moral values are on a decline so also respect. Nonetheless, respect should not be expected by virtue of being a teacher. Respect ultimately should be earned through the discharge of their duties professionally and ethically. False respect only leads to breakdown of human relationship or teacher-student relationship.

6. A good number of respondents, 34.65% for government and 47.59% for private expressed that they can perform their job better if they are not overburdened. It is seen from the responses of the principals (as per table 4.1.2), 18% from government and 25% from private that teachers work more than 16 hours per week. It can be compared to Table 4.2.4 where 3.9% of government and 5.67% of private teachers affirmed that they work for more than 20 hours per week. Thus, from the data analysis, it is seen that there are teachers who work much beyond the U.G.C prescribed guideline (14 hours for Associate professor and 16 hours for Assistant professor).

7. It is also presumed that many teachers are overloaded with many co-curricular and extra-curricular assignments other than their normal class routine. In the earlier survey (Table 4.2.14) few teachers mentioned career demands and social obligations as factors that hinders their personal professional development. Few teachers from the private colleges indicated that they face mental stress due to overload. A balanced approach is required in terms of workload so teachers can do more justice to their job. Further, another concern is that teachers seem to be overburdened by extra class lectures because of understaffed or because of teacher absentees. This requires back-up plans to ensure smooth functioning of teaching.

8. Table 4.2.1 shows, 51.13% of the respondents from the government college admitting that they get freedom to make important decisions. But in private colleges, the positive response is only 37.55%. From the above responses, it is presumed that teachers in the government college get more freedom to make decisions as compared to those in the Private college. In order to impact professional growth, it is important for the teachers to have the freedom to make important decisions involving administrative functioning and most importantly the freedom to devise their own course content/syllabus.

9. In Table 4.2.1 it is seen that, 66.47% teachers from government colleges and 52.40% from the private colleges admitting they are able to freely discuss concerns among staff members.

   From the data received it can be assumed that as far as the ethical relation with the colleagues is concerned teachers of both government and private seem to enjoy enough freedom.

10. It is also revealed through the study 75% respondents from the government and 73.79% from private find their profession challenging. Being a noble profession, it does not come without sacrifice in order to meet the standard of professionalism which needs to be maintained for professional growth of the institution. The above findings can be taken as a good sign towards movement of the teachers' career in a positive direction. This will go a long way in the fulfilment of the institutional goal.

Objective 3: Professional ethics of teachers:

The professional ethics in the present study is measured in the light of the code of ethics prescribed by U.G.C. Therefore, analysis and interpretation of the present study is done in accordance with it.

A. Teachers and their responsibilities

1. In order to find out the aspect of responsibility among the teachers, one of the parameters used was the number of hours spent per week in the college. Study shows that just about half of the respondents (as per Table 4.1.4), 54.5% principals in government and 47.59% in private colleges said teachers work for

about 11 - 15 hours per week, 18% from the government and 25% from the private principals said teachers work for more than 20 hours per week.

A cross analysis of the study from the teachers (Table 4.2.4) 39.7% respondents in government and 42.79% in private indicated that they work between 10-15 hours per week, 54.5% from government and 47.59% work for 16-20 hours per week. As per the responses seen from the teachers (from Table 4.2.4), it is encouraging to see that 3.9% respondents from government, 5.67% from private do work for more than 20 hours per week in the college. 1.7% respondents from government colleges and 3.9% from private colleges admitted that they work for less than 10 hours per week.

(It is to be noted that the workload, number of working hours for college teachers fall directly under requirement of the maintenance of standards in universities and colleges as enshrined in the U.G.C Act.)

It is estimated that almost half of the teachers under study in both government and private colleges maintain the status quo as per the U.G.C guideline in terms of workload. Study revealed that some teachers in both private as well as government colleges do work extra-time, way beyond the normal U.G.C requirement. However, it is also seen that a small minority perform far less than what is required of them.

2. To the question on whether the teachers are punctual, 63.63% of government and 70% of private college principals responded positively. However, a contradictory of statement is found where from the students' responses, only 36.36% respondents from government colleges agreed that teachers are punctual while the positive responses is 53% for private colleges. So, it appears that in the area of punctuality there is still room for improvement.

3. More than 50% of the principals from both the government and private also agreed that teachers utilize teaching time judiciously, complete syllabus in time as per lesson plan and discharge professional responsibility satisfactorily.

4. Almost cent percent of the principals of government colleges also agreed that teachers dress decently and also co-operate well with the authority.

5. To the question on whether the teacher indulge in unhealthy food habits, 27% respondents from government and 15% respondents from the private colleges indicated that teachers indulge in tobacco products. Also 9% principals from

government and 5% private colleges mentioned that there were incidences of misbehaviour. Though the negative response percentage may be small, these are ethical issues that might have serious repercussion if not dealt with seriously. Therefore, college authority should see that incident like this should not occur in an institute of higher learning.

6. Data based responses indicated that the teachers are accountable in usage of funds and that they refrain from use of institutional privilege for personal gain, and acceptance of favours/ gift that affects their professional decision.

7. However, a negative remark made on teachers is (as per Table 4.1.6), approximately 36% from government and 25% from private colleges expressed their opinion that teachers do not completely refrain from private tuitions. But more often private tuitions are taken on the insistence of the students. 9% principal of government also indicated that the teachers practice proxy and another 9% also said they practise proxy to some extent.

The negative responses and remarks from the above study is also one of the radical components that challenge the ethical principles of the teaching community.

8. Some of the important areas where the principals of government college want their teachers to improve includes, availability in the college even beyond the specified period of teaching time; more punctuality; sharing mutual cooperation; taking interest in research activity etc. Whereas in the private colleges, to improve in IT, research and consultancy and professional accountability are the main areas where the principals wish the teachers to improve upon.

B. Teachers and the students

1. 81.81% of the principals of government and 100% of the private colleges (In Table 4.1.7), affirmed that teachers are fair in dealing with the students. In connection to that (in table 4.3.4), students were also asked if they find their teachers fair and impartial, to which 74% of the students of government colleges and 74% of the private colleges agreed; however, a small number of respondents, 16% from government and 17% from private responded negatively.

2. When asked whether the students find their teachers friendly and approachable, only 48% from the government and 68% from the private college agreed. As far as possible it is desirous of the teachers to be friendly and open enough for students to approach them. This part of character trait where for some it comes naturally while for others it is a constant struggle having to bow down to the professional and ethical demands of the profession.

3. In Table 4.1.3, we find that many colleges both government and private have student feedback provision on institutional parameters as well as to evaluate teacher performance. It was also found that certain colleges do have suggestion box. A cross analysis with regard to the teachers' willingness to accept feedback from students (Table 4.3.4), 31% from government and 27% from private responded they do it to some extent and a small minority of 10% from the government and 4% from the private college gave negative answer. Such feedback mechanism, if properly implemented will go a long way in building a stronger tie between teacher - student and the authority and definitely help in the realization of educational aims. It is conceded that both the institution as well as the teacher's sole aim is for the welfare of the student. Therefore, teachers should willingly co-operate towards such activity.

4. Good number of students from both the government and private i.e. 61% and 75% (as per Table 4.3.5) agreed that teachers give sufficient support to improve students' academic achievement. And almost the same number of respondents affirmed that teachers make conscious effort to improve students' personality. Also, majority of the students i.e. 57% from government and 74% from private college (as per table 4.3.5) remarked teachers protect the students from conditions that are detrimental to students learning, health and security.

5. One negative observation made from the students as regards to their teachers is (39% from the government and 13% from the private colleges (Table 4.3.5), that teachers do not discuss problems with their parents. From government colleges, only 28% indicated that teachers do discuss.

6. Another striking sorry state of affair is seen where 72% students from government colleges and 35% from private colleges (as per table 4.3.6) indicated teachers indulge in tobacco products. 4% from government college also indicated that teachers smoke in the college, 3% respondents from

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government and 2% respondents from private college also disclosed that teachers indulge in alcohol. Although the percentage of responses is small, these are issues that are directly related to the ethics of teachers and therefore needs to be addressed seriously as the teachers are the role models for the students as well as the society.

7. Few other problems indicated by the students of the private colleges regarding their teachers that are worth mentioning are listed as follows:
   - They rush to finish the course
   - They neglect the average student and give more importance to brilliant students
   - They give no time for co-curricular activities
   - They are too strict and some amount of flexibility and leniency is expected.
   - They do not take students feedback seriously.

   Problems indicated by students of government colleges include:

   - Irregularity of certain teachers
   - Strict and rude teachers
   - Not able to maintain confidentiality
   - Rushing to finish syllabus at the last moment.

C. Teachers and colleagues

1. Study shows that teachers exemplify ethical relations with their colleagues. This was indicated by 72.72% of the principals of government college and 100% of the principals of private college (Table 4.1.5)

2. 71% of the respondents of teachers from government and 60.69% of the private (as per Table 4.2.9) affirmed that they refrain from inciting students against other students, colleagues, administrations. Also 100% of the principals from government colleges and 95% of the private colleges (as per Table 4.1.7) disagreed that teachers make malicious statement about their colleagues.

3. 80.68% from government and 79.76% from private college teachers (Table 4.2.9) also affirmed they treat other members of the profession as they themselves wish to be treated. Further the teachers of both government as well as private college agreed, that they do speak respectfully of colleagues and render assistance to them for professional betterment.

4. 73.29% respondents of the government and 61.84% of the private (Table 4.2.9) agreed they refrain from lodging allegations against colleagues, and refrain from 'isms' in professional endeavour.

The above results and discussions revealed that teachers' relationship with their colleagues is healthy.

D. Teachers and authorities

1. In Table 4.1.7, it is seen that 91% respondents (principals) from government college and 85% from the private college responded positively that teachers co-operate well with the authority. Not only that but principals also expressed opinion that teachers contribute satisfactorily in the development of the institute. (Table 4.1.8, around 82% of the government and 95 % of the private college).

2. 82% principals of the government and 100% of the private colleges (As per Table 4.1.8) agreed that the teachers inform the authority in advance for any change of profession.

3. Also 55% of the principals from government and 85% of the private said the teachers express free and frank opinion. Around 46% of the government college principals and 15% of the private college however admitted that they do it only to some extent.

4. Regarding the use of leave facility by the teachers, 18% of the government college principals felt that the teachers misuse it. 5% principals from the private college also indicated that teachers do misuse leave to some extent.

On the whole it can be inferred that teachers' cooperation with the authority is commendable. However, in certain areas like free expression of teachers and use of leave facility, we see that 100% satisfaction level is not achieved. Thus, need for improvement in those areas is felt where teachers need to evaluate their actions and make a conscious effort towards improvement.

E. Teachers and non-teaching staffs

1. 90% of the government and 85% of the private college principals (Table 4.1.7) are of the opinion that teachers regard non-teaching staffs as colleagues. Only 9% respondent from government and 15% from the private colleges said they do regard to some extent.

2. Teachers were asked if they treat the non-teaching staff as colleagues, to which the positive responses received were 89.77% for government and 89% for Private. Interestingly around 8% from government and 10% from the private were frank enough to admit that they regard but only to some extent.

The negative responses though few in number should not be neglected, as it indicates certain kinds of dissatisfaction among the relationship maintained by teachers with the non- teaching staffs.

F. Teachers and guardians:

1. From the responses of the principals, it is found that teachers' contact with the parents or guardians of the students are not very satisfactory. Only 9% from government and 15% from the private colleges said that teachers maintain contact with parents or guardian of students. This does not present too bleak a picture for the teachers' image.

2. To a similar question on whether teachers discuss the problems of students with their guardian, it is seen that only 27.27% from government and 51% from the private agreed that they do discuss. A large number of the respondents (53.4% from government and 31.44% from private) admitted that they do but only to some extent. Few admitted they do not discuss at all.

It goes without saying that both teachers and guardians share equal responsibility for the welfare of the students. Therefore, the teachers should not hesitate to discuss the problems of students with guardians and maintain proper rapport with the guardians of the students.

G. Teachers and society:

1. In Table 4.1.8, it is seen that, 72.72% of the principals of government college and 80% of the private college affirmed that teachers walk the extra mile to strengthen the community.

2. However as regards to Teachers' involvement to social evils, only 54.54% of the principals of government college and 45% of the private college agreed that teachers take active part. 27.27% of the government and 5% of the private responded negatively and 18.18% of government and 50% of the private college indicated that they do take part but only 'to some extent'.

3. From the responses given by principals of both government and private it is seen that many of them could not give a positive response when asked if the

teachers are well aware of social problems. Only 45.45% of the government and 50% of the private agreed that they are aware. The rests 54.54% of the government and 45% of the private are of the opinion that teachers take part only to some extent.

The teacher is first of all a citizen and his/her sense of responsibility makes him/her a responsible citizen. The U.G.C mandates that teachers be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole. In this context, teachers need to understand that his/role go far beyond the four walls of a classroom and be ready to reach out to the needs of the society as well.

4. As regards to involvement in extra-curricular activities (as per the responses of the teachers themselves), studies showed that in the government colleges many teachers were engaged in activities such as, election and census duty, church or religious activity, charity organizations, Red Cross Society activities, workshops, seminars, conferences, etc. Whereas in the private colleges, teachers take part mostly in charity organizations, church/religious activities, national integration programs, career talks, environmental issues and the like.

5. From the responses given by the teachers, it is found that, 55% from the government and 48% from the private expressed satisfaction over the co-operation received from the community. The remaining almost half of the number of respondents indicated that they receive co-operation only to some extent.

6. 77.84% of the government college teachers and 78% of the private (As per Table 4.2.10) agreed that education is a public service. However, when asked if teachers seriously work to improve education in the community, the response was only 56.81% for government and 35.83% for private.

Therefore, it is assumed that even though the teacher understands their responsibility theoretically, in practice they fail to put in their best of efforts and fail to reach the mark.

7. In Table 4.2.15, it is seen that 22.15% of the government and 52.83% of the private college teachers indicated that service to community is the best aspect about teaching.

8. 18.7% from government and 23% from private indicated status in society is the best aspect about teaching. A good number of teacher respondents also indicated initiating changes in the society as the best aspect about teaching. It is true that teachers occupy very important position and play a crucial role in the society. Therefore, teachers should be aware of the social needs and be prepared to extent his/her role far beyond the four walls of a classroom.

Objective 4: Programs organized by institutions for professional development of teachers:

1. Workshops on various themes, orientation programs are some common activities organized in most of the government colleges as indicated by the principals. Many colleges do conduct inter-departmental seminars frequently among teachers.

2. Seminars on personality development, motivational talks, teachers' orientations, interactions with professionals are some of the common activities/ programs organised in private colleges as indicated by the principals of the private college.

3. Exposure trips, teacher exchange programs, intercollegiate seminars or faculty exchange programs, mid-career training program, summer and winter schools are also a few more activities conducted in the institutions of both government and private.

4. Training in IT, innovative methods in teaching learning, exchange of professionals, workshops to enhance professional growth of teachers are some activities of recent origin which is seen in few colleges.

5. In recent years the University stresses on the importance of organising and participation in NAAC oriented conferences and seminars in all the institutions of higher learning. Such programs also help to equip the teachers in wholesome and all-round development. These trainings provide self-evaluation and expose them to the local needs which help them further to improve professionally.

Objective 5: Participation of teachers in professional development activities

1. In Table 4.1.12, It is seen that, only around half of the respondents, 54.54% of the principals of government college and 55% of private colleges stated that

teachers make effort for professional growth. A good number of respondents 36% of government and 25% of private expressed unsatisfactory opinion that teachers make effort for their growth only to some extent. 15% of the principals of private college even admitted that teachers do not show interest to grow professionally.

2. Contrary to the above responses (in Table 4.2.11), 61.36% teachers from government and 44.97% from private affirmed that they make professional growth continuous through study and research.

3. Also, in Table 4.2.11 it is seen that only 30.11% teachers from government and 14.4% from private affirmed they maintain active membership of professional organization. A large number of respondents 50.56% from government and 71.17% said they do not maintain such membership. And few from both the groups, 15.9% from government and 14.41% from private have not responded to the question.

   Maintaining active membership in professional group is crucial for professional development needs of any professionals. Whereas from the analysis of the above responses, it is found that more than half of the teachers both in government as well as in private college are not very mindful of their professional growth.

4. When it comes to completion of research projects or papers, only 21% from government and 13.53% from private agreed to have done it. The rest, 59.65% from government and 74.69% from private responded negatively.

   In recent years U.G.C has made it a very important requirement for the college teachers to participate in research activity and projects. Therefore, whether or not the teachers like it, it has become a very important yardstick for career progression of teachers in higher education.

5. Again, from the responses of the teachers, it is found that 71% from the government and 55.45% from private are eager to participate in orientation and refresher courses. However, when it comes to the opinion of teachers on the utility of the programs/courses, only 50.56% from government and 55% from private agreed that it will be helpful in their professional growth.

   Hence above survey results do lead us to dig further into the refresher or orientation courses organized by U.G.C or others. To this end, the U.G.C or

other eligible bodies such as the Academic Staff College (ASC) should ensure that the OC/RC should be of good quality and meaningful programs must be provided. Many respondents indicated that it does not contribute satisfactorily for their professional growth.

6. Studies shows that, 18% teachers from government and 25% teachers from the private colleges have completed post-doctoral studies. It is indeed a moral boost for the respective colleges as well as for the professional community of higher education. However, this number is very negligible in terms of the large number of qualified teachers in many colleges in recent times. Therefore, emphasis or encouragement by both government or college authority can be made where more teachers can come forward for research as well as post-doctoral studies. Further, a bird's eye view of the status of research shows that number of research scholars is on a decline. Therefore, research needs to be encouraged, and the growth of which will augur well for the development of higher education and research in the state.

7. 100% of the principals of government and 65% of the private college (Table 4.1.12) said they are aware of the demands of the CAS (Career Advancement Schemes) for teachers. But unfortunately, 35% of the principals of private colleges expressed no knowledge about CAS (Career Advancement Scheme) of U.G.C.

8. 18.18% of government and 15% of private college principals felt that the present API system of the higher education under the directive of UGC affects classroom. And even though 18.18% from government and 25% from the private expressed strong opinion that it does not affect classrooms, however, it was also found that (from the Table 4.1.12), 63.63% of government and 25% of private are of the opinion that the API does affect classrooms to some extent.

9. A small minority, 9% of government and 10% of the principals of private college felt that performance-based appraisal system (PBAS) of U.G.C is too idealistic, while 45% of the government and 5% of private finds it very taxing. Almost equal number of the responses of the government 45% and 35% of the private finds it very practical.

It is to be noted that API (Academic Performance Index) and PBAS (Performance Based Appraisal System) for teachers as introduced in recent

years by UGC for the promotion of teachers include activities such as attending conferences, workshops, symposiums, taking up research projects etc along with the normal teaching-learning and evaluation related activities. Such activities might go against the interest of the students if teachers are not careful. It is necessary that the university and colleges streamline or review these activities for the best interest of the students.

10. In the opinion of the principals the reason why teachers failed to attend O.C and R.C on time (72.72% of government and 40% of private) is due to the non-availability of an Academic Staff College in the state. Another reason given by the principals (18.18% and 30% of government and private college) is, teachers' lack of motivation.

    With the impending need of the fulfilment of participation in O.C and R.C training for teachers' promotion on one hand, and the mushrooming of colleges and the increase in the number of teachers on the other hand, it has become very essential for each university to have its own Academic Staff college to cater to the professional needs of the teachers in the state.

11. According to the teachers the following measures are used by them to update in their subject area: 88% of government and 79% of private respondents indicated (Table 4.2.5) by reading relevant books, 76% of government and 60% of private college mentioned internet, and 60.79% government and 31.87% private college teachers said through participation in refresher/orientation course. Further, 60.79% of government and 31.87% private teachers indicated, participation in workshops, seminars, conference.

Objective 6: Issues related to professional ethics

1. In Table 4.1.5, it is seen that 63.63% of the government and 70% of the private college principals are of the opinion that teachers are punctual. Yet there were 36.36% of the principals of government colleges who pointed out that teachers are punctual only to some extent. The later response (of 36.36%) is definitely way beyond the 20% confidence level. A cross analysis of the response of the statement from the students (Table 4.3.1) also shows that only 39% of students from the government and 53% from the private agreed that teachers are punctual. Again, as regards to regularity, even though a good number of

students (45% from government and 73% from the private) agreed that teachers are regular, there were also 26% from the government and 8% from private colleges who admitted that teachers are not regular. Thus, in case of punctuality and regularity, empirical analysis of the data shows that teachers are not up to the mark.

2. Coming to judicious utilization of teaching time, the positive response is 63.63% for the government college teachers while the percentage is much higher for the private colleges at 80%. But looking at the syllabus completion it is quite in contrast. While 81.81% in the government college completed syllabus, only 50% teachers in the private colleges completed their syllabus.

3. In Table 4.1.6 principals indicated that there were few cases of teachers indulging in unhealthy habits like chewing tobacco. A cross-analysis with students' response (Table 4.3.6) shows 72% from government and 35% from private college that teachers indulge in tobacco products in the college premises. Few students also had indicated that teachers indulge in drinking alcohol.

4. Response from the principals also shows that few teachers do not refrain from private tuitions.

5. The present study reveals that teacher's ethical relation with colleague is also not 100% and found to be lacking in certain areas.

6. Few principals, (18.81% of government college) are of the opinion that teachers misuse leave facility.

7. Again, when it comes to the questions on whether teachers are conversant with proper code of conduct and exhibit it in daily life, though the positive responses were commendable at 63,63% for government and 65% for private colleges, there were also 36.36% from government and 30% from private who opined that teachers exhibit proper code of conduct only to some extent.

8. 36.36% of the principals from government colleges and 25% from private colleges are of the opinion that teachers do not refrain from private tuition.

The criteria mentioned above are considered to be very sensitive and crucial for measuring the code of ethics for teachers. The surveys conducted indicated that there are rooms for improvement in many areas such as punctuality, regularity, judicious use of time, indulging in unhealthy stuffs as tobacco etc. Teachers

need to give a serious thought about the shortcomings and ensure that they exhibit proper code of conduct in their daily affairs.

Objective 7: Problems of teachers in their career advancement

1. Study shows that more than half of the teachers, 50.56% of government and 71.17% of private do not maintain membership of any professional group (Table 4.2.11). Only 30 % from government and 11% from private college agreed to have membership of professional group maintained.

    It is necessary that teachers as a professional community needs to grow constantly. This is made possible only when teachers keep themselves involve in professional activities. One very important way of keeping the professional life vibrant for the teachers is to keep themselves enrolled in professional organisation and take active part in it. This will definitely help teachers to not only give a moral boost but to grow intellectually and help the teachers get informed about the various developments related to the profession. In recent years, the U.G.C mandates that teachers maintain membership of their own professional groups.

2. Though 61.36% teachers of government colleges and 44.97% (Table 4.2.9) of private agreed that they make professional growth continuous through study and research, there were 21.37% from private who responded negatively. Not only that, but there were a large number of principals from both government and private (36.36% principals from government and 25% of private, 38% teachers from govt and 21% from the private) who could not give satisfactory response. A small minority from both groups did not respond. The above analysis gives a negative implication that in terms of study and research, teachers are found lacking.

3. Majority of the teachers also admitted to have not done any research paper or projects. It is not only non-fulfilment of the UGC guideline but is not a good picture in the light of research growth and development in higher education as well as for the professional growth of teachers.

4. Another problem is seen in Table 4.2.12 where a good number of respondents from both government and private said they do not find orientation and

refresher course organised by ASC helpful though they are eager to participate in them.

5. Empirical analysis of the data revealed that, most of the colleges have inadequate infrastructural facilities, viz, sufficient classrooms, auditorium, laboratories, libraries, college canteen, proper work space for teachers, hostels, staff quarters etc. However, a comparative analysis of the data showed that in general, private colleges seem to have slightly better infrastructural facilities as compared to government college. Considering that the availability of working facility such as, no separate teachers' room, unequipped libraries, laboratories etc. the question remains: to what extent can teachers, who are not even provided requisite facilities be expected to function well or be encouraged to develop professionally?

Objective 8. Suggestions for enhancing professional ethics and development of teachers

1. As against the responses given by teachers and the facts revealed by research studies many colleges both government and private do not have adequate infrastructural facilities for their work. Poor infrastructures such as, no separate working room or tables for teachers, libraries and laboratories not well equipped, no properly run college canteen, no clean toilets, no hostel or staff quarters facilities, no regular power supply. etc. In such conditions, it becomes very difficult for the teachers to function smoothly.

   It is necessary that teachers be provided with proper facilities like rooms/ cabins, library and laboratory facilities for study and research, interaction with their students. The institution should prioritise to provide proper working infrastructural needs. Insistence on their presence in the institutions without proper facilities would only lead to frustration and indiscipline.

   It should also be noted that in higher education undue emphasis on skill education at the cost of pursuit of pure knowledge does not constitute in holistic education.

2. This study also showed many teachers are actively engaged in a lot of social activities outside the institutions. Often it is estimated that they are too occupied and give much thought and priority that eventually lead to negligence or half-

hearted contribution in their professional duties.

Teachers should keep their professional commitment at its topmost agendas and activities. They should learn to set limits and see that anything that hinders in the smooth conduct of his/her duties should be discouraged and not to be too involved in activities outside the institutional needs. Such activities directly affect their competency consequently the quality of teaching suffers after all, the first and foremost concern of any teacher is competency of own subject and effective and inspiring communication of the subject matters with the students. The difference between competent and incompetent teacher is the that former communicate with students whereas the later communicate to the students.

3. Teachers in higher education are expected to perform different mixes of tasks, such as:

- To impart accumulated social experience of mankind to the newer generation

- To generate new knowledge

- To extend the impact of knowledge to the community at large

- To perform other non-teaching academic functions within the institutions. Example: To advice students in their curricular, co-curricular and extra-curricular work, participation in conference, seminars and meetings of learned societies

- To perform administrative functions in running the institutions particularly in respect to its academic life.

- To do extra-mural teaching, consultancy and work on non-university committees

- To diffuse knowledge to the lower levels of the educational pyramid.

  Therefore, a necessary pre-condition is for proper professional development of a teacher, and the achievement of an adequate level of knowledge base and pedagogical skills prior to his entry in the profession. One way of moving in this direction is to require prospective teacher to take up a specialized course directly oriented towards teaching at the masters and/or M. Phil levels.

4. Since the work of the teacher in the present-day higher education is a highly challenging one, it is necessary that the profession should attract academics of

high quality. Considering the fact that the teachers once recruited cannot be removed easily even if found unsuitable. It is therefore necessary to devise better recruitment procedures through the involvement of subject experts in the interview selection process.

5. Induction Programs of Three Weeks for Entry Point Teachers/New Recruits must be made mandatory. Such programs/trainings should focus on course relating to a proper orientation towards the profession, professional code of conduct and its values, skills in pedagogy.

6. 71% respondent from government and 12.66% from the private college desired that the university should open an Academic Staff College. Each state university should have its own Academic Staff College to cater to the needs of the teachers in the state. It is indeed sad to see that even after 29 years of existence, Nagaland University is yet to have its own Academic Staff College. As a result, many teachers fail to fulfil the minimum U.G.C requirement of participation in orientation and refresher course for various level of placement. The state having its own A.S.C will be quite advantageous to teachers in various aspects such as, economy, time and resources.

7. There were suggestions given by both government and private colleges to organize orientation courses /and or refresher course by universities frequently. Based on the eagerness shown by teachers on one hand and the need for professional and/or career advancement need on the other, the universities or even respective college should organize the courses. Emphasis can be laid in such courses and programs which will help contribute directly towards the enhancement of professional ethics and professional growth among teachers.

8. The university can also organize seminars, workshops, summer schools depending upon the needs of various levels of teachers for professional renewal.

   If properly organized, participation in symposia, workshops and seminars provide opportunities for getting exposed to new ideas, methods and techniques, and therefore, adequate provisions should be made for such participation at short intervals.

9. Empirical data analysis showed that there are only few institutions/colleges that organized "Faculty Development Workshop" or of similar nature. It is seen that

most of the institutions do not organise programs specifically for faculty development. It is suggested that colleges or even university should organise programs religiously and annually for continuous growth of teachers in their profession.

10. The teacher and the taught represent the two most significant components of the educational sub-system. Ideally speaking educational institutions exist only for the welfare of the students. Therefore, the teachers' main focus is to attend to the needs of the students. Modern educational system clearly emphasizes on learner-centric education and not teacher-centric. Therefore, main focus should be to develop young minds and not self-promotion of teachers.

   In this context, universities and educational institutions should provide ample facilities for students to express themselves. They can be involved in certain decision-making processes on institutional parameter pertaining to their educational needs and their personal development; devise mechanism that allows students to evaluate teacher performance. It will be good if 360º evaluation is implemented in these institutions so that there is continuous growth in quality education pertaining to teaching-learning process. It should be noted that present tendency of evaluating institutions based on final academic result of students is rather misplaced, because it is the cumulative picture only and lack continuing enrichment and growth. Quality growth should be a process.

11. Teaching and research are considered to be complementary. Traditionally research function includes pursuit of a research course, publication of research-papers, guidance to students in their research work and participation in research projects. Way beyond that, it also includes deep intellectual curiosity and wide-ranging reading with a view to achieve self-renewal, resulting from the urge to keep one's knowledge alive and continually improving one's insight.

   Teachers can take up action research and other survey or case studies pertaining to teaching-learning or to the profession. They should also not hesitate to share their knowledge by way of contributing in journals and other publications. Institutions and the affiliating agency should also take up publishing journals, papers and magazines on subjects of concern.

12. Over and above, teachers need to be very committed to the profession and sincere in responsibility. They should take the responsibility entrusted to them in a positive way.

13. Should try to take challenges and be open to growth.

14. Try to be as innovative as possible, keeping in mind the local resources and needs and to meet the present-day challenges that confronts higher education.

15. Universities and colleges should organize short-term training/ workshops or seminars on awareness of socio-cultural needs, contextual issues so as to prepare the teachers of higher education professionally in bringing about desirable changes in the society.

5.2.2 Discussion

A review of the literature gives a fair idea about the nature of studies that have been done in this area which includes the following and which also shows the vastness of the area of study: *Who is a good teacher: A study based on opinion of senior pupils; Professional preparation of college teachers; The impact of teacher's education programme on the professional efficiency of the teacher; Teachers in higher education – Grievances and their redressal; Faculty development in higher education; Ethical conduct of teachers; Being an effective teacher; Professional development of teachers: Issues and Challenges; Training and education of teachers in developing countries; Ethical principles in university teaching; Redefining the professional in professional ethics: An Interdisciplinary approach to teaching professionalism; Research on professional development and teachers change: Implications for Adult Basic Education; The Ethics of Teaching as a Moral profession.* These studies have also been taken into consideration in addressing the ethical and professional issues of teachers in Nagaland.

Yet, the present study titled, "Professional Ethics and Development of Teachers in Higher Education in Nagaland" is more vast and challenging in the sense of its depth and focus and also the dimension of ethics and professionalism.

On the ethical front, the aspect of responsibility forms a major trait in assessing the professional ethics. As found out by S.S. Mathur (2001) in his effort to determine ethical conduct of teachers, that, accountability means one's obligation to count for his

actions to his own self, the society or community which entrust its young ones to his care and education, to the pupils and lastly to the authority which supervises his actions.

For instance, in the present study it is seen that most of the teachers follow the UGC norms of teaching hours. While there are some that works beyond the stipulated hours as well as those who work less than the specified hours. Whatever the circumstances, considering certain unavoidable exceptions, being professionally responsible is about adhering to the stipulated norms. The improvement of which depends a lot on punctuality and time management.

A serious concern among others has been seen through the study which of course is the strong indication that teachers rush to finish the syllabus at the last moment. Even in the areas like punctuality, indulgence in intoxicants such as, tobacco products and taking private tuitions which are directly related to teacher's professional ethics, there were indications that teachers are not completely free from them.

The Education Commission (1964) has highlighted in their report, "Of all the different factors that influence the quality of education and its contribution to national development, the quality, competence and the character of teachers are undoubtedly the most significant". Teacher should realise that they occupy a very honourable position in the society. They should try to live an exemplary life at all times.

This study reaffirms earlier studies (S.S. Mathur 2001) that teacher performs his duties to the best of his abilities not because of any outside pressure, but because of his realisation that this is right and virtuous. His training has to be such that he respects the professional ethics and moulds his life according to the ethical way of living.

The Code of Ethics for teachers (as per U.G.C Regulations 2010) has stated the need and importance of teachers' rapport with the guardians of the students. That, through teachers' bodies and organisations, the institutions maintain contact with the guardians of the students, send reports of their performance whenever necessary and convene meetings for the purpose of mutual exchange of ideas and for the benefit of the institutions.

It is found from the responses given by the principals that much is found lacking in this area. Only 9% of government and 15% of private agreed to have maintained contact with the guardians (Table 4.1.7). Again, from the responses of the teachers, only 27% of government and 51% of the private respondents (Table 4.2.8) affirmed that they discuss students' problems with the guardians. The empirical data analysis reveals that co-operation received by the teachers from the community is also not satisfactory (only 55% of the government and 48.47% of the private agreed to it).

Since both teachers and guardians are equally responsible for the welfare of the students, it is very important that they maintain proper coordination with each other. Not only that but the college authority should see that such meetings are organise often where both guardians and teachers come together to have free interactions pertaining to the students' welfare. The present study had revealed for failures on the part of the authority in many colleges in creating the platform where parents or guardians can come together to discuss concerns of students.

Another area of concern seen though the study was, many teachers specially in the private colleges indicated that they are not interested to continue with the same profession till retirement. Only 48% from private college as against 75.75% from government showed interest. Again from the private colleges, only 37.55% respondents as against 51% from government felt that they get enough freedom to make important decisions pertaining to their professions. As regards to the respect received by the teachers, only 40% from the government and 22% from the private felt that teachers receive due respect in the society.

Dr. Ranjan Biswa Purkait, (2012) in his book 'Milestone in modern Indian Education' quoted, "The provision of adequate remuneration, opportunities for professional advancement and favourable conditions of service and work is very much important to maintain the quality of education and its significant contribution to national development". In connection to this, a need is felt to further explore why many teachers specially in the private colleges are not interested to continue with the profession till retirement. It is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers and to attract young men and women of ability to the profession.

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Regarding the position and special status of the teacher, the Education Commission (1964-66) remarks, 'of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. 'The U.G.C on 1991 had issued regulation setting the minimum qualifications for the recruitment of lecturers, readers and professors for various subjects. For the post of lecturer in colleges or universities, the minimum qualification is a good academic record with at least 55% marks or an equivalent grade obtained at the master's level in the relevant subject and qualifying in the NET/SLET examination, so as to be able to be eligible for the post.

Contrary to this mandate, in the present study it was found that there are teachers in both government as well as private colleges who are underqualified as per U.G.C norms. However, it is also true that scoring high marks vary from subject to subject, representing a wide spectrum, such as, humanities and social sciences and those like physical sciences and mathematics. Again, the method of examination and evaluation as well as the standards vary from university to university in the country. Then there are candidates who otherwise happen to be well-qualified, as evidenced from a good research record and ample promise to be good academician, but do not fulfil the basic requirement of 55% marks for various reasons. It is seen that in certain subjects, candidates with 55% marks and having qualified NET were not generally available in sufficient number. It is not therefore logical to prescribe one common criteria for all without considering these variations.

As stated in the book, "Teachers Standard in England (2012)," 'Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers practice at all career stages'. Similarly, in the present study it was suggested by some respondents (former directors of Higher Education) that self-evaluation is the key to professional enhancement of teachers.

The present study also revealed certain dissatisfaction on the part of the students that teachers do not come to class on time, they rush to finish the course, do not acknowledge feedback from the students, do not maintain confidentiality etc. Truly, good teaching is not possible without teachers' extreme dedication and accountability to the profession. This is true of what Elizabeth Campbell (September 2008), had

concluded in her study that, Ethics and teaching seem inherently compatible and unavoidably intertwined.

Study also showed that, participation in the professional development activity is lagging both on the part of teachers as well as the colleges and universities. It is vital that teachers' performance and progress need to be constantly evaluated which will definitely act as an impetus to grow and develop ethical proficiency as well as the growth of professionalism in the vocation of teaching.

On the professionalism front, a serious concern is that of the level of teachers' participation in professional development activities. Orientation and refresher courses are integral professional growth indicator. In a study conducted by Rastogi, Savita (1999) on 'Faculty Development in Higher Education', it was found that majority of the participants attend refresher course only to meet eligible conditions for promotions. The gain in knowledge and/or change in attitude is between low to moderate. Similarly, in Nagaland, while eagerness to participate in such courses is shown mostly among the government college teachers but still the responses on its productivity are not encouraging. Most of the respondents are of the opinion that such courses do not help teachers develop or serve the purpose for which it is intended, and also the fact that the majority of the participants attend refresher course/orientation courses only to meet eligibility conditions for promotion. Therefore, the UGC should review the form/content/conduct of such courses and introduce evaluation in some form.

Another prominent area of concern is found in the career advancement scheme for teachers in higher education. In recent years UGC has introduced the system of Academic Performance Indicator (API) and Performance Based Appraisal System (PBAS) for promotion of teachers. The fulfilment of API and PBAS include activities such as attending conferences, workshops, symposiums, taking up research projects etc along with the normal teaching-learning and evaluation related activities. Such activities might go against the interest of the students if teachers are not careful. It is necessary that the university and colleges streamline or review these activities for the best interest of the students. It is encouraging to note that the UGC has recently introduced certain changes which are more teacher friendly

It is seen that NAAC accreditation has come on the way of teaching and has also hindered professional growth because of the amount of time the college and the teachers as well as students engage in preparation for the NAAC accreditation. The pursuit of grading and UGC funding thus comes in the way of delivering quality education. On the other hand, the NAAC accreditation also pushes the teachers to engage in research activities but still more is desired on quality and content. It should enhance professional teaching rather than simply acquiring grades. Nonetheless, having monthly presentations and seminars will definitely enhance the growth of research.

It is seen that infrastructure is a major concern. Definitely the lack of proper infrastructure beginning with library has played as a stumbling block towards the professional development of teachers. But infrastructural development is a continuous process and as such the teachers should work towards maximizing the available resources. What is seen is that along with infrastructural development, the focus should be duly given on the content of the syllabus in tune with emerging forms of knowledge and the process of knowledge production.

In the present study it is found that social obligations and career demands are the main factors that hinder the personal professional growth among male teachers in government colleges while lack of family support and home responsibilities are the major factors among the female teachers. In the private colleges, financial problems and social obligations are the major concerns among the male teachers while home responsibilities and financial demands are the main problems indicated by female teachers. Thus, it is seen through the study that for female teachers one of the major hindrances in their professional growth being domestic affairs. This is similar to the findings of Sengupta Parijit (1990), a study conducted on Professionalism of teachers: A case study of men and women teachers of Calcutta University. Study showed that women teachers mainly restricted their activities to within their development while a lot of male teachers had professional involvement in comparison to women teachers.

There are variations in remunerations of teachers of government and private colleges even within the state. It is seen that poor salary is a major concern among the teachers in private college. These differences should be reduced to the minimum and efforts made to eliminate them gradually. Unless the economic conditions of teachers are

improved substantially, no fruitful and palpable change is expected in the quality and standard of education. In these hard-economic days, teachers should have the minimum salaries and other privileges to maintain their existence and a decent living at par with other people in the society. Education Commission 1964-66 recommends that, 'The minimum facilities required for efficient work should be provided to all educational institutions. Adequate facilities for professional advancement should be provided.'

In a study conducted by Yadav, S.K., (2017) on Professional Development of Teachers: *Issues and Challenges,* the major findings of the study showed that Professional development is a process for improving and increasing the capability of human beings working in any profession to maintain its quality and standard. It is an essential component in all the professions. In the present study it was found that, while a lot of teachers make professional growth continuous through study and research, there are still a lot who do not give much thought over it. Most of the teachers do not even maintain membership of any professional group. It was also found that the programs initiated by the colleges and universities for professional development of teachers too are very limited. Moreover, it is also found that the effort given by the teachers are not satisfactory. In the same way, there is a need observed to have specific professional development programmes organised for the teachers in higher education by colleges and universities for not only improving their knowledge, competence, skills and effectiveness, but for enhancement of ethics as well.

Professional ethics may follow from certain given guidelines like the UGC guidelines, but it can be followed only in having moral principles which acts as a catalyst to follow and adhere to moral codes of conduct. Further, it is also observed that the UGC guidelines also suffers from a lack because of the context and the location of the study undertaken which has thrown out certain new issues. These mostly include lifestyle, social obligations, and the cultural setting which often comes in the way of ethics and professionalism. Being in a cultural setting, our social obligations finds rooted in our culture. Thus, more often, it takes precedence over one's professional duties. These are impinging factors which needs to be taken into consideration. So, it is a pull between professional ethics and socio-cultural ethics which needs to strike a balance.

5.3 Conclusion

This study was undertaken to examine the professional ethics and professional development of teachers in higher education in Nagaland following the U.G.C regulation on the professional code of ethics for teachers of higher education in India (2010). It is stipulated that maintaining proper professional code of ethics by teachers would depend to a large extent on their work ethos and measures for professional growth. From teachers' qualification to personal values, to relational, social needs, curricular and co-curricular involvement, participation in decision making, workspace and library, teachers' effort and participation in professional development activities, the challenges faced and related topics were studied and analysed mainly through questionnaires directed to the principals, teachers and students of 31 colleges in Nagaland.

A serious issue that has emerged from the study is the need for adequate infrastructure and various other facilities, the lack of which has hampered professional growth. One may talk about lack of professionalism in teachers or teaching competency but more often these are issues directly stemming out of lack of proper infrastructure. Thus, when teachers are not provided adequate working facilities then it is difficult to expect them to function well or be encouraged to develop professionally.

Empirical analysis of the data on infrastructural profile of college also shows much needs to be achieved both in the working efficiency of the institutions of higher education and the quantum of work done by the teachers. In addition, many teachers do not seem to perceive their role of total involvement with their students and the society as visualized in this study. Their conception of teachers work remains confined mostly to traditional narrow classroom teaching that leads to conformity. Therefore, the need to change the role concept of teachers emerges.

Although the data collected in the present survey attempt to test the factors that influence professional ethics in higher education, the results obtained by the researcher helps understand the implications of the findings. Whilst it has been shown that in many circumstances there is still much to be done in the professional development. There are evidences of lack of commitment from the teachers and negligence partially on the part of the institutions such as shortfall/insufficiency/undersupply/deprivation of

infrastructural facilities and not stressing enough on the importance of specific professional development programs.

5.4.1 Educational implications and innovations

1. Teachers in Higher Education - Grievances and their Redressal. A thorough study is required to bring out the grievances of the teachers and seek ways through which their grievances can be redressed. Only when happiness is maximised, a teacher can grow more professionally and ethically.

2. Smart class room teaching is needed for effective teaching-learning

3. For development of higher education an important aspect is to continuously develop as well as update the course syllabus maintaining a balance between the theory and practice in tune with the evolution of various forms of knowledge. Lack of in-depth theoretical study is observed to be lacking.

4. It is observed that the level of reading culture is quite poor. As such the best way to inculcate reading culture is for the teachers to constantly assign the students to write term papers with a reading list of x number of books.
   For this, the library needs to procure relevant books in order to suit to needs of the students.

5. As for teachers and students, it is important to have a change in mindsets as well as attitude. Often, the focus is always in the lack which affects the teaching-learning process. Rather, in the best interests of everyone, the students and teachers especially, along with their sincere efforts should focus on the available resources and make the best use of it.

6. The present academic attitude of "novice student, smart teacher" in academic teaching-learning environment needs a turning for "smart student, competent teacher" environment and grading students accordingly. Students are not zero-score novices, they have required scores that qualified them to be where they are now, so it is grossly wrong to be treated as zero-score student.

7. The aspect of course and syllabus standardisation is a major hurdle in the context of development of higher education in India looking from the prism of inclusivity, secularism and democratic set-up of the nation India.
   Within this spirit and in tune with development of various forms of cultures of knowledge and knowledge of cultures, there are universities that updates

syllabus and course content within a stipulated time frame. College in Nagaland needs such course and syllabus revamping.

8. Research development is another integral component of higher education development. It is observed that there is much room for development of research, especially quality research backed by theoretical studies to substantiate and place the empirical studies in context. Research studies need to go beyond the pursuit of grades and promotion but to further the very meaning and purpose of knowledge production.

9. Now with the changing of the university regulatory body from University Grants Commission (UGC) to Higher Education Commission (HEC), a lot of structural changes and new regulations are expected. Since this is a recent move, the functioning of the universities under HEC needs to be closely monitored because starting from funding pattern it will be affected. More often curtailing funding will lead to commercialisation of education. On the other hand, the UGC regulations, policies and functioning also needs to be seen in the light of new HEC.

5.4.2 Recommendations for future study

1. Examine the recruitment /promotion policy of teachers in higher education
2. Critical analysis of U.G.C programme of orientation courses and refresher courses for teachers of higher education
3. To examine the role of teachers of higher education in community development
4. To study the cost effectiveness of the use of modern IT devices in the teaching-learning context in college
5. A comparative study of the administration and management of government and private institutions in Nagaland.
6. Teachers engagement in co-curricular activities as a means for enhancing values in higher education.
7. NAAC Accreditation – Its impact on development of Higher Education in Nagaland.

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ANNEXURES

Questionnaire for Head of the Institution.

Name of the Principal (Optional): _____ Sex: Male / Female

Educational Qualification: _____ Length of Service: _____

Name of the College: _____

1. Total number of staffs in the college: Please indicate in numbers: -

    Teaching Staffs: _____   Male: _____ Female: _____

    Assistant Professor: _____ Associate Professors: _____ Professor/Reader: _____

    Non-teaching Staffs: _____   Male: _____ Female: _____

2. Total no. of students in the college: Male: _____ Female: _____

    Gen: _____ ST: _____ SC: _____ OBT: _____

    Total no. of students in:

    i.   Class 11 Science/Arts/Commerce: Male _____ Female _____

    ii.   Class 11 Science/Arts/Commerce: Male _____ Female _____

    iii.   B.A I/B.Sc I/B.Com I: Male _____ Female _____

    iv.   B.A II/B.Sc II/ B.Com II :   Male _____ Female _____

    v.   B.A III/B.Sc III/ B.Com III: Male _____ Female _____

    vi.   Students in any other courses _____

3. What are the various disciplines/courses of studies offered in the college?

    Tick (✓) the appropriate:

    i.   Arts   ( )   ii.   Science ( )

    iii.   Commerce ( )

    iv.   Any vocational courses offered? Yes ( ) / No ( )

    If yes, kindly indicate the courses offered

    _____

4. Is the college NAAC assessed? Yes ( ) / No ( )

    a. If yes, kindly indicate the grade and year of assessment

        _____

    b. If not, mention the reasons why

        _____

5. Does the college have the following infrastructure facilities?

Tick (✓) whichever is applicable to your college:

   i.   Sufficient number of classrooms   ( )

   ii.   Department wise separate rooms for the teachers   ( )

   iii.   Separate toilets for boys and girls (student)   ( )

   iv.   Separate toilets for ladies and gent (staffs)   ( )

   v.   A students' common room   ( )

   vi.   A common room for teachers   ( )

   vii.   Canteen facility   ( )

   viii.   Drinking water facility   ( )

   ix.   College bus for:

       a.   Students   ( )

       b.   Staff   ( )

   x.   Hostel facilities for:

       a.   Boys   ( )

       b.   Girls   ( )

   xi.   Auditorium   ( )

   xii.   College playground   ( )

   xiii.   College library   ( )

   xiv.   Internet facilities   ( )

   xv.   Staff quarters   ( )

   xvi.   Any other facilities that you wish to mention

_____

6. Do the college have the 'Student Feedback System' on Institutional parameters?

Yes ( ) / No ( )

7. Does the college have the Student Evaluation system of the Teacher Performance System?

Yes ( ) / No ( )

If yes, which inventory do you use: Tick (✓) the appropriate:

   i.   Performa developed by UGC   ( )

   ii.   Self-developed   ( )

   iii.   Suggestion Box   ( )

   iv.   Any other _____

8. Does the college have the required number of teachers?

    Yes (   ) /No (   ) / To some extent (   )

9. Do all the teaching staffs in the college possess the required minimum qualifications as per U.G.C norms to teach? (Viz. Master's degree with NET etc)

    Yes (   ) /No (   )

If not, please state the reason why

_____

10. What is the average workload of the teachers in terms of hours per day/week?

    _____ hours per day / _____ hours per week.

11. Are the teachers punctual?   Yes (   ) / No (   ) / To some extent (   )

12. Do they fully utilize the allotted time of teaching judiciously?

Yes (   ) /No (   )

Comment _____

13. Are they able to complete the assigned course syllabus in time?

Yes (   ) /No (   ) / To some extent (   )

14. Do the teachers discharge their professional responsibilities satisfactorily?

Yes (   ) /No (   ) / To some extent (   )

15. Do the teachers co-operate well with the authority?

Yes (   ) /No (   ) / To some extent (   )

16. Do all the teachers in the college dress decently?

Yes (   ) /No (   ) / To some extent (   )

If not, what are the ways in which you want them to improve upon?

_____

17. (a) Has there been any occasion where the teachers indulge in the following unhealthy habits openly in the college campus?

Tick (✓) in all that you find is appropriate:

i)   Smoking   (   )   ii) Alcohol   (   )

iii) Chewing tobacco   (   )   iv) Drugs   (   )

v)   Gambling   (   )   vi) Immoral activities(   )

vii) Any other_____

(b) If so, what disciplinary action has been taken by the authority?

_____

18. Has there been any incident of misbehaviour / sexual harassment / discrimination among the teachers inside or outside the institution? Yes (   ) /No (   )

   Comment if any _____

19. Do the teachers honestly account for all funds committed to his/her charge?

   Yes (   ) / No (   )

   Comment if any _____

20. Does any teacher use the institution or professional privilege for personal or partisan advantage?   Yes (   ) / No (   )

21. Do all teachers exemplify ethical relations with colleagues, accords just and equitable treatment to all members of the profession?   Yes (   ) / No (   )

   Comment if any _____

22. Does any teacher make false or malicious statement about their colleagues?

   Yes (   ) / No (   )

23. Does any teacher accept favor, gift or gratuity that might or appear to influence professional decisions or actions? Yes (   ) / No (   )

24. Do any teacher in the college practice proxy? Yes (   ) /No (   )

   Comment if any _____

25. Are all teachers fair in dealing with students?

      Yes (   ) /No (   ) / To some extent (   )

26. Do all teachers refrain from any involvement and commitment including private tuitions which are likely to interfere with their professional responsibilities? Yes (   ) / No (   ) / To some extent (   )

      a. Do all teachers co- operate satisfactorily in the development of the institution? Yes (   ) / No (   ) / To some extent (   )

27. Do all teachers express free and frank opinion at professional meetings, seminars, conferences etc.? Yes (   ) /No (   ) / To some extent (   )

28. Do all teachers inform the authority in advance before they go out or make any change in the profession? Yes (   ) / No (   )

   Comment if any _____

29. Do the teachers misuse the leave facilities available? Yes (   ) / No (   )

   Comment if any _____

30. Do all teachers treat the non-teaching staffs as colleagues and equal partners in a co-operative undertaking? Yes (   ) /No (   ) / To some extent (   )

31. Do all teachers maintain contact with the parents/guardians of the students?

Yes (   ) / No (   ) / To some extent (   )

32. Are the teachers willing to walk the extra mile to improve education in the community and strengthen the community's moral and intellectual life?

Yes (   ) / No (   )

If yes, kindly cite example to justify your answer

_____

33. Are the teachers aware of the social problems/evils in the society and take part to fight against them? Yes (   ) / No (   ) / To some extent (   )

34. Do the teachers take part in any of the following social activities outside the classroom? Tick (✓) in all that you find is appropriate:

i.	Fighting against HIV	( )
ii.	Fighting against illegal taxation	( )
iii.	Fighting against illegal immigrants	( )
iv.	Working towards national integration	( )
v.	Involved in charity organisation	( )
vi.	Election/census duty	( )
vii.	Church/religious activities	( )
viii.	Any other activities that you wish to mention	

_____

36. Do all teachers refrain from taking part in any activity which tends to promote feeling of hatred or enmity among different communities, religion or linguistic groups? Yes (   ) / No (   )

37. Are all teachers conversant with their proper code of conduct as to the demands of their profession? Yes (   ) / No (   ) / To some extent (   )

38. Do the teachers exhibit /display proper code of conduct in their daily affairs?

Yes (   ) / No (   ) / To some extent (   )

Kindly specify some areas where you want the teachers to improve upon

_____

39. Do the teachers seek to make professional growth continuous through study and research satisfactorily? Yes (   ) / No (   ) Please comment

_____

40. How many research papers / projects have been published by your faculty members in the last 5 years?

    i.   International level   _____

    ii.   National level   _____

    iii. State/Regional level   _____

    iv. Others   _____

41. Are there any teachers undertaking post-doctoral studies at present?

Yes ( ) / No ( ) If yes, how many? _____

42. Are you aware of the present Career Advancement Schemes/policy for promotion of teachers proposed by U.G.C? Yes ( ) / No ( )

43. Do you think the Academic Performance Indicator (API) scoring scheme is adversely affecting classroom teaching as the teachers are concentrating in raising the API scores? Yes ( ) / No ( ) / To some extent ( )

Please share your views

_____

44. What is your opinion regarding the need for fulfilment of Performance Based Appraisal System (PBAS) of U.G.C?

    i.   Too idealistic   ( )

    ii.   Taxing for the teachers   ( )

    iii. Very practical   ( )

    iv. Any other opinion, please share

_____

45. It appears that many teachers working in colleges and universities fail to attend orientation and refresher courses within the stipulated time. What do you think could be the reason? Tick (✓) whichever you find is relevant:

    i.   Irrelevant program   ( )

    ii.   Lack of motivation   ( )

    iii. Lack of a University Academic Staff College in the state

    iv. Lack of time   ( )

    v.   Other reasons _____

46. Do the teachers take interest to participate in professional development programs?

Yes ( ) / No ( ) / To some extent ( )

47. a) List some programs that the college has organized for the professional development of teachers during the last 5 years

_____

_____

b) What are the areas that the college will/need to focus in the near future

_____

_____

48. What are some programs other than the traditional *Refresher* or *Orientation courses* that the universities can introduce for the professional growth of teachers?

_____

_____

49. Other than the educational qualification, name a few qualities that you expect from a teacher

_____

_____

50. As a principal what are some common problems/difficulties that you have come across in relation to your teachers?

_____

_____

51. What are some other problems you face as a principal of the college? Kindly share it briefly

_____

_____

52. Please name a few areas in which you want the teachers to improve upon

_____

_____

****

Questionnaire for college teachers

Name (Optional): _____ Sex: Male / Female

Educational Qualification: _____ Subjects Taught: _____

Length of Service: _____ Designation: _____

Nature of service: Regular / Part time / Substitute / Proxy / Others.

Please indicate: _____

Name of the college: _____

1. Tick (✓) the most appropriate answer according to you:

    i. I am currently working because I enjoy it:

    Yes ( ) / No ( ) / To some extent ( )

    ii. I feel qualified for the work I am doing:

    Yes ( ) / No ( ) / To some extent ( )

    iii. I feel confident with the teaching methods I am using:

    Yes ( ) / No ( ) / To some extent ( )

    iv. I would like to continue the kind of work I am doing until I retire:

    Yes ( ) / No ( ) / To some extent ( )

    v. Teachers are highly respected in our Naga society:

    Yes ( ) / No ( ) / To some extent ( )

    vi. I feel that my work is the same boring routine day after day:

    Yes ( ) / No ( ) / To some extent ( )

    vii. I can do a better job if I am not overburdened with other activities:

    Yes ( ) / No ( ) / To some extent ( )

    viii. I have the freedom in my work to make important decisions as I see fit:

    Yes ( ) / No ( ) / To some extent ( )

    ix. There are open discussions among staff members that enable me to express my concerns:

    Yes ( ) / No ( ) / To some extent ( )

2. a) Are you satisfied with the physical infrastructure facilities of the college?

    Tick (✓) whichever is applicable for you:

    i. College building   Yes ( ) / No ( )

    ii. Classrooms   Yes ( ) / No ( )

    iii. Staff rooms   Yes ( ) / No ( )

iv.	Teachers common room	Yes ( ) / No ( )
v.	Library	Yes ( ) / No ( )
vi.	Auditorium	Yes ( ) / No ( )
vii.	Hostels	Yes ( ) / No ( )
viii.	Staff quarters	Yes ( ) / No ( )
ix.	Toilets	Yes ( ) / No ( )
x.	Canteen	Yes ( ) / No ( )

b) Does your college lack in any basic infrastructures? Kindly indicate

_____

3. Do you take part in organizing any of the following co-curricular activities in the college? Tick (✓) whichever is applicable to you:

i.	Creative writing	( )	ii.	Debating	( )
iii.	Quiz	( )	iv.	Dance	( )
v.	Drama	( )	vi.	Music	( )
vii.	Sports	( )	viii.	Indoor game	( )
ix.	Outdoor games	( )	x.	Seminars	( )
xi.	Workshops	( )	xii.	Conference	( )

xiii. Any other activities that you wish to mention

_____

4. The main reason you help out in organising extra-curricular activities is:

Tick (✓) whichever is relevant to you:

i.	Personal interest	( )
ii.	To maintain student-teacher relation	( )
iii.	Take a break from routine work	( )
iv.	Further career	( )
v.	Out of compulsion	( )
vi.	Express co-operation	( )
vii.	Other reason, please specify	

_____

5. On an average, what is your workload?

_____ hours a day / _____ hours a week.

Other arrangement: _____

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6. The size of my classes is:

    i.   Less than 30   ( )   ii.   Between 31 – 50   ( )

    iii.   Between 51 – 70 ( )   iv.   Between 71 – 100   ( )

    v.   Above 100   ( )

7. Do you make lesson plans and follow it seriously? Yes ( ) / No ( )

Comment _____

8. Are you able to complete the given syllabus in time?

    Yes ( ) / No ( ) / To some extent ( )

If not, what is the main hindrance for you? Tick (✓) whichever is relevant for you:

    i.   Excess workload   ( )

    ii.   Social obligations   ( )

    iii.   Lack of co-operation from the student   ( )

    iv.   Personal problem   ( )

    v.   Any other reason, please state

    _____

9. Are you able to fully utilize the allotted time of teaching judiciously?

    Yes ( ) / No ( ) / To some extent ( )

10. Do you try to update yourself in your subject area?

    Yes ( ) / No ( ) / To some extent ( )

If yes, in what way do you do that? Tick (✓) whichever is applicable to you:

    i.   By reading relevant books/journals   ( )

    ii.   Attending refresher/orientation courses   ( )

    iii.   Participating in workshops/seminars/conferences   ( )

    iv.   Forming study circles with friends and subject experts   ( )

    v.   Internet   ( )

    vi.   Other sources (Please indicate)

    _____

11. On an average how many hours a day do you spend studying or preparing for your lesson?

    i.   1 – 2 hours   ( )   ii.   2 – 3 hours   ( )

    iii.   3 – 4hours   ( )   iii.   More than 5 hours   ( )

12. How well equipped is your library? Tick (✓) the appropriate one for you:

    i.   Very poor   ( )   ii.   Poor   ( )

iii.   Good   ( )   iv.   Very good   ( )

13. How often do you visit the library? Tick (✓) the appropriate:

    i.   Frequently   ( )   ii.   When need arises   ( )

    iii.   Rarely   ( )   iv.   Never   ( )

14. Do you teach in accordance with the ideals of the profession?

        Yes ( ) / No ( ) / To some extent ( )

15. Do the community render co-operation to the teachers?

        Yes ( ) / No ( ) / To some extent ( )

16. Do you adhere to a responsible pattern of conduct as expected by the community from a teacher?

        Yes ( ) / No ( ) / To some extent ( )

17. Do you discuss students' problems with their parents/guardian?

        Yes ( ) / No ( ) / To some extent ( )

18. Do you give feedback on students' performance?

        Yes ( ) / No ( ) / To some extent ( )

19. Do you recognize the difference in aptitude and capabilities among students in the class and give special attention to them?

        Yes ( ) / No ( ) / To some extent ( )

20. Do you give special attention to weak students?

        Yes ( ) / No ( )

If yes, how? _____

21. Do you make yourself available to students even beyond the class hours and help and guide students without any remuneration or reward?

        Yes ( ) / No ( ) / To some extent ( )

22. Do you think you should respect the right and dignity of your students?

        Yes ( ) / No ( ) / To some extent ( )

23. What are some important values that you try to inculcate among your learners?

_____

24. Do you encourage students to develop their personalities?

        Yes ( ) / No ( )

If yes, name one method you apply?

_____

25. Do you aid the students to develop an understanding of our national heritage /national goals?

> Yes (   ) / No (   ) / To some extent (   )

26. Do you refrain from inciting students against other students, colleagues and administration?

> Yes (   ) / No (   ) / To some extent (   )

27. Do you treat other members of the profession in the same manner as they wish to be treated?

> Yes (   ) / No (   ) / To some extent (   )

28. Do you always speak respectfully and render assistance to other teachers for professional betterment?

> Yes (   ) / No (   ) / To some extent (   )

29. Do you always refrain from lodging unsubstantiated allegations against colleagues to higher authorities?

> Yes (   ) / No (   ) / To some extent (   )

30. Do you always refrain from allowing considerations of caste, creed, religion, race or sex in your professional endeavour?

> Yes (   ) / No (   ) / To some extent (   )

31. Do you treat the non-teaching staff as colleagues and equal partners in a co-operative undertaking?

> Yes (   ) / No (   ) / To some extent (   )

32. Do you recognize that education is a public service and strive to keep the public informed of the educational programs which are being provided?

> Yes (   ) / No (   ) / To some extent (   )

33. Do you consciously work to improve education in the community and strengthen the community's moral   and intellectual life?

> Yes (   ) / No (   ) / To some extent (   )

If yes, please specify some activity that you undertake in this regard

_____

34. Do you always maintain cordial relationship with the authority?

> Yes (   ) / No (   ) / To some extent (   )

35. Are you satisfied with the way you carry out your overall professional obligations?

> Yes (   ) / No (   )

   i.   If yes, what do you think is your main strength?

_____

   ii.   If no, in which area do you think you would need improvement?

_____

36. Do you always seek to make professional growth continuous through study and research?

       Yes ( ) / No ( ) / To some extent ( )

37. What is the most important resource that you rely on to update your teaching profession?

_____

38. a) Do you co-operate and assist in carrying out additional works of the college?

       Yes ( ) / No ( )

   b) Please name any extra assignments that you are presently shouldering or have carried out in the college: _____

_____

39. Do you maintain active membership of any professional organizations?

       Yes ( ) / No ( )

   If yes, please name the organizations in which you are a member

_____

40. Do you express free and frank opinion by participating at professional organizations and strive to improve education and profession through them?

       Yes ( ) / No ( ) / To some extent ( )

41. Is there any project or research papers that you have completed?

       Yes ( ) / No ( ) / To some extent ( )

   If yes, kindly name the project/paper published /completed

_____

42. During the last 5-10 years, how many of the following programs pertaining to your profession have you attended? Kindly write in numbers:

   i.   Orientation course   _____

   ii.   Refresher course   _____

   iii.   State level seminar/conference   _____

   iv.   Regional level seminar /conference   _____

   v.   National level seminar/conference   _____

vi.	International level seminar / conference	_____
vii.	Workshop	_____
viii.	Any other program, please specify	

_____

43. Are you eager to participate in orientation and refresher courses organized by the University Academic Staff Colleges?

     Yes (   ) / No (   ) / To some extent (   )

If no, state the reasons thereof

_____

44. Do you find the learnings in orientation and refresher courses organized by Academic Staff Colleges practical and helpful in your teaching-learning process?

     Yes (   ) / No (   ) / To some extent (   )

45. It appears that the college and university teachers fail to participate in orientation and refresher courses within the required period of time. What do you think is the main reason? Tick (✓) in all that you find is relevant:

i.	Lack of a University Academic Staff College in Nagaland	( )
ii.	Lack of interest among the teachers	( )
iii.	Indifferent attitude of the authority towards the program	( )
iv.	Time factor	( )
v.	Any other reasons	

_____

46. What are some practical ways in which you want the orientation / refresher programs to improve?

_____

47. Are you aware of the Career Advancement Scheme (CAS) meant for promotion of college and university teachers laid down by UGC?

     Yes (   ) / No (   )

If yes, are you satisfied with the scoring system of API based PBAS?

     Yes (   ) / No (   )

48. Do you think the API scoring scheme is adversely affecting classroom teaching as teachers are seen concentrating in a number of extra-curricular activities?

     Yes (   ) / No (   ) / To some extent (   )

If yes, what are some practical measures you would suggest for the improvement of the program?

_____

49. What is your opinion regarding the need for fulfilment of PBAS?
    i.   Very idealistic   ( )
    ii.   Too taxing   ( )
    iii.   Very helpful   ( )
    iv.   Any other opinion, please share

_____

_____

50. In your opinion what are the activities for facilities that the Nagaland University should incorporate urgently for the professional development of teachers in Higher Education? Tick (✓) whichever is relevant:
    i.   Open an Academic Staff College   ( )
    ii.   Organize orientation/ refresher courses   ( )
    iii.   Organize seminar/ workshops   ( )
    iv.   Depute teachers to other universities for exchange programs   ( )
    v.   Other opinion, please share

_____

_____

51. What are the three best aspects you like of your profession? Please rank them 1,2,3.... in order of your preference:
- Promotional opportunity   _____
- Pay package   _____
- Pension benefits   _____
- Status in society   _____
- Service to community   _____
- Ability to voice opinion in decision making   _____
- Initiating changes in the society   _____
- Any other opinion, please feel free to share

_____

_____

52. Do you think any of the following factors hinder your personal professional development?

    i.   Financial demands   ( )   ii. Career demands   ( )

    iii.   Lack of family support   ( )   iv. Home responsibilities   ( )

    v.   Social obligations   ( )

    vi.   Any other reason, please share

_____

_____

53. Does your profession present a challenge to you?

       Yes ( ) / No ( )

If yes do you feel that you are able to adequately meet this challenge?

       Yes ( ) / No ( )

54. What are the main problems that you encounter pertaining to the profession?

_____

_____

****

Questionnaire for the students

Name of the student (Optional): _____Sex: Male / Female

Name of the College: _____Class: _____

1. Do you think that all your teachers have the required qualifications?

    Yes (   ) / No (   ) / To some extent (   )

2. Are all the teachers in the college competent enough to teach?

    Yes (   ) / No (   ) / To some extent (   )

3. Are they up-to-date in their approach?

    Yes (   ) / No (   ) / To some extent (   )

4. Are all the teachers regular in their job?

    Yes (   ) / No (   ) / To some extent (   )

5. Are all the teachers punctual?

    Yes (   ) / No (   ) / To some extent (   )

6. Do all the teachers have content mastery over their subject?

    Yes (   ) / No (   )

    Please comment

    _____

7. Do they follow a systematic lesson plan?

    Yes (   ) / No (   ) / To some extent (   )

8. Are the teachers able to complete their given syllabus / course in time?

    Yes (   ) / No (   )

    If not, what do you think could be the reason?

    _____

9. Do all the teachers fully utilize their allotted period judiciously?

    Yes (   ) / No (   )

    If not, please share your opinion

    _____

10. Do the teachers in the college understand individual differences of the students and deal in accordance with it?

    Yes (   ) / No (   ) / To some extent (   )

11. Are the teachers willing to give extra time to guide you when needed?

    Yes (   ) / No (   ) / To some extent (   )

12. Do the teachers give free remedial/tuition classes when required?

        Yes (   ) / No (   )

13. Do the teachers make learning fun/enjoyable?

        Yes (   ) / No (   ) / To some extent (   )

14. Do you think the teachers are eager to update themselves with the latest trend of teaching learning system?

        Yes (   ) / No (   ) / To some extent (   )

15. a) Are the Teachers comfortable with ICT assisted teaching-learning?

        Yes (   ) / No (   ) / To some extent (   )

    b) Do they use any of the following technology to facilitate learning? Tick (✓) the appropriate:

      i.   LCD projector   ( )

     ii.   Power point presentation ( )

    iii.   OHP   ( )

     iv.   Interactive Board   ( )

      v.   Any other

    _____

16. Are teachers fair and impartial in their dealing?

        Yes (   ) / No (   )

    Please share your opinion

    _____

17. Are teachers friendly and approachable?

        Yes (   ) / No (   ) / To some extent (   )

18. Do the teachers willingly accept feedback from students?

        Yes (   ) / No (   ) / To some extent (   )

19. Are teachers able to give sufficient support to improve your academic achievement?

        Yes (   ) / No (   ) / To some extent (   )

20. Do the teachers make a conscious effort to improve the students' personality?

        Yes (   ) / No (   ) / To some extent (   )

21. Do the teachers discuss problems with the students' parents whenever needed?

        Yes (   ) / No (   ) / To some extent (   )

22. Do the teachers help in organizing co-curricular activities?

        Yes (   ) / No (   ) / To some extent (   )

23. Do they give good guidance?

Yes ( ) / No ( ) / To some extent ( )

24. Do they help nurture the talents of the students?

Yes ( ) / No ( ) / To some extent ( )

25. Do the teachers maintain confidentiality regarding your problems?

Yes ( ) / No ( ) / To some extent ( )

26. Do the teachers bear good moral standard?

Yes ( ) / No ( ) / To some extent ( )

27. Are the teachers' role model for the students?

Yes ( ) / No ( ) / To some extent ( )

28. Do the teachers try to protect the student from conditions that are detrimental to learning, health or safety?

Yes ( ) / No ( ) / To some extent ( )

29. Do the teachers try to understand and respect the values and traditions of the diverse cultural and religious background of the student in his or her classroom?

Yes ( ) / No ( )

Please comment

_____

30. Dol your teachers dress decently in the college?

Yes ( ) / No ( ) / To some extent ( )

If not, in what ways do you want them to improve upon

_____

_____

31. Have you come across any teachers indulging in the following unhealthy habits openly in the classrooms/college premises?

Tick (✓) whichever is appropriate:

  i.   Smoking   ( )   ii.   Chewing tobacco   ( )

 iii.   Drinking alcohol ( )   iv.   Gambling   ( )

  v.   Immoral activities ( )

 vi.   Any other that you would like to mention

_____

_____

32. Are you satisfied with the way teachers treat you?

       Yes ( ) / No ( ) / To some extent ( )

If not, in what ways do you want the teachers to improve upon?

_____

33. Do you think teachers take measures to improve themselves in their profession?

       Yes ( ) / No ( ) / To some extent ( )

34. Do you think the teachers play an important role in bringing about social advancement?

       Yes ( ) / No ( ) / To some extent ( )

35. Do you face any of such problem in relation to your teachers in the college? Tick (✓) if any:

  ii.   They do not finish their course in time   (   )

  iii.   They do not come to class in time   (   )

  iv.   They are too strict   (   )

  v.   They are partial   (   )

  vi.   They do not maintain confidentiality   (   )

  vii. They underestimate the students' calibre   (   )

  viii. Any other that you would like to mention

_____

36. Name three good qualities that you like in your teachers.

    i.   _____

    ii.   _____

    iii. _____

37. Name some areas in which you want the teachers to improve upon

    i.   _____

    ii.   _____

    iii. _____

****