

HISTORICAL DEVELOPMENT AND STATUS OF EDUCATION IN MOKOKCHUNG DISTRICT OF NAGALAND

Ph.D. Thesis
Submitted to Nagaland University
for the degree of Doctor of Philosophy in Education



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This is to certify that the thesis entitled ***“Historical Development and Status of Education in Mokokchung District of Nagaland”*** which is submitted herewith for the degree of Doctor of Philosophy in Education of Nagaland University is the result of the original work completed by **Ms. Merensangla Longkumer (Regd. No. Ph.D/EDU/0094 of 2017)** under my supervision and guidance. That, to the belief and best of my knowledge, the work embodied in this thesis has not formed earlier the basis for the award of any previous degree in any other university or institute. This thesis is fit for submission and evaluation.

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DECLARATION

I, **Merensangla Longkumer**, hereby declare that this thesis entitled “*Historical Development and Status of Education in Mokokchung District of Nagaland*” is my own work carried out under the supervision of **Prof. Lungsang Zeliang**, Professor, Department of Education, Nagaland University. The work embodied in this thesis has not formed earlier the basis for the award of any previous degree in any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.



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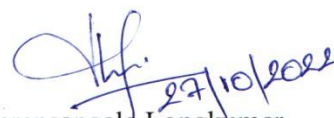
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29/10/2022
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ABBREVIATION

ACT	Arangtet Certificate Tenren
ADHD	Attention Deficit Hyperactivity Disorder
ADT	Arangtet Diploma Tenren
AKM	Ao Kaketshir Mungdang
ASLB	Ao Senden Literature Board
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
CISCE	Council for the Indian School Certificate Examinations
CWSN	Children with Special Needs
DEO	District Education Office
DIET	District Institute for Education and Training
DIS	Deputy Inspector of Schools
EBRC	Education Block Research Centre
EPF	Employee Provident Fund
GPF	General Provident Fund
HRA	House Rent Allowance
HSLC	High School Leaving Certificate
HSSLC	Higher Secondary School Leaving Certificate
ICIT	Institute of Communication in Information Technology
ICT	Information and Communication Technology
IT	Information Technology
ITI	Industrial Training Institute
MIL	Modern Indian Language
MTBA	Mokokchung Town Baptist Arogo
NAAC	National Assessment and Accreditation Council
NBSE	Nagaland Board of School Education
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NECTAR	Nagaland Enhancing Classroom Teaching and Resources
NGA	Nagaland Gandhi Ashram
NHTA	Nagaland Hills Tuensang Area
NIELIT	National Institute of Electronics and Information Technology
NR	No Response
NU	Nagaland University
OBC	Other Backward Class
PET	Physical Education Teachers
PGDT	Post Graduate Diploma Tenren
PWD	Person with Disability
SASRD	School of Agricultural Sciences and Rural Development

SC	Scheduled Cast
SDO	Sub Divisional Officer
ST	Scheduled Tribes
TISS	Tata Institute of Social Science
TLM	Teaching Learning Material
TOT	Trainers of Teachers
YMCA	Young Men's Christian Association

CHAPTER I

INTRODUCTION

The main hope of a Nation lies in the proper education of its youth.

- Erasmus

1.1. Introduction

Education is one of the strongest instruments for developing a nation. For individuals, it promotes employment, earning, health, and poverty reduction. For societies, it drives long-term economic growth, spurs innovation, strengthens institutions, and fosters social cohesion (The World Bank, 2017). A labour without education and skill becomes a hindrance to the development of a Nation. Therefore, one of the necessary conditions for development is the improvement in the quality of human resources through education (Yadav, 2010). Education is an important parameter for the inclusive growth of a society. It is an instrument for bringing solution for National and International peace and provide security. Education helps in better understanding among different cultures across Nations and also acts as a medium in preserving and transmission of culture from one generation to the other.

The world has achieved significant milestones in the history of educational systems and institutions. It has been much influenced by Plato's 'Academy' in Athens which is acclaimed as the first higher educational institution in Europe; Library of Alexandria (Egypt) of the 330 BCE which is described as the 'intellectual cradle of Ancient Greece'; and in East Asia, Confucius's principles of good governance. The fall of Roman empire led to the rise of the Roman Catholic Church that took over education and literacy advancement in Western Europe. The Middle East became the Home for learning in Islamic science and mathematics. With the Renaissance period in Europe, a series of innovative intellectual inquires began to flourish. The invention of printing press in 1450 further facilitated spread of philosophy, arts, science, literature, religion and epistemology. Further, the Age of Enlightenment saw the setting up of educational institutions with a secular outlook.

The need of education does not remain static. Its objectives, goals and scopes changes along with time. Development of education in Nagaland is marching at a slow pace where much work has to be done to meet the needs of the society.

1.2. A Glimpse of Nagaland

Nagaland is located on the eastern boundary of North East India bordering Myanmar and covers an area of 16, 579 km. It lies between 25°6' and 27°4' latitude North of Equator and between the longitudinal lines 93°20' and 95°15' East. The Nagas are a Mongoloid race. The state of Nagaland was officially inaugurated on 1st December, 1963 by the then President of India, Dr. S. Radhakrishnan becoming the 16th State of India. At present Nagaland has 16 (sixteen) Districts viz, Kohima, Mokokchung, Tuensang, Mon, Phek, Wokha, Zunheboto, Dimapur, Kiphire, Longleng, Peren, Noklak, Chümoukedima, Niuland, Shamator and Tseminyu and has a population of 19, 78,502 as per 2011 census. Kohima is the capital of Nagaland where the biggest state festival 'Hornbill' is celebrated every year in December. English is the official language of Nagaland. As per the 2011 Census, the state achieved a literacy rate of 79.55 %, which is higher than the national average of 70.04 %.

1.2.1. *People of Nagaland*

Nagaland is inhabited by 16 (sixteen) major tribes – Angami, Ao, Chakhesang, Chang, Kachari, Khiamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Yimkhiong and Zeliang. Each tribe is unique in character with its own District customs, language and dress. Till the early 19th century, the head hunting tribesmen lived unknown and untouched by the outside world. Then, with the first exploitation by the British in 1832 and the coming of American Baptist Missionaries in 1872, the ancient life style of the Nagas took a drastic change. Austrian ethnologist Haimendorf describes Naga as one among the anthropologically best known ethnic groups of the Indian subcontinent as he found that the process of cultural change occurring in Nagaland is different from the type of cultural change in many parts of the globe under colonial regime. The uniqueness of the Naga society lies in the fact that the Nagas are seen as free to work out of pattern of life, working traditional values into the necessity to adapt themselves to the modern world (Aier,1996). The Nagas belong to the Mongoloid stock and speak the language of the Tibeto - Burman language groups and the Mon Khmer (Luithui, 2010).

1.3. A Brief Profile of Mokokchung District

During British rule, Mokokchung was created as a subdivision in 1889 and remained so till 1956. It was upgraded as a District in 1957 out of the erstwhile Nagaland Hills Tuensang Area (NHTA) then under central government of India. At that point Mokokchung subdivision became a District, one of the three alongside Kohima and Tuensang Districts. Mokokchung District lies between 25°56' to 27°40' north latitude and 93°53' to 94°53' east longitude and covers an area of 1,615 km². The District headquarters, the town of Mokokchung is situated at 1,325 km above sea level and is 152 km away from the state capital Kohima. It is bounded by the state of Assam to its North, Wokha District to its West, Tuensang and Longleng District to its East and Zunheboto District to its South. Mokokchung District is mainly occupied by the Ao Naga tribe.

1.3.1. *The Origin of the Ao Nagas*

Mokokchung District is mainly inhabited by the Ao Nagas. The AOs are one of the major Naga tribes of Nagaland in North East India. According to their traditional story, three males and three females sprung out from *Longtrok* which means six stones (*Long* means stone and *trok* means six). *Tongpok* and his sister *Lendina* emerged first and they were called *Pongener* clan. Then emerged *Longpok* with his sister *Yongmenala* and they were called *Longkumer* clan. Lastly, *Longjakrep* with his sister *Elongshe* emerged and they were called the *Jamir* clan. Thus, three distinct clans emerged who could intermarry, for the AOs follow the rules of clan exogamy very strictly (Longkumer, 2004). Nearby this place they first founded Chungliyimti village where they settled and stayed for a considerable period. In course of time they crossed the Dikhu river by a cane bridge leaving other people behind. These people who went ahead (across) leaving others behind came to be known as '*Aor*' or '*Ao*' meaning 'going' or 'gone'. In present day Chungliyimti is under Tuensang District where Sangtam Naga tribe were settled.

The Ao Nagas consider Chungliyimti to be the cradle of their civilization and it is from here that its history can be traced but beyond Chungliyimti it is obscure. Tradition claims that the system of village organization formulated from here and it is still prevalent. Smith (as cited in Longkumer, 2004) observed that the intense love of Ao Naga for their ancestral village site seems to be the characteristics of the people,

that keep the villages from breaking up easily. The Ao Nagas speak three dialects viz. *Chungli*, *Mongsen* and *Changki*. *Chungli* is the formal dialect among the Ao Nagas. In addition, the Aos were the first to adopt a monetary currency known as *chapili* made of iron stick about 15cm long, to replace the barter system (Stirn & Ham, 2003). The other one was round brass disc about 3 cm in diameter with slightly convex surface known as ‘*Laya*’ (Shikhu, 2007).

With the evolution in scientific research, scholars began to trace their origin more scientifically. Likewise, some researchers have come up with a scientific theory about the migration of Ao Nagas. According to Jamir and Lanunungsang (2005), “It is believed that that the first Naga groups who landed in the present homeland are said to be Maos, Angamis, Chakesangs, Sumi, Rengmas, Rongmais and Lothas. They migrated somewhere from West China, Indo – China, Malaya, Burma, Thailand, Indonesia and Philippines. The second group are said to be the Aos, Changs, Khamniungan, Sangtams, Tikirs and Tangkhuls. It is believed that they came crossing the Thnagdut – Chindwin Rivers. The Aos might have come across the present Tangkul, Mao and Chakesang country via Tuensang – Wokha – Zunheboto Districts. The third group consists of the Konyaks and Phoms. They came through North East Myanmar.” However, the theory of migration remains inconclusive due to lack of archaeological evidence.

1.3.2. Festivals

The Aos celebrate *Moatsü Mong* and *Tsüingremong* festivals. As a premier spring festival, the *Moatsü Mong* was earlier celebrated to invoke heavenly blessings of *Lijiba* –the creator of the whole earth (as then believed by the Ao Nagas). According to Ao Dictionary, *Moatsü* means to bless or invoke a blessing to others. In olden days, celebration of *Moatsü Mong* was observed for six days at different intervals or months by different Ao Naga villages, depending on the lunar position. On hearing the announcement, the whole village starts to prepare for the festival by engaging in social work and gathering food. Works are distributed according to the traditional division of labour i.e. age-groups. The women start drying and pounding grains in preparation of rice beer/ *yi*. Girls make scabbard belts/ *nukleptsü* out of white threads for their boyfriends while men make smoking pipe/ *mekhong* with beautiful designs for the girls out of bamboo species of finest quality (Nagi, 2018). Preparation of gifts to be given

during festival was also an important activity. The nature of celebration was quite different in the olden days. There were more of taboos and other related restrictions in observing the festival. In 1946, the celebration has uniformly fixed to three days i.e. *Sungben*, *Yati* and *Tati* in the month of May by P.F Adams, the then Sub Divisional Officer (S.D.O).

The *Tsüngremong* is a post-harvest festival. Traditionally, the AOs celebrate this festival for six days but now it is celebrated from August 1 to 3. It is a yearly celebration to honour all *Tsüngrem* (God) in general. Prior to the start of *Tsüngremong*, the village will declare the *Süngküim* (village gate) closed. Free entry and exit is restricted and regulated for people who do not belong to that particular village. To mark the celebration, old and young dress in colourful costumes, sing songs and perform dances to express their gratitude to the supreme power for helping the crops to grow well. The Ao Naga traditional customs are rich in symbolism and aesthetically pleasing. The Ao male traditional customs are among the most beautiful of all Naga groups (Strin & Ham, 2003). In this festival, the Ao Naga provides the best offerings to the supreme power for abundant blessings.

Unlike olden belief and practice, today the festivals are more diversified and flexible in its approach. The present day celebration has become more of a trend to showcase the unique culture and pride of the tribe. In the modern times, Christmas and New Year has also become an important celebration among Ao Nagas with the coming of Christianity.

1.3.3. Geography

The entire Mokokchung is conveniently sub – divided into *tsükong* (which means ranges). The major mountain ranges are:

- i. *Tzurangkong*: These are actually a group of hillocks thrown randomly adjoining the plains of Assam mostly along the valley of Dissai river (Tzurang River) and Jhanzi river (Milak River) just before they flow into the plains of Assam. These hillocks are densely covered with bamboos and the climate of the entire range is warm.
- ii. *Japukong*: It is the outermost range stretching from North-east to South-west lying to the interior south of *Tzurangkong*.
- iii. *Jangpetkong*: This is a parallel range east of *Japukong*.

iv. *Asetkong*: It is a central range running from east to west lies between Milak and Menung rivers, and therefore it resembles an island and hence the name *Asetkong* (*Aset* means island).

v. *Langpangkong*: The easternmost range skirting along the course of Dikhu river. This range is spread like a bed/ table (*Langpang*) and so the name has been aptly given to this range.

vi. *Ongpangkong*: The southernmost range forming an irregular boundary of the Ao area with that of the Lothas and Semas to the south and with the Sangtams to the east. It is called as it is higher (*Ongpang*) and cooler than the other range.

1.3.4. Administration

The Mokokchung District has four subdivisions namely Mokokchung, Tuli, Mangkolemba and Changtongya. There are nine administrative/ revenue circles such as Ongpangkong, Tuli, Chuchuyimlang, Changtongya, Mangkolemba, Kubolong, Alongkima, Longchem and Merangmen.

1.3.5. Village Council

The traditional Ao village government is known as *Putu Menden* in Chungli and *Samen Menchen* in Mongsen represented by all the clans in the village exercise administrative and judicial authority. The word ‘*Putu*’ refers to generation that consists of 30 years and ‘*menden*’ means seat. *Putu Menden* of the Ao community derives its structure and power from customary laws and is still relevant in Ao society, notwithstanding the installation of India Judicial apparatus and its mores in a traditional society (Tatongkala, 2014). The office of the *Putu Menden* is as follows:-

- | | | |
|-------------------------------|---|-------------------------------|
| i. <i>Ung Menden</i> | - | Chief |
| ii. <i>Tazung Menden</i> | - | Cabinet Ministers |
| iii. <i>Tekong Menden</i> | - | State Ministers |
| iv. <i>Tarsosang</i> | - | Deputy Ministers |
| v. <i>Setar and Sosanglak</i> | - | Lowest group in a <i>Putu</i> |

Tatar Putu Menden means elected seat of *Putu* (Ao, 2004). The system of Ao *Putu Menden* is based on the system of meat sharing. Tatars in every *Putu* has a share

of meat which denotes a kind of oath taking and acceptance of responsibilities and registration in *Putu Menden*. The Tatars are also regarded as *Yimsüsür* (administrator) who exercise their supreme power collectively in their village administration. Thus, generally no one can challenge the final decision made by this body (Tatongkala, 2014).

1.3.6. Demographics

According to 2011 Census, Mokokchung District has a population of 1, 94, 622 with sex ratio of 925 females for every 1000 males. Christianity is the predominant religion. The District was the first to embrace Christianity in the later part of the 19th century. *Chongli* is the main dialect of the Ao Nagas followed by *Mongsen* dialect and *Changki* dialect.

1.4. Development of Education in India

1.4.1. Education in Ancient India

In India educational institutions have existed since the emergence of civilisation (Keay, 1972). Ancient Indian thinkers regarded education as an instrument which puts an ignorant person on the path of an intellectual, progressive, moral and virtuous course of life. Thus, learned persons were greatly respected and revered by the society. In the ancient period, education primarily drew its inspiration from religion (Scharfe, 2002). Nalanda and Taxila were major universities in ancient India which were known for their scholarship.

During the period between 400 BCE to 1000 BCE, there was a long struggle between Buddhism and Brahmanism to gain prominence interpreting the world. While Buddhism was more people-centric, Brahmanism tried to reinforce hierarchies. The educational policies of Buddhism were more radical and based on equality and opened up the door of knowledge to all castes. Nalanda was one of the most important learning centre for Buddhism. Foreign traveller like Fa-Hein (399 - 414 AD), Hiuen-Tsang (639 - 649) and Itsing (675 AD) had not only visited Nalanda university but had also stayed there in order to learn Buddhism. At Nalanda University, students were given facilities such as free education, boarding and lodging.

Islamic or Muslim education in India was introduced during the medieval period. Madrasa and Maktaba were distinguished as Muslim educational institutions. Initially the Madrasa and Maktaba were confined to Muslims, but later, Hindus and Muslims began to study each other's languages. This led to the formation of a new language called Urdu. During the Mughal period, the rulers did not make any significant efforts to universalise the existing educational system but tried to spread Islamic education in India.

1.4.2. Education during British rule

The coming of British in India opened a new era in the field of education. Initially education was ignored by the British rulers but later a series of measures were taken up throughout the early half of the 20th century ultimately laying the foundation of education in modern India.

1.4.2.1. The Charter Act of 1813

The Charter act of 1813 was the first British government effort for the development of education in India. The act provided for an annual expenditure of one lakh rupees for the revival and promotion of literature in Indian education. However, the Charter act of 1813 created a controversy known as 'the Occidental - Oriental controversy'. The supporters of the Oriental view were in favour of the old Indian system of education whereas the Occidental supported the spread of English education and Western learning. Lord Macaulay played an important role in resolving this controversy and his famous Minute i.e Macaulay's Minute paved the way for the British system of education in India and further marked the real beginning of bilingualism in the Indian education system (Sharma & Sharma, 2004). Macaulay's system was a systematic effort on the part of the British government to educate the Indian upper and middle class and would spread education to the masses (Downward filtration theory). It is said that the needs of administrative staff in British government was the primary motive behind the act.

1.4.2.2. Wood's Despatch, 1854

After the implementation of Charter act 1813, different educational problems and controversies raised. So in 1854, Sir Charles Wood the then Chairman of the Board of Control of the Company was appointed to look into the matter. The official report

came to be popularly known as Wood's Despatch. This Despatch helped to provide education a definite structure, base and shape from Primary school to University. The Wood's Despatch emphasised on teaching of Western education with English as medium of instruction; Vocational education; Women education; Teacher training; Education for minority and setting up of Vernacular schools in village. Further it made recommendation on setting up of Universities on the modal of London University which were proposed for Calcutta, Bombay and Madras. The dispatch introduced a system of grant-in-aid and therewith sought the cooperation of private corporation in the field of education. Wood's Despatch ushered a new era in the history of Indian Education and can be rightly called the Magna Carta of Indian education. This dispatch can be regarded as the foundation of the present system of Indian education.

1.4.2.3. *Indian Education Commission, 1882*

In 1882, in order to make a comprehensive review of educational conditions, Lord Ripon, the then Viceroy of India appointed the first Indian Education Commission a.k.a. the Hunter Commission under the chairmanship of William Hunter. The commission made a far sighted recommendation on every aspect of education. The commission mostly confined its remarks to Primary and Secondary education. It also encouraged Indigenous education. During the period 1882-1902, there was a considerable expansion in the field of Secondary education, partly due to the enthusiasm of private enterprise. Thus, the commission occupies a unique place in the history of Indian education.

1.4.2.4. *Indian University Act, 1904*

The early 20th century was a period of growing nationalism feeling among the people of India and disappointment in educational policies of the British government. So, in order to reorganise and strengthen the existing system of education, Lord Curzon, the then Governor-General of India convened a conference of the Director of Public Instruction at Simla known as Simla Conference of 1901. The commission made valuable suggestions to stabilise the universities. The outcome of the commission's recommendation was the passing of an Act by the Imperial Legislative Council known as Indian Universities Act, 1904. A good outcome of this policy was the sanctioning of grant for development of Higher Education which had become a permanent feature since then.

1.4.2.5. *Sadler University Commission, 1917*

In 1917, a commission was appointed to study and report on the problems of Calcutta University. This commission was chaired by Dr. M.E. Sadler and hence it is known as Sadler University Commission. This commission brought some major changes in Indian Education system such as twelve years of schooling and three years' degree course. The commission also opined that the improvement of Secondary education was a necessary condition for the improvement of University education.

1.4.2.6. *Hartog Committee, 1929*

In the period between 1921 - 37, India saw rapid expansion of education but with low quality of educational standards. So in 1929, Hartog Committee was appointed to report on the matter. The committee emphasised on the National importance of Primary education but condemn the policy of hasty expansion. The committee also proposed the introduction of diversified curricula at the Secondary level and placed more emphasis on industrial and commercial subject. The British government passed the Government of India act in 1935. During the short term in office, the provincial ministers dealt seriously with education. Various schemes like exploratory, executive and experimental in nature were undertaken. The Wardha scheme or Basic Education of Mahatma Gandhi was also undertaken whose main principle was education through activity. However, not much attention could be given during this period because of the outbreak of the war in 1939 and intense political turmoil.

1.4.2.7. *Sargent Report, 1944*

In 1944 the Central Advisory Board of Education (CABE) was set up by the Government of India to report on post war educational development in India. The report was popularly known as Sargent Report after Sir. John Sargent who was the then Educational Advisor to the Government of India. The report recommended on the establishment of Elementary schools and High schools and introduction of universal free and compulsory education for children between ages 6 to 11. It also advocated that the High school were to be of two types - Academic and Technical.

1.4.3. Education after Indian Independence

India had numerous practical problems in the field of education in the wake of its independence. The problems were for expansion of facilities for mass and compulsory Primary education, reform of Secondary and University education, to develop Vocational and Technical education, and to reorganise the structure of educational administration.

1.4.3.1. *University Education Commission, 1948*

University Education Commission, 1948 was the first commission to be appointed to report on the status of Indian university education and suggest improvements and extensions that would be desirable to suit the present and future requirements of the country (Aggarwal, 1993). This commission was chaired by Dr. S. Radhakrishnan. The commission aimed at creating universities which would provide knowledge and wisdom for a comprehensive development of personality. Also creation of the University Grant Commission (UGC) and appointment of Secondary Education Commission (1952 - 53) were two important recommendations and implementation of University Education Commission.

1.4.3.2. *The Secondary Education Commission, 1952*

The Secondary Education Commission popularly known as the Mudaliar Commission was set up under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar in 1952. The report gave a broader view about the educational problems of India and proposed to increase efficiency of production. The commission suggested diversification of high school courses and the establishment of multipurpose high schools. Further it proposed on the introduction of uniform pattern throughout India. The recommendation of Mudaliar Commission occupies a very significant place in the development of secondary education in independent India.

1.4.3.3. *Indian Education Commission, 1964*

In 1964, the Government of India appointed the Indian Education Commission (a.k.a Kothari Commission) under the Chairmanship of D. S. Kothari. The commission was instructed with the task of dealing with all aspects and sectors of education and to advice the Government on the evolution of a National System of Education. The

commission reviewed the development of education in India and concluded that Indian education needs a comprehensive reconstruction. This comprehensive reconstruction has three main aspects - Internal transformation, Qualitative improvement and Expansion of educational facilities.

1.4.3.4. *National Policy of Education, 1968*

Based on the report of Kothari Commission (1964 - 66), the then Prime Minister Indira Gandhi announced the first National Policy on Education in 1968. This policy sought total reformation and aimed at extending the prospects of education to all sections of the society to accomplish the goal of harmony and integration. NPE 1968, called for fulfilling compulsory education for all children with the age group of 6 - 14 years. In addition, it recommended that regional languages must be encouraged for being used in Secondary schools. Further, this policy recommended to the Government of India that 6 percentage of the national income be spent on education.

1.4.3.5. *National Policy of Education, 1986*

The Government of India initiated another National Policy of Education in the year 1986. Its major objectives were to provide education to all sections of the society, with a particular focus on scheduled castes, scheduled tribes, other backward classes and women. In order to fulfil these objectives, the NPE 1986 stressed on the provision of fellowships for the poor, imparting adult education, recruiting teachers from oppressed groups and also developing new schools and Colleges. The policy focused more on Primary education. Further, the policy gave importance for the establishment of open universities by setting up the Indira Gandhi National Open University (IGNOU) at Delhi.

1.4.3.6. *National Programme of Action, 1992*

In 1990, the Government of India set up a commission under the chairmanship of Acharaya Ramamurti to reassess the impact of the provisions of NPE, 1986 and also to give recommendations. Later, under the leadership of N. Janadhana Reddy the Central Board of Education was set up which considered some modification in NPE, 1986. The committee submitted the report on 1992 and it came to be known as National Programme of Action of 1992. The National Programme of Action stressed on the promotion of development and strengthening national integration; emphasised the need

for greater transformation of the Indian educational system; focus on quality enhancement; develop moral values among students and bringing education closer to life (Ranganathan, 2007).

1.4.3.7. *Right to Education Act, 2009*

Right to Education Act or The Right of Children to Free and Compulsory Education Act, 2009 emphasises the importance of free and compulsory education for children within the age group of 6 to 14 years. The Act came into existence on 1st April, 2010 and since then India became one of the 135 countries to make education a fundamental right of every child. This Act specifies that all private schools have to reserve 25% of seats to children of socially disadvantaged groups. It also laid down that no child shall be held back, expelled or required to pass a board examination until the completion of elementary education. Since education is a part of concurrent list in the Indian Constitution, the responsibilities of implementation of this Act have been distributed among Centre, State and Local Governments. However, the RTE Act encountered several hurdles in the implementation level.

1.4.3.8. *National Education Policy, 2020*

After 34 long years a new National Education Policy of India was approved by the Union Cabinet on 29 July 2020. The National Education Policy under Dr. Krishnaswamy Kasturirangan aims at bringing a paradigm shift to the Indian education landscape. This policy was built on five foundational pillars which are Access, Equity, Quality, Affordability and Accountability. The policy also corresponds with Sustainable Development Goals 2030 agenda. NEP 2020 aims to promote a holistic, flexible and multidisciplinary approach to education suited to 21st century needs and which can potentially transform India's human capital.

1.5. Development of Education in Nagaland

Before the coming of American Missionaries to Nagaland, education was imparted through Indigenous institution (family, community, Morung) which was informal in nature. The formal education first laid its foundation in Mokokchung District in the late 19th century with the coming of American missionaries and gradually spread to other parts of Nagaland.

1.5.1. Indigenous Education in Nagaland

The very concept of indigenous education is ‘complex, multiform and many-sided, as it is supposed to respond to the nuances and differences of each indigenous culture’ (Muller, 2009). Indigenous knowledge is the local knowledge that is unique to a given culture. It is the basis for local level decision making in agriculture, health care, education, food preparation, natural resource management and a host of other activities in rural communities (Warren, 1991, as cited in Ojha, 2014). In Naga society, indigenous education was transmitted through traditional institutions, home and social gatherings as ‘transmission of indigenous knowledge is rather a matter of collective compromise’ (Muller, 2009). Indigenous Education involves oral traditions, group work, apprenticeship and high level of cultural context. Knowledge to indigenous people is sacred, on the idea that each pupil construct knowledge individually, rooted in experience and culture (Ezeife, 2002 & Wilmot et al., 2013). Indigenous education involves a unique sense of passion and self-identity, as well as focuses on the importance of community survival and contributions to life and community sustainability (Doige, 2003 & Munroe et al., 2013).

Nagas are generally egalitarian with strong community spirit. Their traditional institutions which were highly developed since time immemorial, have provided them strong security and a fervent belief in the benefits of the community system (Luithui, 2010). Apart from family and community, institutions for both the gender existed separately. Morung which is equated with male dormitory was an educational institution where youth were taught on various skills such as war tactics, agriculture, pottery, masonry; discipline; traditional songs, poems and stories. Morung was one of the oldest and the strongest means of social control (Lanunungsang, 2004). The Morung is known by different names in different Naga tribes. In Angami it is known as *Kichuki*; Ao, *Ariju*; Chakesang (Chokri), *Ciethicie*; Chakesang (Khuzha), *Mewuki*; Rengma, *Rensi/ Azughu*; Sumi, *Apuki*; Lotha, *Chumpho*; Phom, *Pong*; Chang, *Hakii*; Konyak, *Ba/ Pa*; Yimchunger, *Kheang Yam*; Zeliang, *Rehangki*; Sangtam, *Roshengvi/ Remruku/ Kuying*; Khiamniungan, *Pou/ Kanmoi*; and Pochury, *Awiekhu* (M, 2020).

A separate institution also existed for female where skills from cooking, knitting to etiquette of a woman were taught to young women by the matron. There was no separate house like Morung existed for female but houses of widow or couples (in some tribe) were selected for this purpose. Different tribes call differently such as in Ao dialect it was called *Tsüki*; Zeliang, *Releiki*; Sumi, *Illiki*; and Angami, *Kichüki*.

Although, with the coming of Christianity the institution of Morung for both male and female gradually lost its functioning and importance as it was not encouraged by the missionaries who failed to understand its relevance and significance for the Nagas (Longkumer, 2004). Now it is merely preserved as a cultural heritage in some villages in Nagaland.

1.5.2. Development of formal Education in Nagaland

Formal education in Nagaland was first introduced by the American Baptist Missionaries in the late 19th century. There is no record of teaching and learning of any script and functioning of any formal school prior to the arrival of American missionaries in Naga soil. The oldest surviving American Missionary school in Nagaland i.e. Clark Memorial Higher Secondary School in Impur, Mokokchung attained 125 years of existence in 2020. Development in the field of Education in Nagaland have come a long way considering the Naga political and economic instability. The American Baptist missionaries paved the way towards a brighter future for the Nagas with support from the Naga public and the government. The entry of Catholic mission into the field of education in 1950's has contributed immensely in the growth of education in Nagaland. Table below highlights the milestone achieved in the field of education in Nagaland.

Table 1.1: Table showing Accomplishments in the Development of Education in Nagaland from 1876 to 2021

Accomplishments in the Development of Education in Nagaland from 1876 to 2021		
Accomplishments	Year	Place
1. *The first formal school started in Nagaland	1876	Molungyimsen, Mokokchung District
2. *Impur Mission Training School was established	1895	Impur, Mokokchung District
3. *Fuller Technical School was established by the government to train boys in carpentry and black-smithy	1907	Kohima
4. *The mission school at Impur was renamed 'Impur Mission Training and Middle School' (with the upgradation to class VI)	1919	Impur, Mokokchung District
5. *The government decided that upto class VIII education should be given to the Nagas in their own hills	1938	

6. *Two Naga National High schools were set up by the Naga Nationalists	1953	Mokokchung and Kohima
7. First Bible school, Impur Bible school	1954	Impur, Mokokchung District
8. *The early 1950' s marked the entry of Catholic mission into the field of education in Nagaland		Wokha and Kohima
9. *First General College, Fazl Ali College, established by the public	1959	Mokokchung
10. a) First Theological College, Clark Theological College b) First Technical Education institution, Khelhoshe Polytechnic Atoizu	1972	a) Aolijen, Mokokchung District b) Atoizu, Zunheboto District
11. *The North Eastern Hill University (NEHU), Shillong opened a campus in Nagaland	1974	Kohima
12. First Teacher Education College, State College of Teacher Education	1975	Kohima
13. Early Childhood Education in Nagaland was launched only in the late 1980' s when the government of Nagaland signed an agreement with the UNICEF through NCERT in 1985 to implement Early Childhood Education in the State		
14. School of Agricultural Sciences and Rural Development (SASRD) under Nagaland University	1989	Medziphema
15. *The central government sponsored Nagaland University (NU) started functioning separately from North Eastern Hill University (NEHU)	1994	Lumami, Zunheboto District
16. IGNOU Regional Centre for Nagaland state	2000	Kohima
17. Programme for Communitisation of Elementary Education	2002	
18. First College to conferred Autonomous status by UGC, Patkai Christian College	2005	Chümoukedima
19. First Engineering College, School of Engineering and Technology under Nagaland University	2007	Dimapur
20. NIT Nagaland	2010	Chümoukedima
21. Nagaland Education Project - The Lighthouse - Nagaland Enhancing Classroom Teaching and Resources (NECTAR) with the support from World Bank	2021	

Source: Kiremwati, 1995 as cited in Aier, 1996; concerned educational institutions, 2022

1.6. Present Scenario of Education in Mokokchung District

Education in Mokokchung District has come a long way ever since the American Missionaries has planted its first seed of formal education. According to 2011 Census Mokokchung District has a literacy rate of 91.62% the highest in the state with 92.18% among male and 91.01% among female. At present there are 14 Pre-Primary Schools, 286 Schools (primary, upper primary, secondary and higher secondary schools), 6 Colleges (4 General Colleges, a Teacher Education College and a Law College), 2 Theological Colleges, a Bible School, a DIET centre, an Institute of Communication in Information Technology (ICIT), a National Institute of Electronics and Information Technology (NIELIT) extension, an Industrial Training Institute (ITI), an Institute of Higher Studies has been established by Tata Institute of Social Science (TISS) in collaboration with Nagaland Gandhi Ashram (NGA).

1.7. Significance of the Study

Education does not only mean learning of 3Rs, but it actually means learning the skills for sustainability. The skills for sustainability are varied and are pursued in response to a society's cultural systems and in different geographical locations. Education includes a culture's values, beliefs, skills, ideas, and practices. Critiques of modern education advocate that children should be educated in their own culture using indigenous language. The present system of education is not only western in concept and practices but it is text book centric with little or no place for activities and experiences unlike indigenous education. Incorporation of indigenous education in the field of development, conservation, education and sustainable living is seen essential.

It is believed that study on historical development of education in Mokokchung District would help the people specially the present generation to have an insight knowledge about the indigenous education of the Ao Naga tribe. It is also expected that by knowing the present status of education in the District would highlight the quality of education being imparted in Mokokchung District at present which will provide further impetus for improvement and also spur future research works.

The study is hoped to contribute in the documentation of historical facts and oral traditions among the Ao Naga tribe especially where indigenous education of the Ao tribe is concerned. A study as such is anticipated to help the school administrators, curriculum developers, policy makers, educators, researchers and community at large to

revamp the total educational system as per the need and also provide a sound basis for policy making.

1.8. Statement of the Problem

Formal education in Nagaland was first introduced in Mokokchung District in the late 19th century. It has brought many positive changes among Ao Naga society although at the cost of compromising their indigenous education. Study on the journey of indigenous education till the present status of education in Mokokchung District was seen pertinent. This study envisages to contribute to policy makers and educationist alike in policy planning.

The present study is stated and entitled as '*Historical Development and Status of Education in Mokokchung District of Nagaland.*'

1.9. Objectives of the Study

Following are the objectives of the study:

1. To study the indigenous system of education in Mokokchung District of Nagaland
2. To study the origin and development of formal educational institutions in Mokokchung District
3. To examine the present status of educational institutions in Mokokchung District with special reference to:
 - a) Educational Institution profile
 - b) Profile of heads and teachers
 - c) Infrastructure
 - d) Courses offered
 - e) Teaching methods used
 - f) Staffing pattern and workload
 - g) Enrolment of students
 - h) Trends of academic performance
4. To study the contribution of various agencies in the development of education in Mokokchung District
5. To find out the problems faced by educational institutions in Mokokchung District
6. To suggest measures for the improvement of education in Mokokchung District.

1.10. Research Questions

The following are the research questions which have been formulated for the present study:

1. How was indigenous system of education imparted in Mokokchung District?
2. How was formal education started in Mokokchung District?
3. What is the present status of educational institutions in Mokokchung District?
4. What role do various agencies play in the development of education in Mokokchung District?
5. What are the problems faced by educational institutions in Mokokchung District?

1.11. Operational Definitions of terms used in the Study

The operational definitions of terms used in the study were as follows:

1. ***Historical development:*** It refers to the study of the beginning of education and its expansion and progress.
2. ***Status:*** It refers to the present situation of education in Mokokchung District with special reference to Educational Institution Profile; Profile of Heads and Teachers; Infrastructure; Courses offered; Teaching Methods used; Staffing Pattern and Workload; Enrolment of Students; and Trends of Academic Performance.
3. ***Indigenous system of education:*** It refers to the indigenous knowledge and skills which were imparted among Ao Naga community through their traditional institutions and social structure.
4. ***Education:*** It includes all the secular courses of education provided in Mokokchung District of Nagaland.

1.12. Delimitation of the study

The present study is delimited to 60 educational institutions which is more than 15 % of the educational institutions in Mokokchung District of Nagaland. The study involves the educational stages starting from Pre - Primary to Higher Education under government and private sectors. Data collection from students is limited to College level only and achievement of students as per their pass percentage is limited to HSLCE and HSSLCE for the last three (3) years.

CHAPTER II

RELATED LITERATURE REVIEW

2.1. Introduction

Related literature review is both summary and explanation of the complete and current state of knowledge on a limited topic. It helps the researcher to carry out the study by showing what is known and what remains to be investigated in the concerned topic. In other words, the review of literature enables the researcher to define the limits of the research area (Koul, 2015). The review of literature is given under two sections:

2.2. Studies done in India

2.2.1. *Related Literature Review on Indigenous education*

In a study conducted by **Rongsennungla (2001)** on the impact of education on modernisation among the Ao community with special reference to women, revealed that when a girl attends puberty she has to sleep in *Tsüki* which is the house of an elderly widow belonging to the same clan. *Tsüki* was not only for learning but a period of courtship when they came into close relationship with the opposite sex culminating in engagement and marriage.

Imchen (2002) in her study on cultural values of the Ao Nagas, found that girls who sleeps in *Tsüki* (girl's dormitory) were called '*Tsükir*'. The tradition of *Tsük* was that girls belonging to same clan would gather to sleep in the house of a matron of the same clan. Here, all the household chores were done by the girls.

Stirn & Ham (2003) found that Morung exists in other parts of Northeast India such as the Adi tribe, the Tangsa tribe, the Wancho and the Nocte tribe of Arunachal Pradesh. In Tangsa tribe Morung existed even for girls in some villages.

Lanunungsang (2004) in his study highlighted that Morung which is called *Ariju* in Ao Naga dialect was the oldest and strongest means of social control. It was a place where socialisation of people took place.

In the study carried out by **Luithui (2010)**, it was found that the traditional institutions of Nagas were highly developed since time immemorial. It has provided them security and strong belief in the benefits of the community system. In the study it was also pointed out that, the advent of Christianity and modern education were mainly responsible for the weakening of traditional institutions in Naga areas. Though Nagas

strongly practice culture, customs and traditional way of life, there was no course in regard to formal education curriculum except for a course on Nagaland geography and politics at high school level.

Ngullie (2011) in his work on education for cultural development of the Nagas, expressed that for the Nagas the introduction of Christianity and modern system of education was both a boon and bane. The belief and value system of the Nagas have changed at the expense of their culture. Ngullie also pointed out that educational institutions can play a vital role in reviving, transmitting and preserving the rich cultural heritage of the Nagas.

Zeliang (2011) in her study on Indigenous Education of Naga women with emphasise on Zeliang women found that one of the chief aims of women's education was to make her a good mother and wife. Another aim was to make a person self-sufficient and independent. In Zeliang tribe, girl's dormitory was called '*Releiki*' and it was looked after by a decent couple in the village. The girls were taught to maintain their chastity.

Aier (2018) in her study on Naga oral tradition found that each Ao Naga clan has their own *Ariju* (Morung), in their respective *mepu/* sectors which were identified as *Mongsen Riju*, *Tsüti Riju*, *Jami Riju*, *Pongen Riju*, *Moli* and *Lemtu Riju*, *Longkhum Riju* and *Senden Riju*.

Jamir (2019) in his study on history of Churches in Nagaland pointed out that the scope of Morung system of education in general was limited. It did not go beyond imparting of sub - tribal traditions, for e.g., in Ao Morung other tribe's tradition was not discussed except Ao tradition and military training for the security of the village.

Phom & Zeliang (2020) in their study found out that *Bang* (bachelor's dormitory) system of education was very strong among the traditional Phom Nagas. *Yow* (girl's dormitory) was a learning centre for girls where they learn the art of weaving, spinning of thread, folksongs and folktales. The enrolment of young women in the *Yow* was one of the criteria to recommend for marriage. The study also found out that with the spread of Christianity, the *Bang* and *Yow* system of education declined slowly.

Kahmei (2021) in his study on Morung found that the spread of Christianity had adversely affected the significance of Morung.

Khangnyu (2021) in his article on Konyak Naga tribe Morung found that Morung was a social institution for the Konyak Naga where customs, traditions,

religious practices, folk music, handicrafts were learned. Women were not allowed to enter Morung. The study also found that in present day, young boys instead of learning about their culture spend more time playing with cell phone in Morung.

2.2.2. Related Literature Review on Development of education

Sarkar (1979) in his study on the impact of western education on the Ao tribe of Mokokchung District of Nagaland found out that with the reduction of linguistic diversity among the two major groups of the Ao Nagas after the introduction of western education; it has brought the people within the tribe closer. Also, the Ao Nagas have learned to read and write. However, one negative impact of coming of American Missionary was loss of culture.

Hluna (1986) conducted a study on the role of Christian Missions in Education in Mizoram between 1894-1947. The study found out that the Western education introduced among Mizos during British rule made significant progress. It was so rapid that, in this respect, it surpassed among not only other hill tribes but also many other people in India. Missionaries had rendered herculean services towards the progress of education of the Mizos. They were pioneers in many fields, like female education, vocational education and practical subjects. Christianity and education brought a great change in Mizo society.

The major objectives of the study conducted by **Jala (1987)** were to highlight the historical development and the contribution of missionary, government and private enterprise in the development of secondary education in Meghalaya since independence. The study revealed that traditional education was different from the modern contemporary education. There was no formal education till about the end of 19th century and Christian missionaries were the first to start modern education in the Khasi, Jaintia and Garo Hills. The study also found out that the existing curriculum is not related to practical life and also there exist poor enrolment of students due to factors such as lack of fund, overcrowded class room, untrained teachers, poverty of parents.

Henia (1988) conducted a study about the growth and development of education in Manipur (1949 – 66). The study found out that during the monarchical days, education was based on physical prowess. Physical education was more valued and literary education was neglected. The arrival of Hindu Vaishnavism along with Bengali language and the Bengali script for the Manipuri language marked a turning point in the state's education. With the coming of colonial rule, a formal system of

education was introduced in Manipur. The Christian missionaries contributed a lot to the rapid development of Hill Tribal education and also to women's education though it was not encouraged in the tradition bound society of Manipur. Adult education or social education was launched in Manipur to remove illiteracy.

Temjenkaba (1993) in his study on development of education in Nagaland in post independent period revealed that the informal system of education – family, village community and Morung prevalent in the early period met the educational needs of the people. Christian missionaries played an important role in introducing modern education among the Nagas. Development of education in Nagaland started after the attainment of statehood of Nagaland while participating in the National Five Years Plans starting from the 4th Year Plan. It was found that the plans and programmes launched by the Government of Nagaland under different Five Year Plan period accelerated the development of education in the state. In 1989-90, there was significance rise in number of educational institutions of all levels.

In a study conducted by **Aier (1996)** on language situation in Nagaland, the study revealed that educational system has failed to keep pace with emerging needs in a fast changing world. The study also pointed out the existence irrelevant educational framework, dominantly unproductive citizens who are not fit for self-employment, rise of educated unemployed and lack of professionalism in all fields.

Rymbai (2001) in her study on Development and Problems of Higher Education in Barak Valley and Karbi Anglong Areas of Assam found that only after the coming of British rule, the higher education was developed and western education was introduced. For the study descriptive survey type of methodology was applied. Enrolment of boys was found to be higher compared to girl's enrolment. The study also found that 61.54% of the higher education institutions does not have any hostel facilities. The findings showed that Arts stream dominate over other streams and the curriculum does not cater to the needs of the local students.

Mate (2009) in his study in Manipur higher education revealed that educational buildings were mainly RCC type; only 50% of the College provide hostel facility; libraries in higher education were found to be too small; laboratories were found to be inadequately equipped; 90.91% of the general Colleges in Manipur were found to lack in audio - visual aids but 50% of the professional College were equipped with audio - visual aids; in majority of the Colleges canteen facility and common room for the students were found to be provided.

Temjen (2009) in his research article “Efforts of the American Baptist Missionaries Towards Development of Education in Ao Area” states that the American missionaries who were the harbingers of western education did a commendable job in the field of education by introducing the formal system of education in Nagaland in 1878. Despite overwhelming hardships, the American missionaries rendered yeoman service in reclaiming the Nagas from their primitive lives.

In a study conducted by **Nongkynrih (2013)** in Ri - Bhoi and West Khasi Hills Districts of Meghalaya on Status and Problems of Elementary Education, it was found out that the schools still lack behind in many spheres. Most of the school buildings were Assam type house. 70% of the schools were found to have common toilet facilities for students and 91% does not have library reading room. Also, 73% of the teachers were found to use both English and Khasi as medium of instruction. Questionnaire and Interview Schedule were employed for data collection from 100 schools.

Ndang (2014) conducted a study on development of education in Peren District in Nagaland. The study found out that when the people of Peren District were converted to Christianity, their mindset changed towards learning. The people of Peren needed to know how to read Bible and sing hymn which had a positive impact in the process of education. It also revealed that male teachers were more in government schools with 55.27% where 39.27% were trained and 60.73% are untrained; and female teachers were more in private schools with 58.98%, where 26.28% were trained and 73.72% were untrained. Overcrowded classrooms; lack of separate toilet for boys and girls; shortage of library, laboratory, furniture, computer facilities, sports goods; and frequent change of teachers are some of the problems faced by schools in Peren District.

In a study conducted by **Zavise (2014)** on Vocational guidance programme for secondary students in Nagaland revealed that majority (89%) of the secondary teachers expressed that guidance and counseling programme is needed in the secondary level. It was found that vocational courses like carpentry; fashion designing; diploma course in veterinary and animal husbandry, soil conservation, nursing, computer training, hair dressing, beautician, floriculture can be introduced in secondary schools in Nagaland.

In the study conducted by **Lolia (2019)** examining the socio - cultural transition of the Mao and Maram educated youth, showed that Christianity and education have played a vital role in the Mao and Maram community of Manipur. Study also revealed

that vast majority (93%) of the Mao and Maram (95%) like to preserve the practices of ancestors.

A study by **Sumathi (2019)** on status of Higher Education in Karnataka during Post Independence Period 1947 to 2010, found that the curriculum imparted at higher education does not meet the skills demand in the society. Also curriculum was not able to fulfil the vocational demands of the society.

Mehra et al. (2020) investigated attitude of teachers in university towards the use of ICT both descriptively and comparatively. Study revealed that near about 60% teachers expressed strong positive attitude and the rest 40% expressed negative attitude towards the use of ICT in teaching learning process.

2.2.3. Related Literature Review on Community Participation

A study on community participation in primary education by **Sharma (2014)** found that people acknowledge the importance of community participation but most of them had very limited understanding of the concept of community participation. This study was conducted in the states of Assam and Telangana.

Rengma & Jha (2014) conducted a study on impact of communitisation on elementary education in Tseminyu block of Nagaland. The study revealed positive impact of communitisation such as increase in number of enrollment of students, increase in teachers' punctuality, better discipline among students, increase in participation of students in extra-curricular activities and also increase in pass percentage.

Kumar (2021) studied on policy and practices on community participation in school education in India after independence. It was found that there were many educational policies implemented which focuses on need of decentralisation of school and involvement of community in the process of improvement of school. However, Kumar found that there is lack of co - ordination of teachers and parents, low percentages of meeting organised, lack of awareness among School Management Committee (SMC) regarding their duty and lack of awareness of Parents Teachers Association (PTA).

2.3. Studies done Abroad

2.3.1. *Related Literature Review on Indigenous Education*

In a study carried out by **Kagoda (2009)** in Uganda on integration of appropriate indigenous knowledge in school, stresses that indigenous knowledge is the totality of local knowledge, tools and methods available to a cultural group in producing items essential to its subsistence and comfort. Relevant skills were passed on to generations to sustain their livelihood through informal learning.

A study conducted by South African Social Attitudes Survey (SASAS) as mentioned in a research article by **Muller (2009)** on indigenous people of Venezuela, it was found out that people in South African are confident about potential of indigenous knowledge for contributing to their well being. Also, majority of the participants had more positive attitudes towards indigenous knowledge than modern science.

Briedlid & Botha (2015) in their study found out that in South Africa and Chile, the policies and practices for including indigenous knowledges into the national curricula are generally superficial, folkloristic manner and western in their approach. An indigenous consciousness is suggested as a guiding principle to incorporate indigenous knowledge into the mainstream knowledge community.

In the study conducted by **Tsiime (2015)** on indigenous knowledge for sustainable vocational education in Africa, he pointed out that Indigenous Knowledge System (IKS) were generally not included in formal learning.

Woodroffe (2016) studied on the topic “Creating the ideal classroom environment to ensure success for indigenous students”. The paper highlights on the importance of Indigenous Knowledge (IK) for effectively engaging Indigenous students in Education. Teachers can play a vital role in creating an ideal environment to ensure success for indigenous students by building relationships with indigenous students and families through relatedness, reciprocity, making connections with prior knowledge, demonstrating ethical conducts; giving feedback by synthesising individual and group identity, developmental learning; and creating a deeper content knowledge by understanding each students and their needs differentiation. The study finds that if teachers are able to successfully bridge between Western Knowledge (WK) and Indigenous Knowledge (IK) they will be able to better understand the expectations of indigenous students and their families.

Topkok et al. (2020) conducted a study on Indigenous Values in Education among Iñupiat (member of an indigenous people of North Western Alaska). The finding includes continuously talking about our cultural values in every village is one way to ensure our descendants live their cultural heritages. Topkok was influenced to create a special topic course called *Indigenous Values in Education* based on his *Katimarugut* (we are meeting) methodology and the results to continue talking about indigenous values with family, elders, community members, and school personnel. This course gives teachers the tools to implement value based instruction with any curriculum. *The Cultural Values Curriculum* created by Marchant, was based on the level of interest of community had in having Elim's Cultural values be shared in a school setting. It has a significant impact on the students. They become actively involved in learning about their culture; started developing a deeper level connection with elders and family members; also made students to link indigenous values to their learning and be aware of these values in everything they do. Incorporating indigenous education in general curriculum has made the students conscious about cultural values, knowledge and its importance that they otherwise may not have learned.

2.3.2. Related Literature Review on Community participation and Quality education

Bent & Kronenberg (1961) in their book on 'Principles of Secondary Education' stated that after the two world wars as the United States of America emerged to world power, the need of universal secondary education became evident to maintain its position. Secondary education in USA realised the need of trained teachers, statesman, skilled workers, technical professionals to maintain their super power position.

A study in Nigeria on obstacle to entrepreneurship development by **Ayodele (2006)** identified the problem of irrelevant education that is theoretical and white collar job oriented. Government policies were also not designed to promote vocational and technical education.

Russell (2009) in his study on community participation in schools in developing countries revealed that community participation helps reduce teacher's absenteeism, increasing teacher's effort and it leads to improvement in students' academic performance.

Yasin et al. (2010) in their study found that schools in Sabah were less aware of relevant information on special education programs. Facilities for both teaching and

learning processes were also still not enough, and some were not even available. Specific infrastructure like barrier-free facilities, wheelchair access, a comfortable classroom, and safety aspects, should be taken into account to enhance the quality of inclusive education.

In a study conducted by **Mackenzie (2011)** on Indigenous knowledge and local curriculum in Basic education in Mozambique found that with the introduction of local curriculum, cultural practices are more valued in school. For teaching indigenous knowledge in school, community participation was seen the most positive way.

Ahmad & Said (2013) in their investigation on the effect of community participation in education on quality education found that there is significantly positive correlation between community participation in education and quality education. The data were collected from a government secondary school teachers in Khyber Pakhtunkhwa province of Pakistan.

Masino & Nin˜o-Zarazuˆa (2015) conducted a systematic review to identify policy interventions that improve education quality and student learning in developing countries. Researchers have identified three drivers of change that improve, under certain conditions, students' achievement performance and learning. Among the three drivers, one is community management strategies, via decentralisations reforms and with the involvement of communities in the school management can improve education quality and student learning.

The study of **Laurie et al. (2016)** on contribution of Education for Sustainable Development (ESD) to quality education reveals that incorporation of ESD gives more meaning to school curriculum that is well adapted to local themes and priorities. It also contributes in developing student's ability and confidence; learn to adapt to evolving complex situations; better thinking skills; enhancing problem solving skills; value for sustainable development. Study also shows that ESD help connect schools and stake holders within the community which provide a way for community members to become directly involved with the schools. This study was conducted in 18 countries.

Kusumaningrum et al. (2017) in their study found that the role of community in educational service at school has a significant relation with the improvement of school educational quality in elementary schools in Batu City, Indonesia. The role of community was focused in four areas viz. advisory agency, supporting agency, controlling agency and medicating agency.

Organisation for Economic Co-operation and Development (2018) in their publication on ‘The Future of Education and Skills: Education 2030’ call for need of broader education goals. It needs to equip learners with the skills they need to become active, responsible and engaged citizens.

A study on the impact of school infrastructure on learning by **Barrett et al. (2019)** found that physical characteristics of learning space have a significant impact on educational progress. Physical characteristics such as good natural conditions (lighting, air quality, temperature control, link to nature); age appropriate learning space; a level of climatic simulation using color and visual complexity; and also designs that take into account local climatic and cultural conditions.

Harari (2019) in his book ‘21 Lessons for the 21st Century’ mentioned that in order to keep up with the world of 2050, the schools should give lesser weight to technical skills and emphasise more on general purpose life skills. The present and upcoming learners need the ability to deal with change, to learn new things and to preserve their mental balance in unfamiliar situation.

Silvenus et al. (2020) conducted a study on influence of educational quality in school by using three variables such as Head leadership competency, Teacher competency and Educational infrastructure. Among the three variables, Teacher’s competency was found to have the greatest influence on the quality of education.

In a study conducted by **Adolphe et al., (2022)** it was found out that the use of ICT in secondary education at CEGI - Cové (Benin) was still very limited or even absent from the practice especially when it comes to teaching learning pedagogical integration of ICT in classroom or professional use outside the class session. The study has identified five categories of obstacles such as lack of ICT infrastructure; lack of support and professional development; policy and strategy for the implementation of ICT in education; relating to cultural and linguistic issues; and finally general problems related to the Beninese educational system itself.

2.4. Thematic overview of Related Literature Review

2.4.1. Overview of Related Literature Review on Indigenous education

The traditional institutions of Nagas were highly developed since time immemorial. It has provided them security and strong belief in the benefits of the community system, also a place where socialisation of people took place

(Lanunungsang, 2004; Luithui, 2010). The traditional institutions of Nagas is commonly called Morung but it is known by different names across different Naga tribes. The establishment of Morung was for menfolk where indigenous education was imparted (Stirn & Ham, 2003; Lanunungsang, 2004; Aier, 2018; Khangnyu, 2021) but the scope of Morung system of education in general was limited (Jamir, 2019). For womenfolk, a separate institution existed where indigenous knowledge on vocational and life skills were taught. There was no separate establishment like Morung existed but the home of a decent widow was chosen for this purpose (Rongsennungla, 2001; Imchen, 2002; Zeliang, 2011; Phom & Zeliang, 2020). However, with the advent of Christianity and modern education the significance of traditional institutions in Naga areas have weakened a lot (Ngullie, 2011; Kahmei, 2021; Khangnyu, 2021).

In the present education system curriculum on Indigenous education were generally not included or very limited inclusion in formal learning can be seen (Luithui, 2010; Tsiime, 2015). Also indigenous education which were included in formal education was found to be superficial, folkloristic manner and western in their approach (Briedlid & Botha, 2015). Different studies show that introduction of indigenous education in formal education can have a positive impact among the students (Kagoda, 2009; Muller, 2009; Woodroffe, 2016; Topkok et al., 2020).

2.4.2. Overview of Related Literature Review on Development of Education

Christian missionaries who were the harbingers of western education did a commendable job in the field of education by introducing the formal system of education in most of the north eastern states of India (Sarkar, 1979; Hluna, 1986; Jala, 1987; Henia, 1988; Temjenkaba, 1993; Temjen, 2009; Ndong, 2014). Introduction of formal education have impacted positively in the transformation of society by reducing linguistic diversity, promoting female education, vocational education, adult literacy (Sarkar, 1979; Hluna, 1986; Henia, 1988; Lolita, 2019). Study also shows that the curriculum in formal education system have irrelevant educational framework which is not related to practical life and does not cater to the needs of the local students (Jala, 1987; Aier, 1996; Ayodele, 2006; Rymbai, 2011; Sumathi, 2019). Furthermore, different studies show that development of education was hampered due to drawback in many spheres such as lack of fund, overcrowded class room, untrained teachers, poverty of parents, lack of hostel facilities, shortage of libraries and laboratories, lack of separate toilets for boys and girls, lack of ICT in the classroom (Jala, 1987; Rymbai,

2011; Mate, 2009; Nongkynrih, 2013; Ndang, 2014; Mehra et al., 2020; Adolphe et al., 2022).

2.4.3. Overview of Related Literature Review on Community Participation and Quality Education

The trend of community participation in achieving quality education is gaining limelight. Studies shows that involvement of community in education reduce teacher's absenteeism, increasing teacher's effort, improvement in students' academic performance (Russell, 2009; Rengma & Jha, 2014; Laurie et al., 2016) and overall quality education (Mackenzie, 2011; Ahmad & Said; 2013; Masino & Nin˜o-Zarazu´a, 2015; Kusumaningrum et al., 2017). In another study by Silvenus et al. (2020) Teacher's competency was found to have the greatest influence on the quality of education. Educational infrastructure was also found to have a positive correlation with quality education (Yasin et al., 2010; Barrett et al., 2019). However, it was also found out that the local communities were not aware of their role in the development of education (Sharma, 2014; Yasin et al., 2010; Kumar, 2021). To keep up with the rapid changing world, education need broader goal. The present and upcoming learners need the ability to deal with change, to learn new things and to preserve their mental balance in unfamiliar situation (Organisation for Economic Co-operation and Development, 2018; Harari, 2019).

2.5. Overall overview of Related Literature Review

Based on the overall reviews it is understood that in the area of Ao Naga indigenous education apart from the two traditional learning institution i.e. *Ariju* and *Tsüki*, very limited study in *Zunga/Yanga* (Age-group) and no study in "Room" was found. Room as an establishment and Age-group as a social structure was also a medium where indigenous education was imparted. It can also be noted that studies on incorporation of Ao Naga indigenous education in formal system of education was not found. Numerous Indian studies have been found in the the area of development of education but development and status of education specifically in Mokokchung District was not found. It has also been observed that community participation can improve the quality of education but no such study was found to have conducted on education in relation to community participation in Mokokchung District. Thus, the present study is an attempt to fill in the research gap in the area of Ao Naga indigenous education and also its relevance in the present educational system. It also feature on the development

and present status of education in Mokokchung District. The study further highlight on how the community in Mokokchung District participate in the development of education and what measures can be adopted for quality education.

CHAPTER III

METHODOLOGY OF THE STUDY

3.1. Introduction

Research methodology is a science of studying how research is done. Educational research refers to a systematic attempt to gain a better understanding of the educational process, generally with a view of improving its efficiency (Koul, 2015). This chapter describes the research methods, population of the study, sampling, tool construction, procedure of data collection and techniques used for interpretation and analysis.

3.2. Method of the Study

The present study envisages to find out the *‘Historical Development and Status of Education in Mokokchung District of Nagaland.’* The study is based on both Historical and Descriptive type of research as per the objectives demands. The study is qualitative in nature. The study is concerned with the indigenous system of education among Ao Nagas and its relevance in the formal education; the historical development of formal education in Mokokchung District; the present status of education in Mokokchung District; and the contribution of various agencies such as community, educational stake holders, social organisations viz. Ao Seden (the apex Ao Naga tribal body), Ao Kaketshir Mungdang (Ao Students’ Conference), Mokokchung Town Baptist Arogo (Mokokchung Town Baptist Church organisation) and Watsü Mungdang (Ao Naga Women Conference) towards the development of education. The study also provides information on the problems faced by heads of the educational institutions, teachers and college students.

3.3. Population of the Study

A population is defined as any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Best, 2009). The population in this study includes heads, teachers and students of all levels of education in Mokokchung District viz Pre-primary School, Elementary schools, Secondary Schools, Higher Secondary Schools, Colleges, DIET and Technical/Vocational

institutions. The population also includes community members, educational stake holders, social organisations viz. *Ao Seden* (the apex Ao Naga tribal body), *Ao Kaketshir Mungdang* (Ao Students' Conference), *Mokokchung Town Baptist Arogo* (Mokokchung Town Baptist Church organisation) and *Watsü Mungdang* (Ao Naga Women Conference).

Table 3.1: Population of Educational Institutions in Mokokchung District

Sl. No	Level of Education	Types of Management		Total
		Private	Government	
1	Pre - Primary	14	0	14
2	Elementary	26	181	207
3	Secondary	22	37	59
4	Hr. Secondary	13	6	19
5	College	3	3	6
6	DIET	0	1	1
6	Technical/ Vocational	0	4	4
	Grand total	78	232	310

Source: Compiled from DEO, Mokokchung; concern educational institutions, 2019

Table 3.2: Population of Heads of Educational Institutions, Teachers and College Students in Mokokchung District

Sl. No	Particulars	Type of Management		Total
		Private	Government	
1	Heads	78	232	310
2	Teachers	940	2570	3510
3	College Students	403	1002	1405
	Grand total	1421	3804	5225

Source: DEO, Mokokchung, 2019

3.4. Sample and Sampling of the Study

A sample is a small proportion of the population that is selected for observation and analysis (Best, 1981) whereas sampling refers to the method of selecting sample from the population (Sansanwal, 2020). By observing the characteristics of the sample, one can make certain inference about the characteristics of the population from which it is drawn.

Out of 310 educational institutions in Mokokchung District, a sample of 60 Educational institutions from all levels of education viz. Pre- Primary, Elementary, Secondary, Higher Secondary, College, DIET, Technical/ Vocational institutions were selected. For drawing sample of pre-primary, primary, elementary, secondary and higher secondary from all the 6 (six) EBRCs (Education Block Research Centre), purposive sampling was employed. Whereas, for College, DIET and Vocational/ Technical education the whole population was taken in because there were less number of institutions.

From the 60 educational institutions selected, a sample of 60 Heads of the educational institution, 200 Teachers and 200 College students were drawn. The sample also includes 30 Community members, 12 other educational stakeholders (DEO/ DIS, etc) and 20 social organisations viz. *Ao Seden, Ao Kaketshir Mungdang, Mokokchung Town Baptist Arogo* and *Watsü Mungdang*. For the study, purposive sampling was applied in the selection of samples.

Table 3.3: Sample of the Study

Sample	Type of Management		Total sample size
	Pvt.	Govt.	
1. Heads of the institutions	26	34	60
2. Teachers	100	100	200
3. College Students	100	100	200
4. Community Members	30		30
5. Other educational stakeholders (DEO, DIS, TOT, etc)	12		12
6. Ao Seden, Ao Kaketshir Mungdang, Mokokchung Town Baptist Arogo and Watsü Mungdang.	20		20
Grand total			522

3.5. Sources of Data

3.5.1. Primary Source

Primary sources are the original data source, that is, accounts of information which were collected first hand by the researcher. The primary data for the present study was collected by using the questionnaire and Semi-Structured Interview Schedule.

3.5.2. Secondary Source

Secondary sources are findings of works done by others or accounts of an event provided by another who did not directly observe the situation, object or condition. The secondary data for the present study was collected from examination of records, result gazettes, official gazettes, books, magazines, research journals and archives.

3.6. Tools used for the Study

For the present study the researcher employed Questionnaire and Semi-Structured Interview Schedule for data collection. These two tools were selected to obtain appropriate evidence or information in regard to ‘Historical Development and Status of Education in Mokokchung District of Nagaland’.

3.6.1. Questionnaire

A questionnaire is used when factual information is desired. It is used to enquire into opinions and attitudes of an individual or group. For the present study, the researcher constructed three (3) sets of Questionnaire. One each for the Head of the educational institutions, Teachers and College students.

3.6.1.1. Construction of the Questionnaire

The investigator reviewed, examined and studied the available conceptual and research literature for construction of questionnaire. By considering all the objectives of the present study, three (3) sets of preliminary draft Questionnaires were prepared. The preliminary draft Questionnaires consisting of both closed ended and open ended questions were handed out to five experts belonging to the Department of Education under Nagaland University for content validation. After receiving feedback and suggestions from the experts, the modified Questionnaires were employed for pilot study. The pilot study was taken to measure the respondent’s level of understanding the questions; to find out if the questionnaire promotes congenial and appropriate response; and finally to acquire feed backs and suggestions for any improvement.

The pilot study was conducted in three educational institutions (two colleges and one higher secondary school). The samples of pilot study include three heads of the educational institutions, fifteen teachers (five each from all the three educational institutions) and thirty students (fifteen each from the two colleges).

In the pilot study, two items were found repeated and some grammatical error were also detected. The two repeated item were dropped and grammatical errors were corrected. Items with ambiguous language were also replaced. Thus, the questionnaire became relevant and reliable for the present study.

The questionnaires were divided into three sections focusing on categories such as:

- i. *Section A*: Questions related to general information such as name, gender, designation, educational qualification, professional qualification, years of teaching experience and name of department (for College teachers) were included. However, for College students there was a slight variation as compared to heads and teachers. Instead in their questionnaire, in Section A, the question includes name, gender, semester, department and name of College.
- ii. *Section B*: Questions and opinions related to the present status of education in Mokokchung District in relation to Academic (courses offered, teaching method used); Infrastructure; Staffing strength; and Enrollment of students were included.
- iii. *Section C*: Questions and opinions related to Indigenous education of Ao Naga; problems faced by heads and teachers in relation to educational institutions; and suggestions given by heads, teachers and College students for the development and improvement of educational institutions in Mokokchung District were included.

3.6.2. Semi-Structured Interview Schedule

The Semi-structured interview schedule consists of pre-determined questions, also in the process of interview the investigator has the liberty to supplement questions related to the study. The investigator can also change the pattern of the interview as per the convenience of the interviewee. The interview has to be administered on a face-to-face mode with the interviewee and the interviewer is expected to build a good rapport and make the interviewee comfortable. This type of interview was administered to draw detailed information from the interviewee directly.

3.6.2.1. Construction of Semi-Structured Interview Schedule

The Ao Naga has a strong sense of community spirit since the time of forefathers. They have the spirit of willingness and desire to participate in activities that promote a community. This prompted the investigator to gain more information on their contribution towards the development of education in Mokokchung District; opinion on

indigenous education; and also opinion on the present status of education in Mokokchung District. Thus, three sets of Semi-structured interview schedule were prepared to interview (a) the community members, (b) other educational stake holders and (c) social organisations such as *Ao Seden* (the apex Ao Naga tribal body), *Ao Kaketshir Mungdang* (Ao Students' Conference), *Mokokchung Town Baptist Arogo* (Mokokchung Town Baptist Church organisation) and *Watsü Mungdang* (Ao-Naga Women Conference).

Three sets of preliminary Semi-Structured Interview Schedule were drafted and distributed to five experts belonging to Department of Education under Nagaland University for content validation. As per the feedback received, changes were made and then a pilot study was conducted among five members from Ao Naga community. All the items were found to be relevant except for few double-barrelled questions. The researcher rectified the errors made and three sets of Semi-Structured Interview Schedule were prepared to be used formally.

3.7. Data Collection

3.7.1. Administering Questionnaire

For collection of data using Questionnaire, the investigator obtained the required permission from the competent authorities of the educational institutions and made necessary appointments. On the appointed day the investigator met the respondents and briefed them about the purpose of the research and urged them to respond well. The researcher established rapport with the respondents by giving them a brief introduction about the research work, how it will contribute in the development of educational institutions in Mokokchung District and assuring them confidentially. In the questionnaire, the respondents were asked to answer all the questions by selecting the most appropriate answer from the given options and also provide additional information, opinion, explanation, reason or suggestion in the space provided.

The questionnaire was administered to 60 heads of different level of educational institutions, 200 teachers from all the levels of educational institutions and 200 College students. Initially the distribution and collection of questionnaires were conducted manually by the researcher but with the onset of COVID-19 pandemic first wave and nationwide lockdown (25th March 2020), the researcher could not visit educational institutions of two EBRC (Education Block Research Centre) out of six

EBRC in total. So the remaining data were collected via email or WhatsApp. Most of the questionnaires were collected back within a week's time in online mode.

3.7.2. Administering Semi-Structured Interview Schedule

Using the Semi-Structured Interview Schedule, the data were collected from 30 Community members, 12 other educational stakeholders (DEO/DIS/TOT, etc) and 20 social organisations viz, *Ao Seden*, *Ao Kaketshir Mungdang*, *Mokokchung Town Baptist Arogo* and *Watsü Mungdang* all belonging to Mokokchung District. Schedule for interview were made through personal and telephonic conversation. As per the procedure, the researcher established rapport with the interviewee(s) by giving them a brief introduction about the research work, how it will contribute in the development of educational institutions in Mokokchung District and assuring them confidentially.

50% of the interviews were conducted in face to face mode at the chosen place/office. Yet again, due to the onset of COVID-19 pandemic first wave and nation wide lockdown (25th March 2020) rest of the interview was carried out through telephonic conversation. During telephonic conversation, the investigator used audio recording with permission granted from the interviewee(s) and also information was noted down in a dairy. A maximum of 30 to 40 minutes' time was taken during the interview period.

3.8. Analysis and Interpretation of the Data

After the collection of data, tabulation of the data were done in excel sheet by using codes. Data were analysed in terms of percentage using electronic calculator for accuracy. After the calculation, data were then placed in tables and different types of charts were used, suitable to the kind of data for illustrative presentation and clarity of understanding.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Introduction

This chapter presents the analysis and interpretation of the data according to the objectives drawn. The data collected using Questionnaire were analysed using percentage calculations and presented both in the form of tables and charts. Data collected through Semi-Structured interview schedule were analysed and presented in the form of narration.

Analysis based on Secondary Sources

4.2. Indigenous system of education in Mokokchung District

4.2.1. Medium of imparting Indigenous Education in Ao Naga society

4.2.1.1. *Ariju* (Morung/ male dormitory)

Before the coming of American Missionaries to Nagaland in the late 19th century education was imparted through Indigenous system which was informal in nature. The aim of education was neither for a profession nor a professionally oriented system (Temjen, 2009). Family being the primary educational institution and also where a child is first exposed to socialization process in every culture plays a vital role in development of a child. In addition to this, Morung a social institution which is one of the oldest and the strongest means of social control (Lanunungsang, 2004) was the only educational institution where youth were taught on various vocational and skill development such as war tactics, agriculture, pottery, masonry, discipline, folk songs, folklore, astrology, poems, stories, customary laws and ways, moral and value education, religion. E. W. Clark gave the first definition of Morung, derived from Assamese word which means ‘a big tree drum’ (Kahmei, 2021). Morung existed in all Naga inhabitant areas.

The Morung is typically a huge building over 50 feet long, 30 feet high, and richly decorated with carvings representing Hornbills, Tigers, Mithun and human heads and sometimes with projecting barge boards representing wings or horns which physically dominates a Naga village and it is in some sense a school, since young people learn about social practices and belief from their elders (Jacob et al., 1990).

Morung is known as *Ariju* in Ao Naga dialect which means fortress from which the enemy is carefully watched. '*Arr*' means the enemies and '*Ju*' means to guard or watch. *Ariju* was a barrack in which young men sleep at night and who are supposed to be in readiness to repel any night attack on the village (Clark, 2013). Therefore, *Ariju* means watch people of the enemy in real sense of the term. The concept of *Ariju* among Ao Naga community is as old as the legend of Chungliyimti or Longtrok. It is not only a sleeping place for bachelors but it serves the needs of society such as social security, promotion of culture and master craftsmanship. It is in fact a real training institute that promotes the process of socialization of people in general and men folk in particular. A male who did not go through *Ariju* life was not chosen for leadership in village council. Therefore, an Ao Naga male had to undergo such difficult training in order to pass the basic tests to be accepted as a responsible and respectful member within the community.

Ariju is one of the best examples of rural social institutions from where socialization of a man takes place. It can also be explained as an educational institution in ancient times. Mills (1973) said that *Ariju* is a 'Public School'. The number of *Ariju* erected in an Ao Naga village depends on the number of population. Bigger villages have several *Ariju* or at least two and in smaller villages sometimes only one. The *Arijus* are placed inside the stockade and near the chief entrance to a village. A big drum made out of tree (*Süngkong*) is usually near an *Ariju* and near here is usually one of the village privy places for men. It was not deemed proper for a woman to enter *Ariju*. The Morung as an institution is most developed among the Ao Nagas (Jacobs et al., 1990). However, the scope of Morung in general was found to be limited. It did not go beyond imparting of sub - tribal traditions, for e.g., in Ao Morung other tribe's tradition was not discussed except Ao tradition (Jamir, 2019).

With the coming of Christianity *Ariju* gradually lost its functioning and importance as it was not encouraged by the missionaries who failed to understand its relevance and significance for the Ao villagers (Longkumer, 2004). However, from a Christian's view, since the dominating element of the *Ariju* was martial after the annexation of Ao Naga territory by Government, this martial element has dropped (Clark, 2013). Now it is merely preserved as a cultural heritage in some villages in Nagaland.

4.2.1.2. *Tsüki* (female dormitory)

For Ao Naga unmarried girls, a separate dormitory was set up known as '*Tsüki*' which literally means garden of the young girls and the inmates were known as '*Tsükir*' (Imchen, 2002). The dormitory would always be established in the house of a respected widow who served as a matron to the girls rooming in her house. The tradition of *Tsüki* was that girls belonging to same clan would gather to sleep in the house of a matron of the same clan (Rongsennungla, 2001; Imchen, 2002). The young girls would be trained in singing traditional folk tunes, in different vocations like spinning cotton yarns, basketry, arts and handicrafts. They also learn social etiquette and manners; discipline and rules of social conduct; and also sex education (Zeliang, 2011). Further, all household chores in the *Tsüki* were done by the girls. The ladies' dormitory was a centre, which served as an informal educational institution where all of life skills were taught, trained and inculcated. The main aim of the existence of *Tsüki* was to groom young girls to be eligible to get married and be self-dependent (Zeliang, 2011).

4.2.1.3. *Zunga/ Yanga* (Age group)

Age-groups comprises of members born within a period of usually three years form an important part of the social structure of Ao Naga Community. Age-groups is called *Zunga/ Yanga* in Ao Naga language. Among Ao Nagas, the whole village is divided into age-groups to which various communal duties both in terms of social and economic activities such as marriages, funerals, agricultural work and cleanliness drive are assigned. Division of task is assigned according to different age-groups. The work is overseen by an age-group called *Sungpangrakba* (this age-group comprise of fifty years and above). A fine known as *tekhang* in Ao Naga dialect is imposed for those people who fail to take part in the social work. The amount is equivalent to the amount of labor of his fellow men (Nagi, 2018). The structure and functioning of *Zunga/ Yanga* still exist strongly in Ao society.

4.3. Origin and Development of Formal Education in Mokokchung District

4.3.1. *The entry of American Baptist Missionaries to Naga Hills*

The introduction of formal education in Nagaland is credited to the American Baptist Missionaries who came into the Hills nearly half a century after British. True to

their mission and vision, the American Baptist missionaries bold move is highly admirable because of the fact that they decided to enter an unknown territory where head hunting was the hallmark of chivalry, martial decoration and the epitome of accomplishment in a man's life. The missionaries considered the initiation of education to be of paramount priority since this would facilitate evangelisation. The British administrators had no such visions and therefore played a secondary role (Aier, 1996). Rev. Miles Bronson is reported to be the first missionary to the Naga Hills in January 1839 (Barpujari, 1986, as cited in Aier, 1996). He came to Namsang, a Konyak Naga village (now in Arunachal Pradesh) but was not permitted to enter the village suspecting that he was an East India Company agent who came to spy on them for the purpose of conquering their village. Bronson was finally allowed to enter the village after three days of camping in the jungle.

Unfortunately, after eleven months, the missionary family was afflicted with severe illness and were forced to abandon the station which marked the end of the Namsang Mission. Thus, the history of the church and education in Nagaland starts with Dr. Clark's arrival to Mokokchung District in 1872 (Aier, 1996; Temjen, 2009).

As per oral narrative, a group of Ao Naga went down to Sibsagar (Assam) for trade, where they saw the printing press at work, lessons being taught from books and slates by the white missionaries to Assamese children caught their attention. The leader of this group who has been recorded as Subongmeren by both Mary Mead Clark in her book, *A Corner in India* (1907) and Rev. L. Kijung Ao in his historical book, *Nokinketer Mungchen* (1972), who was inspired by the learning scene, tried to persuade Dr. Edward Winter Clark, the American missionary to come up to his native village in order to teach them how to read and write. In the process, he taught his mother tongue (Ao Naga language) to Godhula Rufus Brown, an Assamese evangelist and Dr. Clark while negotiating with the powerful elders of the village to ensure that these white people were neither "company people" nor "spies". In December 18, 1872, Dr. Clark finally landed at Dekahaimong (now known as Molungkimong), the native village of Supongmeren ("The Creation of the Greater Story: A Priceless Legacy," 2020). However, Dr. Clark did not stay for long in his first visit. He went back to Sibsagar and came again to Dekahaimong on 1st March, 1876 with the intention to stay for long term which can be found in his dairy recorded *"For many months from now, with no hope to see the face of a white man, and leaving behind the pleasures of life, I*

am leaping out of the world and plunging into a region of ignorance, this day, the first of March.” (Sharma & Ao, 2000).

In the same year on 24th October, Dr. Clark and the new Christian converts in Dekahaimong moved a few kilometres away to establish a new village called Molungyimsen. The reason being, there were disagreements among the villager elders of Dekahaimong to establish a Mission Station and an Educational headquarter within the village; also the Christian converts faced opposition from the other members of the village because they refuse to participate in the ceremonies and functions of the village which are usually community activities (Aier, 1996; Sharma & Ao, 2000; “The Creation of the Greater Story: A Priceless Legacy,” 2020). In the following year i.e. 1878, Mrs Mary Mead Clark arrived at Molungyimsen leading to establishment of first formal school where card-board paper cuttings were said to be used while teaching the alphabet. It was a Sunday school and initially for girls. The name of the first batch of girls who were enrolled were *Tongpangkoka*, *Noksangla*, *Jongmayangla*, *Purla*, *Punayula* and *Taripisü* (Kilep, 1976, as cited in Temjen, 2009). The instructional materials were portions of the Bible and Hymns; and students were taught using English, Assamese and Ao Naga language (Aier, 1996) initially and gradually English became the medium of instruction. Some of the scholars have pointed out that, if not for this special attention, the dominance of a written script and developed language over mother tongue would have gradually led to the death of native language. In the meantime, Dr. Clark had started to write an Ao - English Dictionary (which took about fifteen years to complete) and began to translate the Gospels into Ao Naga language (Sharma & Ao, 2000). In subsequent years, boys were also enrolled and gradually the road map to formal education in Nagaland was created. Rev. L. Kijung Ao records that by the year 1886, there were eight mission schools in eight villages with fifty-six pupils (“The Creation of the Greater Story: A Priceless Legacy,” 2020).

4.3.2. Establishing of Impur Mission Training School

In 1892, Rev and Mrs. S. A. Perrine joined Dr and Mrs Clark in their work which had grown heavier than before. The following year in 1893, Rev and Mrs. F. P. Haggard arrived at Molungyimsen. They helped Clark establish a high grade school for training teachers. The need of finding a new site for the Ao mission field was felt needed because geographically, Molungyimsen was not centrally located and inaccessible to all Naga tribes (Temjen, 2009). Dr. Clark surveyed many villages and

finally settled for a site near a lake between Mopungchuket and Sungratsü. He named the place Impur. Thus, in 1894 Rev. Perrine and his wife and Rev. Haggard and his wife moved to Impur. Dr. Clark and his wife remained at Molungyimsen for another three years and joined the new Mission Centre only in the year 1897.

In 1898, Impur Mission Training School was established by Rev. S. A. Perrine at Impur with nine people (Clark, 1978 as cited in Temjen, 2009). By 1899, there were forty students (Downs, 1972 as cited in Temjen, 2009) in the Impur Mission Training School and within a short time, the enrollment rose to sixty. In 1901, the charge of Headmaster of Impur Mission School was shouldered by Rev. W. F. Down, an education missionary. In him was found one of the best educationist of the time (Mayangnokcha, 1970). It was under his guidance and direction that some Naga boys on completion of the course of study at Impur, attended the Mission School at Jorhat.

Gradually, Nagas were appointed as Teachers and Headmasters who worked alongside the American missionaries in the development of education in Naga Hills. Kiremwati (1995) in his book 'Education and the Nagas' have paid tribute to the first four Naga Headmasters for their invaluable contribution towards the growth and continuity of Impur Mission Training School. They were Gwizao Meru Zeliang (1915 - 1917), Rev. Pehlielie Angami (1918 - 1919), Kumbho Angami (1919 - 1927) and Mayangnokcha Ao (1927 - 1940).

In 1919, Impur Mission Training School was upgraded to Middle English (M.E) School and was renamed Impur Mission Training and Middle School and the Government allotted grand-in-aid of Rupees fifty (Temjen, 2009; "The Creation of the Greater Story: A Priceless Legacy," 2020). By 1938, Impur Mission Training and Middle School grew to be the biggest M. E School in Assam (Kiremwati, 1995). The School started offering subjects like Geography, Geometry, English and Grammar. In the year 1950, the School was named as Christian High School with the inclusion of classes till VII; and in 1954, the School was renamed as Clark Memorial High School the same year the School became full-fledged High School and got recognised from the Assam Education Board. The school was upgraded to Higher Secondary in 1999. In the year 2020, Clark Memorial Higher Secondary School attained 125 years of its existence, the oldest surviving American Missionary school in Nagaland.

More schools began to set up in Mokokchung town. On 15th February 1941 a Government Middle school was established appointing Mayangnokcha Ao, the first graduate (1927) among the Ao Naga as the headmaster. In honour of the first

headmaster, the school was officially rechristened to Mayangnokcha Government High School, Mokokchung with effect from June 16, 1994 (in 2002 the school has upgraded into higher secondary school). Later on, in 1943 the local people of Mokokchung started another High School which was taken over by the government in 1948.

4.3.3. Education in Nagaland during the rise of Naga freedom movement

In the wake of Indian independence movement, Nagas have expressed their desire as early as 1929 (to Simon Commission) to be restored to the original state of freedom (Aier, 1996). But after the declaration of Indian independence in 1947, Nagas found themselves a part of Indian territory which they disapprove of. Thus, marked the rise of Naga freedom fighters and began a protracted political struggle. In this political turmoil the growth of education was hindered. In 1953, the Naga Federal Government passed an order to close down all Indian Government run schools (Aier, 1996) and banning Naga students from attending such schools (Kiremwati, 1995). As alternative, two National High schools were set up, one at Kohima and one at Mokokchung. However, these schools were short lived due to political compulsions. Naga Hills witnessed total shutting down of all schools between 1956 to 1959. It was during these years that education of the Nagas suffered the most. In the meantime, the American missionaries were compelled to leave Naga Hills because of political unrest. Rev Delano was the last American missionary to leave Naga Hills in 1955.

In the early 1950's Naga Hills witness the entry of Catholic mission in the field of education. The Catholic mission started working with the Lothas and Angamis. Initially Baptist dominated areas did not welcome the Catholic mission but seeing their 'educational professionalism for which the Catholic mission are well known for' they invited the Catholic mission to set up schools in their area (Aier, 1996). Today, the Catholics stand firm in Nagaland both in the field of education and in religion.

4.3.4. Education in Nagaland from the late 1950's till date

Activities in education started to resume from the late 1950's. On 8th September, 1959 the people of Mokokchung established the first College in Nagaland, Fazl Ali College (the name Fazl Ali is in honour of the then Governor of Assam and the North Eastern Areas of India) with its motto *Academia Nulli Secundus* (Second to None in Academia). After the statehood of Nagaland (1st December 1963) the state saw mushrooming of schools. The government was very liberal in taking over of schools without checking the quality due to political compulsion. By 1970, schools were all over towns and villages of Nagaland with low standard.

Today, Nagaland is experiencing the consequences of poor foundation of education. However, there is a growth of awareness among the Nagas about the importance of quality education. Government, NGO's and private managements are working towards improvement of quality of education in Nagaland by introducing smart curriculum, innovative medium of instructions, good infrastructure, appointing qualified teachers, providing friendly environment for holistic development of students. Today Nagaland has 2758 Schools and 67 Higher Educational Institutions (Nagaland Statistical Handbook, 2021).

Analysis based on Questionnaire

4.4. Indigenous system of education in Mokokchung District

4.4.1. Opinion on incorporation of Indigenous Education in the present context in Mokokchung District

Table 4.1: Table showing number of Heads, Teachers and Students in regard to their opinion on incorporation of Indigenous Education in the present context in Mokokchung District shown in percentages

Responses	Heads		Teachers		Students	
	No.	%	No.	%	No.	%
1. Indigenous education should be incorporated in the present curriculum	37	61.67	96	48	39	19.50
2. Indigenous education should be studied independently	9	15	33	16.50	45	22.50
3. Studying of indigenous education should be made optional	6	10	54	27	53	26.50
4. Indigenous education is not considered important	-	-	-	-	1	0.50
5. Not sure	3	5	12	6	57	28.50
NR	5	8.33	5	2.50	5	2.50
Total	60	100	200	100	200	100

No. = Number of respondents, % = Percentage, NR = No Response

Majority of the heads and teachers feel that indigenous education should be incorporated in the present curriculum i.e. 61.67% and 48% respectively but only 19.50% of the students feel the same. However, majority of the students i.e. 26.50% were more inclined towards the opinion Studying of indigenous education should be made optional although only 10% of the heads and 27% of the teachers are in favour of this opinion. 22.50%, 16.50% and 15% of the students, teachers and heads respectively feel that indigenous education should be studied independently. Undoubtedly, none of the heads and teachers feels that studying of indigenous education is not important, only 0.50% of the students (i.e. one student) feel otherwise.

4.4.2. Opinion on revival of Morung system of Education in present context in Mokokchung District

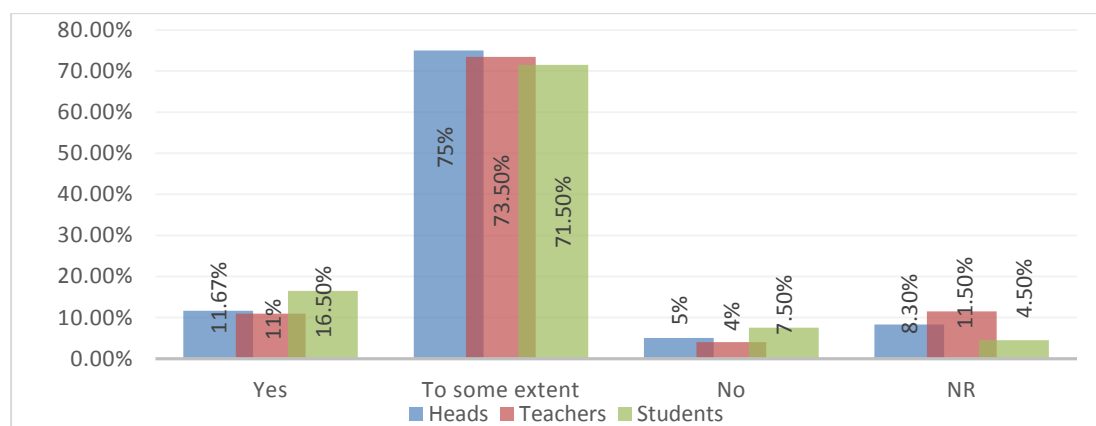
Table 4.2: Table showing number of Heads, Teachers and Students in regard to their opinion on revival of Morung system of Education in present context in Mokokchung District shown in percentages

Responses	Heads		Teachers		Students	
	No.	%	No.	%	No.	%
1. Morung system of education should be revived	19	31.67	45	22.50	64	32
2. There is no scope in reviving Morung system of education	10	16.67	13	6.50	12	6
3. Not sure	27	45	134	67	118	59
NR	4	6.67	8	4	6	3
Total	60	100	200	100	200	100

Study shows that 67%, 59% and 45% of the teachers, students and heads respectively were not sure about the revival of Morung system of education in present context. Whereas, 31.67% of the heads, 32% of the students and 22.50% of the teachers were of the impression that Morung system of education should be revived. However, 16.67%, 6.50% and 6% of the heads, teachers and students respectively feel that there is no scope in reviving the Morung system of education in the present context in Mokokchung District.

4.4.3. Whether the Indigenous Education of the Ao Naga was comprehensive in approach

Figure 4.1: Clustered column chart showing percentages of Heads, Teachers and Students in regard to their view on the Indigenous Education of the Ao Naga was comprehensive in approach



Most of the heads (75%), teachers (73.50%) and students (71.50%) were of the opinion that the indigenous education of the Ao Naga was comprehensive in approach to some extent. Whereas, 16.50% of the students, 11.67% of the heads and 11% of the teachers agree that the indigenous education of the Ao Naga was comprehensive in approach but 7.50%, 5% and 4% of the students, heads and teachers respectively does not agree with the question.

4.4.4. View on introduction of Heritage Studies in NBSE syllabus in Nagaland

Table 4.3: Table showing number of Heads, Teachers and Students in regard to their view on introduction of Heritage Studies in NBSE syllabus in Nagaland shown in percentages

Responses	Heads		Teachers		Students	
	No.	%	No.	%	No.	%
Very Relevant	8	13.33	28	14	13	6.50
Quite Relevant	11	18.33	59	29.50	90	45
Relevant	28	46.67	90	45	82	41
Not so relevant	3	5	6	3	6	3
Not relevant at all	3	5	4	2	4	2
NR	7	11.67	13	6.50	5	2.50
Total	60	100	200	100	200	100

Introduction of Heritage Studies in NBSE syllabus in Nagaland was found to be relevant by 46.67% of heads, 45% of teachers and 41% of students. However, 45% of the students say that the introduction of Heritage Studies in NBSE syllabus is quite relevant but only 29.90% of the teachers and 18.33% of the heads feel it is quite relevant. The percentage furthermore decreases as only 14%, 13.33% and 6.50% of the teachers, heads and students respectively agree that introduction of Heritage Studies in NBSE syllabus was very relevant. Also 5% of the heads, 2% of the teachers and 2% of the students feel that introduction of Heritage Studies in NBSE syllabus in Nagaland was not relevant at all.

4.4.5. Whether the introduction of Heritage studies provide some idea to students on Naga indigenous culture

Table 4.4: Table showing number of Heads, Teachers and Students in regard to the introduction of Heritage studies provide some idea to students on Naga indigenous culture shown in percentages

Responses	Head		Teachers		Students	
	No.	%	No.	%	No.	%
Yes	34	56.67	103	51.50	84	42
To some extent	18	30	63	31.50	97	48.50
No	-	-	1	0.50	3	1.50
NR	8	13.33	33	16.50	16	8
Total	60	100	200	100	200	100

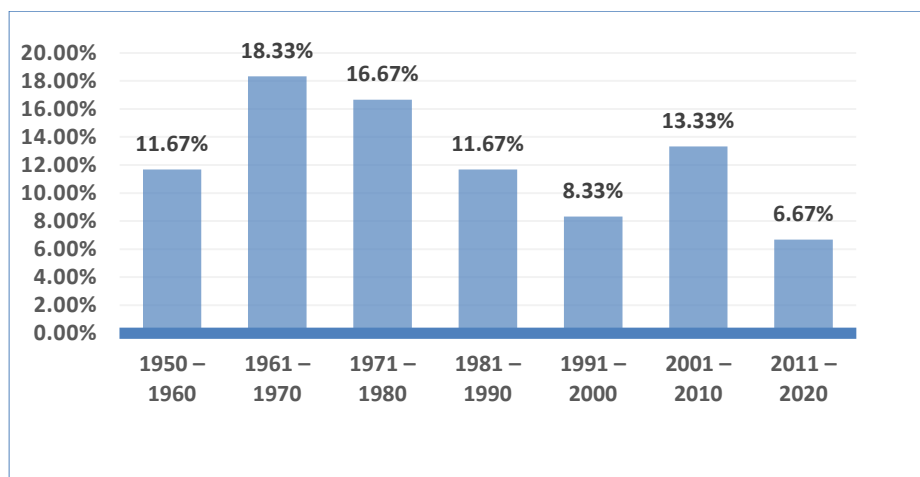
It was found out that introduction of Heritage Studies in NBSE syllabus does provide some idea to students (school students) on Naga indigenous culture as 56.67% of the heads, 51.50% of the teachers and 42.00% of the students agree to the question. 48.50% of the students, 31.50% of the teachers and 30% of the heads feel that Heritage Studies provide some idea to students on indigenous culture only up to some extent. Whereas, only 1.50% Of the students, 0.50% of the teachers and none of the heads feels that Heritage studies in NBSE syllabus does not provide any idea to students on Naga indigenous culture.

4.5. Present Status of Educational Institutions in Mokokchung District with special reference to:

4.5.1. Profile of the Educational Institutions

4.5.1.1. Year of Establishment of Educational Institutions in Mokokchung District

Figure 4.2: Clustered column chart showing Year of Establishment of Educational Institutions in Mokokchung District in terms of percentages



The study revealed that most of the educational institutions i.e 18.33% in Mokokchung District was established during the years 1961-1970 and followed by 16.67% during the years 1971 – 1980. However, there was a decline in establishment of educational institutions during the years 1981-1990 and 1991-2000 to 11.67% and 8.33% respectively. During the years 2001-2010 again the percentage rose to 13.33% and again during the years 2011-2020 the establishment of educational institutions dropped down to 6.67%.

4.5.1.2. Type of Educational Institutions in Mokokchung District

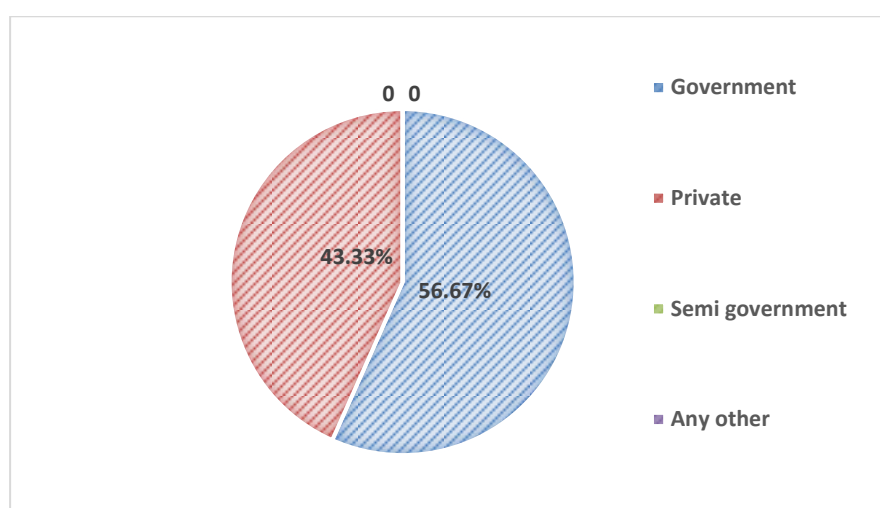
Table 4.5: Table showing number of Heads in regard to the Type of Educational Institutions in Mokokchung District in terms of percentages

Types of educational institutions	Heads		Types of educational institutions	Heads	
	No.	%		No.	%
Pre - primary	5	8.33	College	6	10
Elementary	16	26.67	DIET	1	1.67
Secondary	19	31.67	Technical/ Vocational	2	3.33
Hr. Secondary	11	18.33	Total	60	100

As per the data collected, 31.67% of the educational institutions constitute of Secondary level, 26.67% Elementary level, 18.33% Higher Secondary level, 10% College level, 8.33% consist of Pre-primary level, 3.33% Technical/ Vocational education and 1.67% DIET. It was found out that in 2022, the 150th year of Christianity and inception of formal education, Mokokchung District still does not have any University, Engineering College, Medical College, Agriculture College and other professional Colleges except a B.Ed College and a Law College.

4.5.1.3. Type of Educational Institutions Management in Mokokchung District

Figure 4.3: Pie chart showing type of Educational Institutions Management in Mokokchung District in terms of percentages



It was found out that 56.67% of the educational institutions in Mokokchung District were managed by Government sector and the remaining 43.33% were managed by Private sector. There was no Semi government or any other managed educational institution in Mokokchung District.

4.5.1.4. Board/ University that the Educational Institutions in Mokokchung District are affiliated with

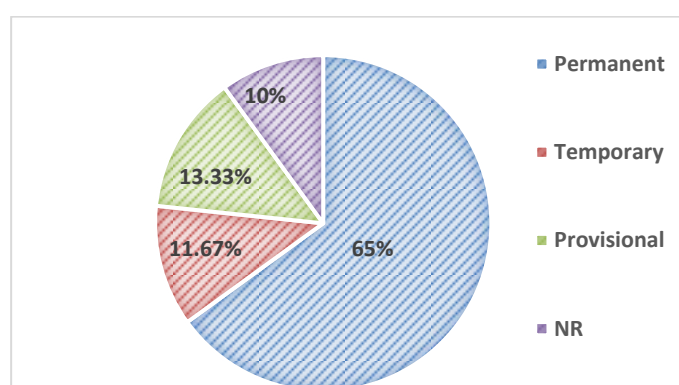
Table 4.6: Table showing number of Heads in regard to affiliation of Educational Institutions in Mokokchung District to different Board/ University in terms of percentages

Board/ University	Heads		Board/ University	Heads	
	No.	%		No.	%
NU	7	11.67	YWCA	1	1.67
NIELIT	1	1.67	NR	5	8.33
CISCE	1	1.67	Total	60	100
NBSE	45	75			

The study shows that 75% of the educational institutions in Mokokchung District are affiliated to Nagaland Board of School Education (NBSE), 10% is affiliated to Nagaland University (NU) and 1.67% each of the educational institutions is affiliated to Council for the Indian School Certificate Examinations (CISCE), National Institute of Electronics and Information Technology (NIELIT) and Young Men's Christian Association (YMCA).

4.5.1.5. Status of affiliation of Educational Institutions in Mokokchung District

Figure 4.4: Pie chart showing status of affiliation of Educational Institutions in Mokokchung District



The finding revealed that 65% of the educational institutions in Mokokchung District have a permanent status of affiliation, 13.33% have Provisional status affiliation, 11.67% have Temporary status affiliation and 10% of the institutions did not give any response.

4.5.1.6. Status of NAAC assessment of College in Mokokchung District

Table 4.7: Table showing number of Heads in regard to the status of NAAC assessment of College in Mokokchung District in terms of percentages

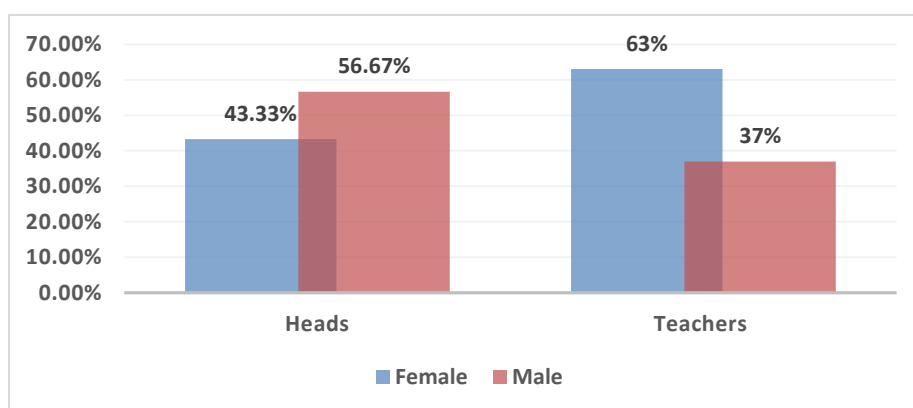
Responses	Heads	
	No.	%
Assessed	1	16.67
Assessment awaited	-	-
Not assessed	5	83.33
Total	6	100

Out of 6 Colleges in Mokokchung District only Fazl Ali College has been assessed by NAAC so far. In 1st cycle (2009) the College scored 2.29 CGPA and in second cycle (2015) CGPA score is 2.5.

4.5.2. Profile of Heads and Teachers of Educational Institutions in Mokokchung District

4.5.2.1. Gender of Heads and Teachers of Educational Institutions in Mokokchung District

Figure 4.5: Clustered column chart showing percentages of gender of Heads and Teachers of Educational Institutions in Mokokchung District



The above table shows a higher percentage of male heads (56.67%) of educational institutions in Mokokchung District than female heads (43.33%). However, it is quite the opposite among the teachers, there are more female teachers (63%) as compared to male teachers (37%).

4.5.2.2. Educational Qualification of both Heads and Teachers of Educational Institutions in Mokokchung District

Table 4.8: Table showing number of Heads and Teachers of Mokokchung District in regard to their Educational Qualification in terms of percentages

Educational Qualification	Heads		Teacher		Educational Qualification	Heads		Teacher	
	No.	%	No.	%		No.	%	No.	%
Ph.D	4	6.67	10	5	B.D	1	1.67	-	-
M.A	23	38.33	59	29.50	B.Th	1	1.67	-	-
M.Sc	4	6.67	31	15.50	Hindi	-	-	1	0.50
M.Com	-	-	1	0.50	Hindi (Diploma)	-	-	1	0.50
M.Tech	1	1.67	-	-	12	-	-	16	8
LLM	1	1.67	3	1.50	Engineering diploma	1	1.67	-	-
MCA	-	-	1	0.50	Diploma in Arts	-	-	1	0.50
B.A	17	28.33	35	17.50	PG	-	-	4	2
B.Sc	1	1.67	11	5.50	Graduate	6	10	24	12
B.Com	2	3.33	5	2.50	Others	-	-	-	-
B.E/ B.Tech	1	1.67	4	2	NR	2	3.30	8	4

Educational qualification of heads and teachers is a good indicator of the quality of education given to the students. As per the data collected, 6.67% of heads and 5% of teachers hold Ph.D degree; 38.33% of heads and 29.50% of teachers holds MA degree; 28.33% of heads and 17.50% of teachers holds BA degree; 15.50% of teachers and 6.67% of heads holds M.Sc degree; 3.33% of heads and 2.50% of teachers holds B.Com degree; 5.50% of teachers and 1.67% of heads holds B.Sc degree; 17% of heads and 1.50% of teachers holds LLM degree; and 2% of teachers and 1.67% of heads holds B.E/B.Tech degree. 1.67% each of the heads hold M.Tech degree, B.D degree, B.Th degree and Engineering diploma. The study also reveals that 0.50% each of the teacher holds M.com degree, MCA degree, Hindi degree, Hindi (Diploma) and Diploma in Arts. Furthermore, 8% of the teachers are class 12 pass, 2% of the teachers have PG (uncategorised) and 10% of heads and 12% of teachers is a graduate (uncategorised).

4.5.2.3. Professional Qualification of both Heads and Teachers of Educational Institutions in Mokokchung District

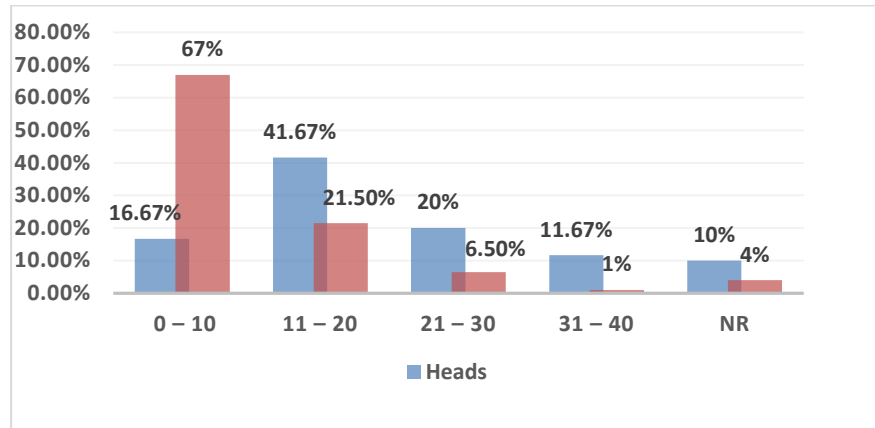
Table 4.9: Table showing number of Heads and Teachers of Mokokchung District in regard to their Professional Qualification in terms of percentages

Professional Qualification	Heads		Teachers		Professional Qualification	Heads		Teachers	
	No.	%	No.	%		No.	%	No.	%
Montessori trained	7	11.67	28	14	TET	-	-	5	2.5
D.El.Ed	10	16.67	32	16	CTET	-	-	1	0.5
B.Ed (General)	26	43.33	72	36	SLET	-	-	-	-
B.Ed (Special edu)	10	16.67	7	3.50	NET	3	3.3	26	13
M.Ed (General)	2	3.33	3	1.50	Others	-	-	-	-
M.Ed (Special edu)	-	-	1	0.50	NR	4	6.7	65	32.5

Professional teaching course enhances the quality of teaching in every educational level. Study shows that 43.33% of the heads and 36% of the teachers have B.Ed (General) degree; 16.67% of the heads and 3.50% of the teachers have B.Ed (Special Education) degree; 16.67% of the heads and 16% of the teachers have D.El.Ed; 14% of the teachers and 11.67% of the heads are Montessori trained; 3.33% of the heads and 1.50% of the teachers have M.Ed (General) degree; and 0.50% teacher has M.Ed (Special Education) degree. Study also reveals that 13% of the teachers and 3.33% of the heads have qualified NET; and 2.50% and 0.50% of the teachers have qualified TET and CTET respectively. The remaining 32.50% of the teachers and 6.67% of the heads did not give any response.

4.5.2.4. Years of teaching experience of both Heads and Teachers of Educational Institutions in Mokokchung District

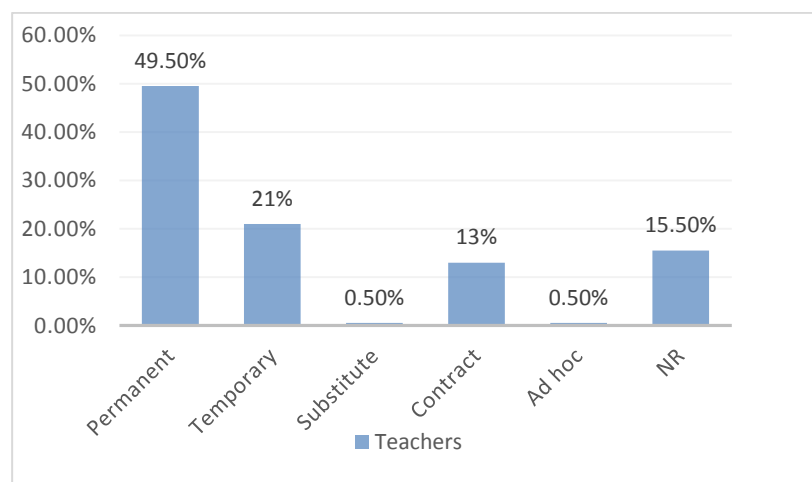
Figure 4.6: Clustered column chart showing years of teaching experience of both Heads and Teachers of Educational Institutions in Mokokchung District in terms of percentages



The finding revealed that 67% of teachers and 16.67% of heads in Mokokchung District have teaching experience of 0-10 years; 41.67% of the heads and 21.50% of the teachers have 11-20 years of teaching experience; 20% of the heads and 6.50% of the teachers have 21-30 years of teaching experience; and 11.67% of heads and 1% of teachers have 31-40 years of teaching experience. Thus, most of the heads and teachers are at their prime stage of teaching profession i.e. 0-20 years of teaching experience.

4.5.2.5. Nature of appointment of Teachers in Mokokchung District

Figure 4.7: Clustered column chart showing number of Teachers in Mokokchung District in regard to their nature of appointment in terms of percentages



It was found out that 49.50% of the teachers in Mokokchung District were appointed Permanently, 21% were appointed Temporarily, 13% on Contractual basis, 0.50% each as Substitute and Ad hoc respectively and 15.50% of the Teachers did not give any response.

4.5.3. Infrastructure

4.5.3.1. Type of Educational Institution Building in Mokokchung District

Table 4.10: Table showing number of Heads in regard to type of Educational Institution Building in Mokokchung District in terms of percentages

Type of building	Head	
	No.	%
RCC Building	23	38.33
Assam Type	9	15
Semi RCC Building	26	43.33
Wooden	2	3.33
Total	60	Total

It was found out that 43.33% of the educational institutions in Mokokchung District have semi RCC type of building which is mostly Government owned. 38.33% of the institutions have RCC type of building which is mostly private owned. The remaining 15% have Assam Type and 3.33% have Wooden type of building.

4.5.3.2. Opinion on Educational Institution Building in Mokokchung District

Table 4.11: Table showing number of Heads and Teachers in regard to their opinion on Educational Institution Building in Mokokchung District in terms of percentages

Response	Heads		Teachers	
	No.	%	No.	%
Outstanding	1	1.67	6	3
Good	13	21.67	-	-
Satisfactory	25	41.67	120	60
Unsatisfactory	14	23.33	66	33
Very unsatisfactory	6	10	-	-
NR	1	1.67	8	4
Total	60	100	200	100

An encouraging, 41.67% of the heads and 60% of the teachers in Mokokchung District were found to be Satisfactory with their educational institution building. 23.33% of the head and 33% of the teachers were found to be Unsatisfactory with their institution building. 21.67% of the heads say that their institution building is Good whereas none of the teachers find their institution building Good nor Very Unsatisfactory. In the opinion of 1.67% heads and 3% teachers their institution building is Outstanding whereas 10% of the heads find it Very Unsatisfactory.

4.5.3.3. Whether Educational Institutions in Mokokchung District are equipped for Inclusive Education

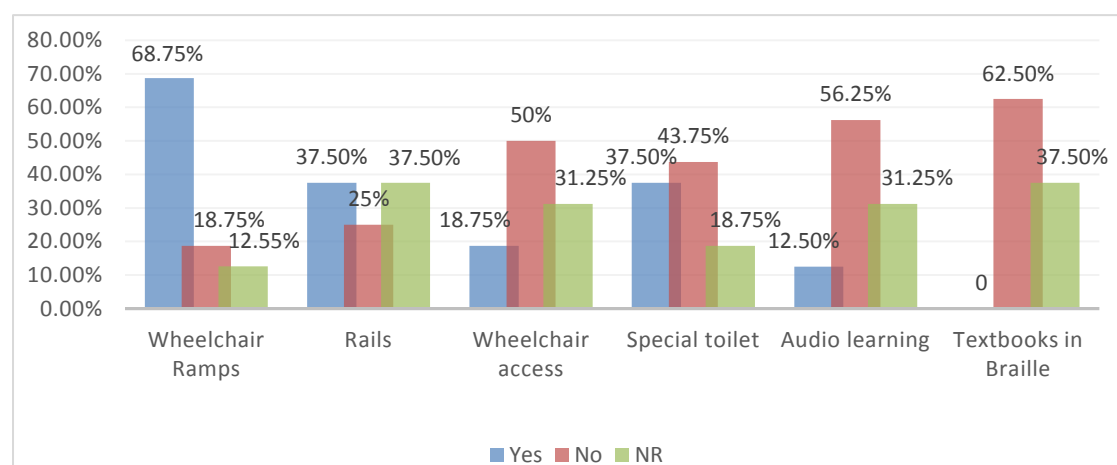
Table 4.12: Table showing number of Heads in regard to whether Educational Institutions in Mokokchung District are equipped for Inclusive Education in terms of percentages

Response	Heads	
	Total	%
Yes	16	26.67
No	43	71.67
NR	1	1.67
Total	60	100

It was found out that majority of the heads of educational institutions in Mokokchung District (71.67%) agreed that institutions were not equipped for inclusive education. However 26.67% of the heads opined that institutions were found to be equipped for inclusive education.

4.5.3.3.1. Physical facilities available for Inclusive Education in Mokokchung District

Figure 4.8: Clustered column chart showing Physical facilities available for Inclusive Education in Mokokchung District in terms of percentages



From the 16 educational institutions in Mokokchung District which were found to have equipped for Inclusive Education, it was found out that 68.75% of the educational institutions have wheelchair ramps, 37.50% have rails, 37.50% has special toilet, 18.75% have wheelchair access, 12.50% have audio learning and none of the institution have textbook in Braille. It was also found out that one of the pre – primary school (Blossoms Pre School) have introduced Need Based Therapy for Children with Autism, ADHD and speech delay.

4.5.3.4. Facilities and Teaching Learning Materials in classroom in Mokokchung District

Table 4.13: Table showing number of Heads in regard to availability of Facilities and Teaching Learning Materials in classroom in Mokokchung District in terms of percentages

Facilities and TLM in classroom	Heads									
	Response									
	Yes		To some extent		No		NR		Total	Total %
	No.	%	No.	%	No.	%	No.	%		
Facilities in classroom										
1. Sufficient classrooms	41	68.33	14	23.33	4	6.67	1	1.67	60	100
2. Good lighting	40	66.67	19	31.67	-	-	1	1.67	60	100
3. Good ventilation	45	75	11	18.33	2	3.33	2	3.33	60	100
4. Spacious	33	55	15	25	10	16.67	2	3.33	60	100
5. Sufficient benches and desks for all students	42	70	11	18.33	4	6.67	3	5	60	100

6. Sufficient charging points	34	56.67	18	30	3	5	5	8.33	60	100
7. Fan	39	65	6	10	11	18.33	4	6.67	60	100
8. Air Cooler	1	1.67	3	5	45	75	11	18.33	60	100
9. Heater	5	8.33	3	5	40	66.67	12	20	60	100
TLM in classroom										
1. Black board	37	61.67	-	-	15	25	8	13.33	60	100
2. Green board	10	16.67	5	8.33	25	41.67	20	33.33	60	100
3. White board	50	83.33	1	1.67	6	10	3	5	60	100
4. Smart board	3	5	5	8.33	37	61.67	15	25	60	100
5. Globe	42	70	7	11.67	3	5	8	13.33	60	100
6. Map	46	76.67	5	8.33	2	3.33	7	11.67	60	100
7. Power point Projector	14	23.33	5	8.33	35	58.33	6	10	60	100

All the educational institutions in Mokokchung District were found to have basic requisite facilities in the classroom. 68.33% of the educational institutions have Sufficient Classroom, 66.67% have Good Lighting, 75% have Good Ventilation, 70% have Sufficient Benches and Desks for all students and 65% have Fan installed in classroom. Furthermore, 56.67% were found to have Sufficient Charging Points in the class room and 55% of educational institutions have Spacious Classroom. The study also revealed that 75% and 66.67% of the educational institutions in Mokokchung District does not have Air Cooler and Heater respectively in their classroom.

All the educational institutions in Mokokchung District were found to have basic requirements of conventional TLM in classroom but lack in ICT. 61.67% of the educational institutions were still found to be using Black Board; only 16.67% were found using Green Board because it was replaced by White Board which was found to be used by 83.33% of the educational institutions. 76.67% of the educational institutions were found to use Map as TLM and 70.00% use Globe. The study also revealed that only 23.33% and 5% of the educational institutions use Smart Board and Power Point Projector respectively in their classroom whereas 61.67% and 58.33% of the educational institutions in Mokokchung District does not have a Smart Board and Power Point Projector respectively.

4.5.3.5. Facilities available in Educational Institutions in Mokokchung District

Table 4.14: Table showing number of Heads in regard to facilities available in Educational Institutions in Mokokchung District in terms of percentages

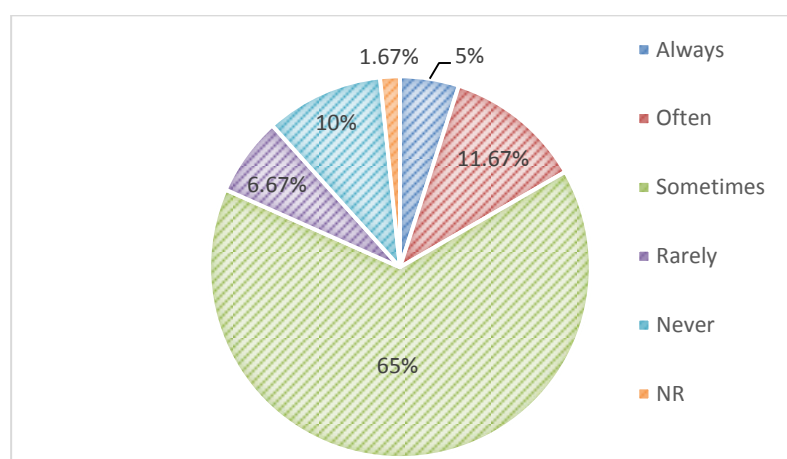
Facilities in educational institution	Heads							
	Response							
	Yes		No		NR		Total	Total %
	No.	%	No.	%	No.	%		
1. Library	23	38.33	29	48.33	8	13.33	60	100
1.a. If Yes, is it digitalised?	3	5	20	33.33	-	-	23	100
2. Science Laboratory	22	36.67	27	45	11	18.33	60	100
3. Computer Laboratory	28	46.67	25	41.67	7	11.67	60	100
4. Internet facility	21	35	35	58.33	4	6.67	60	100
5. Free wifi	8	11.33	43	71.67	9	15	60	100
6. Toilet for boys	53	88.33	4	6.67	3	5	60	100
7. Toilet for girls	54	90	3	5	3	5	60	100
8. Separate toilet for teachers	49	81.67	7	11.67	4	6.67	60	100
9. Canteen	15	25	41	68.33	4	6.67	60	100
10. Drinking water	54	90	3	5	3	5	60	100
11. Auditorium	22	36.67	35	58.33	3	5	60	100
12. Hostel	13	21.67	42	70	5	8.33	60	100
13. Common room for female students	5	8.33	49	81.67	6	10	60	100
14. Common room for male student	5	8.33	49	81.67	6	10	60	100
15. Teachers common room	56	93.33	1	1.67	3	5	60	100
16. First aid	56	93.33	1	1.67	3	5	60	100
17. Transportation for Students	13	21.67	42	70	5	8.33	60	100
18. Transportation for both Teachers and non - Teaching staff	5	8.33	49	81.67	6	10	60	100
19. Play ground	33	55	22	36.67	5	8.33	60	100

The study revealed that educational institutions in Mokokchung District lacks in basic facilities. Only 38.33% of the educational institutions were found to have Library out of which only 5% were Digitalized (Fazl Ali College). 36.67% have Science Laboratory and 46.67% have Computer Laboratory. Only a limited number of educational institutions provide Internet facility and Free wifi i.e. 35% and 11.33% respectively. A good number of educational institutions have separate Toilets for boys (88.33%), girls (90%) and teachers (81.67%). Furthermore, the study revealed that 90% of the educational institutions provides Drinking Water facility and only 25% have Canteen. In most of the Government schools there was no canteen. Only 36.67% of the

educational institutions have an Auditorium and 21.67% provides Hostel facility. 93.33% of the educational institutions provide Common Room for teachers whereas only 8.33% and 8.33% of the institutions provide Common Room for female and male students respectively. The study also revealed that 93.33% of the educational institutions have First Aid facility. Transportation is also another problem, it was found out that only 21.67% and 8.33% of the educational institutions provide for students and teachers and non – teaching staff respectively. 55% of the educational institutions in Mokokchung District were found to have provision for Playground.

4.5.3.6. Whether Educational Institution in Mokokchung District lend its Infrastructure for Community Service

Figure 4.9: Pie chart showing percentages in regard to whether Educational Institution in Mokokchung District lend its Infrastructure for Community Service



It was found out that 65% of the Colleges lend its infrastructure for community service sometimes, 11.67% of the Colleges lend often and 5% of the Colleges always lend its infrastructure for community service. 6.67% and 10% of the Colleges rarely and never lend its infrastructure for community service respectively. It is wise to maintain a healthy relationship with the community because an educational institution cannot grow to its maximum potential without the cooperation of community.

4.5.3.7. Opinion on upgradation of Educational Institutional Infrastructure in Mokokchung District

According to the study, opinions given by heads for up gradation of Educational Institutional Infrastructure in Mokokchung District were: There is a need to

create a healthy environment; science laboratory need to be upgraded / build new; water reservoir of at least 20 thousand Hs capacity need to be constructed; extra room for remedial learning/ study/ recreation; extension and renovation for most of the classroom; provide adequate fund by the government; active financial participation by the community; library and auditorium to renovate/ introduce; equipment of ICT in classroom; separate kitchen; separate toilet for students-male, female and teachers - male, female; good ventilation, fan, proper lighting, enough bench-desk; transportation facility for students, teachers and non-teaching staff; canteen should be renovated/ introduced; expansion of infrastructure for more enrollment; and expansion or inclusion playground.

4.5.3.8. College level

A. Physical Facilities provided in College in Mokokchung District

Table 4.15: Table showing number of Students in regard to Physical Facilities provided in College in Mokokchung District in terms of percentages

Physical Facilities	Students					
	Criteria					
	Yes		No		Total	Total %
	No.	%	No.	%		
1. Auditorium	140	70	60	30	200	100
2. Common room for female	-	-	200	100	200	100
3. Common room for male	-	-	200	100	200	100
4. Toilet for girls	200	100	-	-	200	100
5. Toilet for boys	200	100	-	-	200	100
6. Drinking water	200	100	-	-	200	100
7. Canteen	200	100	-	-	200	100
7.a. Menu for both vegetarian and non-vegetarian in canteen	-	-	200	100	200	100
8. First Aid room	42	21	158	79	200	100
9. Women cell	-	-	200	100	200	100
10. Guidance and Counseling cell	31	15.50	169	84.50	200	100
11. Anti - ragging Cell	-	-	200	100	200	100
12. Placement Cell	-	-	200	100	200	100
13. Research Cell	-	-	200	100	200	100
14. Provision for indoor games	72	36.00	128	64	200	100
15. Provision for outdoor games	80	40	120	60	200	100
16. Transportation	72	36	128	64	200	100

The study revealed that all the Colleges in Mokokchung District provide Toilet for both girls and boys, Drinking water facility and Canteen but none of the canteen provide menu for both vegetarian and non-vegetarian. It was also found out that 70% of the Colleges have Auditorium, 40% has provision for Outdoor games, 36% has provision for Indoor games, 36% provide Transportation facility and 21% First Aid room. Only 15.50% (i.e. only one College - Jubilee Memorial College) was found to have set up with Guidance and Counselling cell. Furthermore, none of the Colleges were also found to have set up with separate Common room for male and female, Women cell, Anti – Ragging cell, Placement cell and Research cell.

B. Library

i. Availability of College Library in Mokokchung District

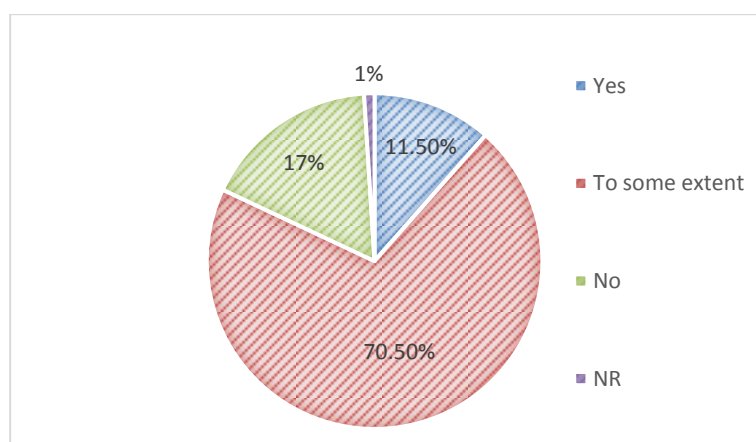
Table 4.16: Table showing number of Students in regard to availability of College Library in Mokokchung District in terms of percentages

Response	Students	
	No.	%
Yes	200	100
No	-	-
Total	200	100

The study revealed that all the Colleges in Mokokchung District were provided with Library facility.

ii. Whether sufficient study materials are available in College library in Mokokchung District

Figure 4.10: Pie chart showing availability of sufficient study materials in College Library in Mokokchung District in terms of percentages



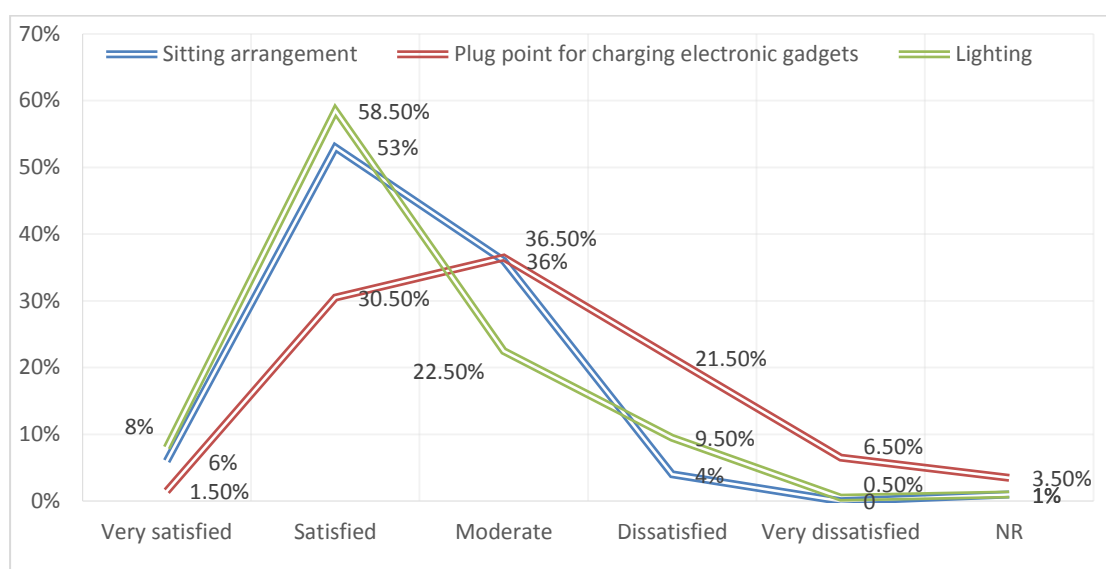
Library is a Centre for academic activities. A good library defines the quality of an educational institution. However, in Mokokchung District, study reveals that 70.50% of the library in College level provides study materials only to some extent. This is a clear indication that the Colleges need to upgrade their library resources. Further, study shows that 17% of the library does not have sufficient study materials and only 11.50% of the libraries were found to have sufficient study materials for the students.

iii. Number of days a Student can borrow and keep book(s) from College Library

The study shows that in all the Colleges in Mokokchung District, students can borrow and keep library book(s) for seven (7) days.

iv. Sitting arrangement for reading in College Library in Mokokchung District

Figure 4.11: Line chart showing sitting arrangement for reading in College Library in Mokokchung District in terms of percentages



Majority of the students i.e. 58.50% and 53% were found to be satisfied with the lighting and sitting arrangement respectively. But only 30.50% of the students were found to be satisfied with the plug point for charging electronic gadgets in the library. 36.50%, 36% and 22.50% of the students find the plug for charging electronic gadgets, sitting arrangement and lighting respectively to be moderate. 21.50%, 9.50% and 4% of the students were dissatisfied with the plug for charging electronic gadgets, lighting and sitting arrangement respectively. It was only 8%, 6% and 1.50% of the students were

found to be very satisfied with the lighting, sitting arrangement and plug point for charging electronic gadgets respectively in library.

v. Facilities available in College Library in Mokokchung District

Table 4.17: Table showing number of Students in regard to facilities available in College Library in Mokokchung District in terms of percentages

Facilities available	Students					
	Response					
	Yes		No		Total	Total %
	No.	%	No.	%		
1. E - library	25	12.50	175	87.50	200	100
2. Fan	200	100	-	-	200	100
3. Heater	33	16.50	167	83.50	200	100
4. Toilet for boys	70	35	130	65	200	100
5. Toilet for girls	70	35	130	65	200	100
6. Drinking water	147	73.50	53	26.50	200	100
7. Disabled friendly	-	-	200	100	200	100
8. Computer section	61	30.50	139	69.50	200	100
9. Access to internet	61	30.50	139	69.50	200	100
10. Photo copy facility	147	73.50	53	26.50	200	100

In an educational institution library is utilized both by students and teachers for academic purposes. It is only practical to make the library environment convenient and well equipped with resources for best possible utility and benefit. As per the study, it was found out that all the College libraries in Mokokchung District provide Fan whereas only 16.50% provide Heater. 73.50% each of libraries provide Drinking water and Photo copy facility. In addition, only 35.50% each of libraries have Toilet facility for boys and girls inside library building. 30.50% each of libraries has Computer section with Internet facility. The study also revealed that only one library (Fazl Ali College) provides free access to WiFi and also only one library has upgraded to e-library (automation done). To make academic learning more accessible, convenient and cost efficiency especially for students' community, up gradation of conventional library to digital library is encouraged.

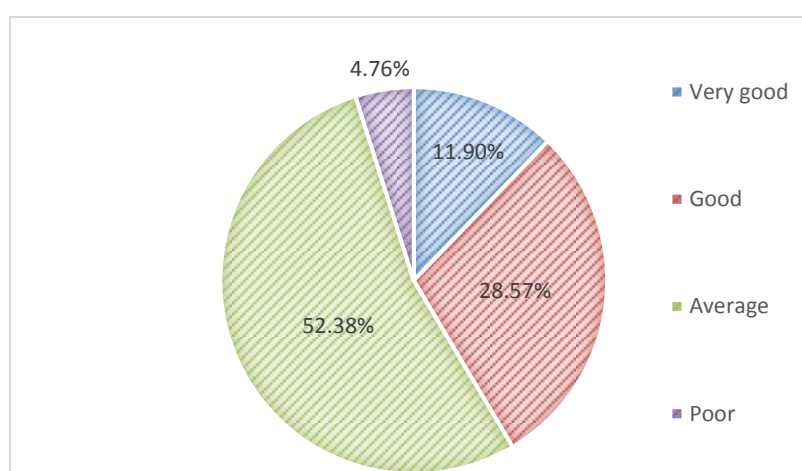
C. Science Laboratory

i. Availability of Science Laboratory in College in Mokokchung District

The study shows that only one College offers science stream in Mokokchung District i.e. Fazl Ali College and they have a laboratory.

ii. Science Laboratory equipment in College in Mokokchung District

Figure 4.12: Pie chart showing Science Laboratory equipment in College in Mokokchung District in terms of percentages



According to NCERT a science laboratory is a place where experimental skills are learned systematically, performing a set of prescribed and suitably designed experiments. It also facilitates understanding the concept of science. The study reveals that 52.38% of the College laboratory falls under average criteria. 28.57% and 11.90% of the laboratory falls under good and very good criteria respectively. 4.76% and 2.38% of the laboratory falls under poor and very poor criteria respectively.

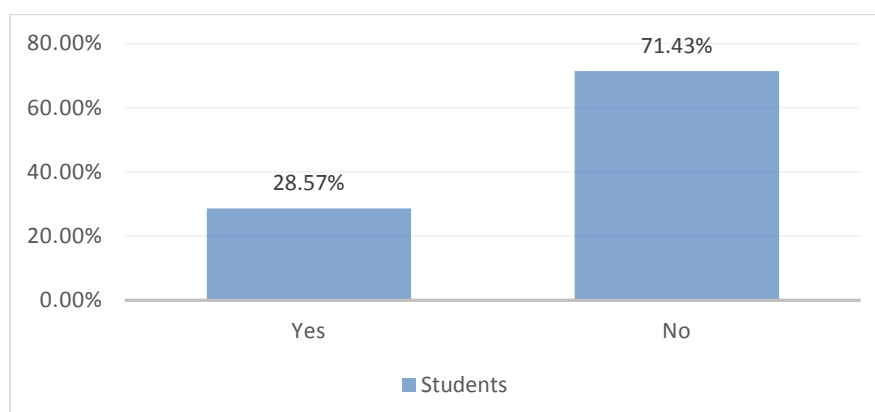
D. Hostel facility in College in Mokokchung District

i. Availability of Hostel facility in College in Mokokchung District

Out of six Colleges in Mokokchung District only one College has hostel facility run by the College i.e. Fazl Ali College.

ii. Whether College Students in Mokokchung District are availing College Hostel facility

Figure 4.13: Clustered column chart showing College Students in Mokokchung District availing College Hostel facility in terms of percentages



The study shows that 28.57% of the College student avail hostel facility runs by College and 71.43% of the College students commute from home/ private hostel/ other arrangement in Mokokchung District.

iii. Facilities provided in College Hostel in Mokokchung District

Table 4.18: Table showing number of Students in regard to Facilities provided in College Hostel in Mokokchung District in terms of percentages

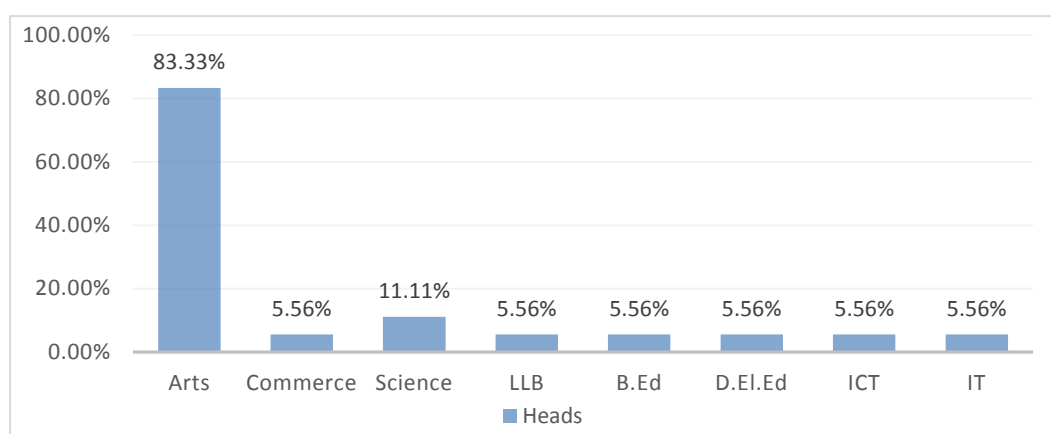
Facilities	Students											
	Response											
	Very satisfied		Satisfied		Average		Dis-satisfied		Very dissatisfied		Total	Total %
	No	%	No	%	No	%	No	%	No	%		
1. Sleeping room arrangement	1	8.33	4	33.33	7	58.33	-	-	-	-	12	100
2. Study room arrangement	-	-	1	8.33	3	25	6	50	2	16.67	12	100
3. Lighting	1	8.33	3	25	5	41.67	2	16.66	1	8.33	12	100
4. Food	-	-	4	33.33	3	25	3	25	2	16.67	12	100
5. Drinking water	-	-	4	33.33	5	41.67	2	16.66	1	8.33	12	100
6. Toilet	1	8.33	1	8.33	7	58.33	3	25	-	-	12	100
7. Recreational activities (e.g., watching tv, indoor games)	-	-	2	16.66	5	41.67	1	8.33	4	33	12	100
8. Over all time table	1	8.33	2	16.66	8	66.67	-	-	1	8.33	12	100

As per the data collected the hostel facility provided by Fazl Ali College were found to be satisfactory. Study reveals that overall timetable (66.67%), sleeping room arrangement (58.33%), toilet (58.3%), lighting (41.67%), drinking water (41.67%) and recreational activities (41.67%) were on an average level. However, 50% of the students were dissatisfied with the study room arrangement. As far as Food is concerned there are marginal clash of opinions but majority of the students (33.33%) were found to be satisfied with the food provided.

4.5.4. Courses offered

4.5.4.1. Courses offered in Educational Institutions in Mokokchung District

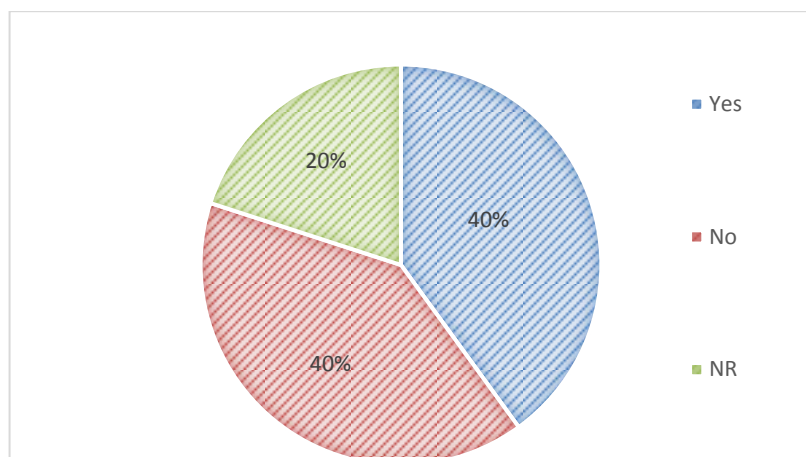
Figure 4.14: Clustered column chart showing Courses offered in Educational Institutions in Mokokchung District in terms of percentages



It was found out that, in Mokokchung District the courses offered at higher secondary level, higher education level and technical/vocational education level was very limited. Combining all together 83.33% of the educational institutions offer Arts, 11.11% offer Science and 5.56% i.e. one educational institution each offer Commerce, LLB, B.Ed, D.El.Ed, ICT and IT. Educational institutions in Mokokchung District was found to have access to very limited area of academic discipline. It is suggested to introduce discipline such as Medical, Engineering, Agriculture, Forestry, Veterinary, Management, sports and such. It was also found out that Mokokchung District does not have a single university established.

4.5.4.2. Educational Institutions offering Skill Development Based Course in Mokokchung District

Figure 4.15: Pie chart showing Educational Institutions offering Skill Development Based Course in Mokokchung District in terms of percentages

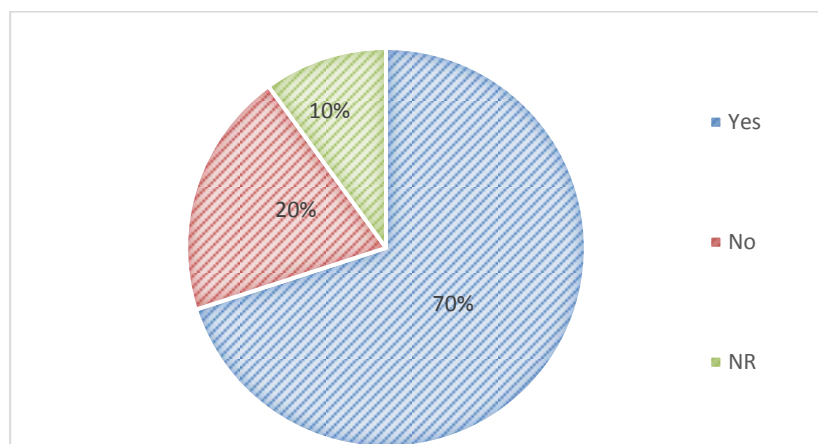


The study revealed that 40% of the Colleges in Mokokchung District offers Skill Development Based Course such as Mushroom Cultivation, ICT, Horticulture, Hospitality, Tourism and even one College has signed an MOU with YouthNet, Nagaland, which helps in empowering youths. Whereas 40% of the Colleges does not provide any such courses and 20% of the Colleges did not give any response.

At school level, all the schools were found to provide skill based education like gardening, handicraft, carpentry, and knitting.

4.5.4.3. Whether the present curriculum meet the needs of the students of Mokokchung District

Figure 4.16: Pie chart showing opinion of Heads in terms of percentages in regard to the present curriculum meet the needs of the students of Mokokchung District



The study revealed that 70% of the heads of educational institutions in Mokokchung District were of the opinion that the present curriculum meets the needs of the students. But 20% of them think that present curriculum does not meet the needs of the students for reasons such as no updated curriculum, lack of vocational courses and the existing curriculum does not provide quality education. 10% of the Heads did not respond to this question.

4.5.4.4. Satisfaction of the teachers and students of Mokokchung District with the existing Curriculum

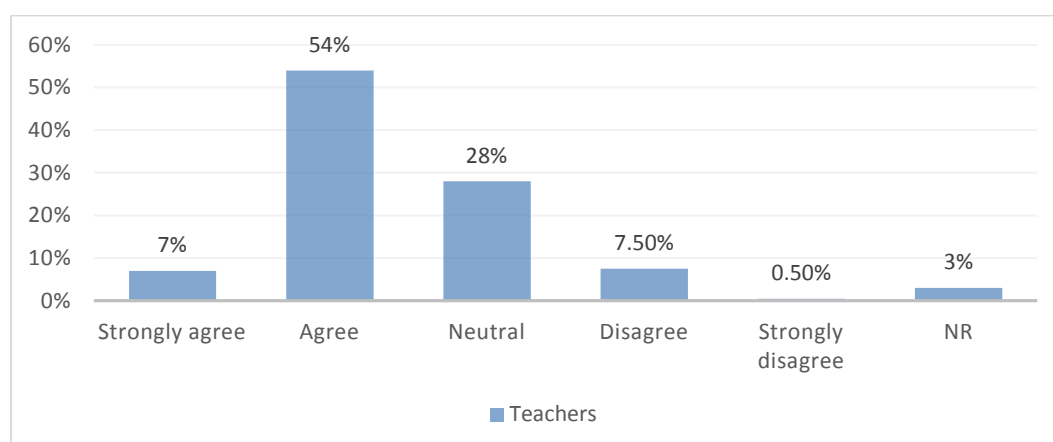
Table 4.19: Table showing number of Teachers and Students of Mokokchung District in regard to satisfaction with the existing Curriculum in terms of percentages

Criteria	Teachers		Students	
	No.	%	No.	%
Very satisfied	17	8.50	9	4.50
Satisfied	112	56	124	62
Moderate	65	32.50	65	32.50
Dissatisfied	4	2	1	0.50
Very dissatisfied	1	0.50	1	0.50
NR	1	0.50	-	-
Total	200	100	200	100

As per the result, 62% and 56% of the students and teachers respectively of Mokokchung District were satisfied with the existing curriculum. 32.50% each of teachers and students feels moderate with the existing curriculum. Only 8.50% and 4.50% of the teachers and students respectively were very satisfied with the existing curriculum. Furthermore, 0.50% each of teachers and students were very dissatisfied with the existing curriculum.

4.5.4.5. Whether the existing Curriculum justifies the Aim of Education (holistic development of the student) in Mokokchung District

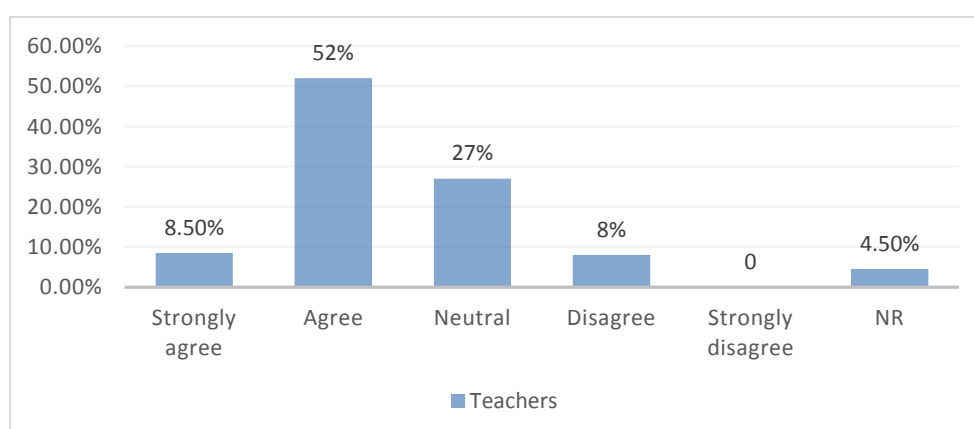
Figure 4.17: Clustered column chart showing opinion of Teachers in terms of percentages in regard to whether the existing Curriculum justifies the Aim of Education (holistic development of the student) in Mokokchung District



Data shows that 54% of the teachers in Mokokchung District agree that the existing curriculum justifies the aim of education but 28% of the teachers were neutral to it. Only 7% and 0.50% of the teachers strongly agree and strongly disagree respectively. Thus the result indicates that curriculum offered in Mokokchung District needs to be restructured.

4.5.4.6. Whether the existing Curriculum in Mokokchung District needs revamping

Figure 4.18: Clustered column chart showing opinion of Teacher in terms of percentages in regard to whether the existing Curriculum in Mokokchung District needs revamping



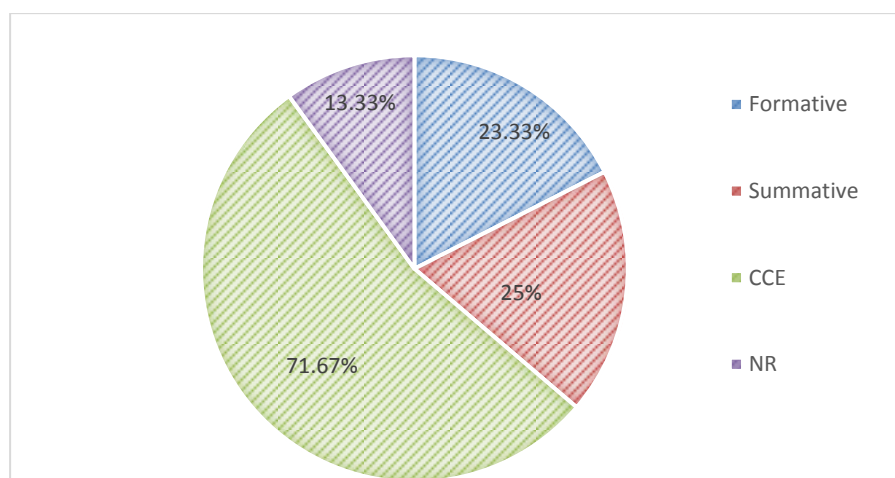
The study revealed that majority i.e. 52% of the teachers agree that the existing curriculum in Mokokchung District needs revamping and none strongly disagree to the idea. 8.50% of the teachers strongly agree that the existing curriculum needs revamping but 27% of the teachers were neutral to it.

4.5.4.7. Whether Colleges in Mokokchung District have provision for the students to earn money while studying

It was found out that none of the Colleges in Mokokchung District have provision for the students to earn money while studying. Introduction of provision for earning money while studying at College level will instil a sense of responsibility and appreciate the dignity of labour among students. It does not only help in earning an income but also gives scope for a sustainable livelihood in future.

4.5.4.8. Evaluation method used in Mokokchung District

Figure 4.19: Pie chart showing Evaluation method used in Mokokchung District in terms of percentages

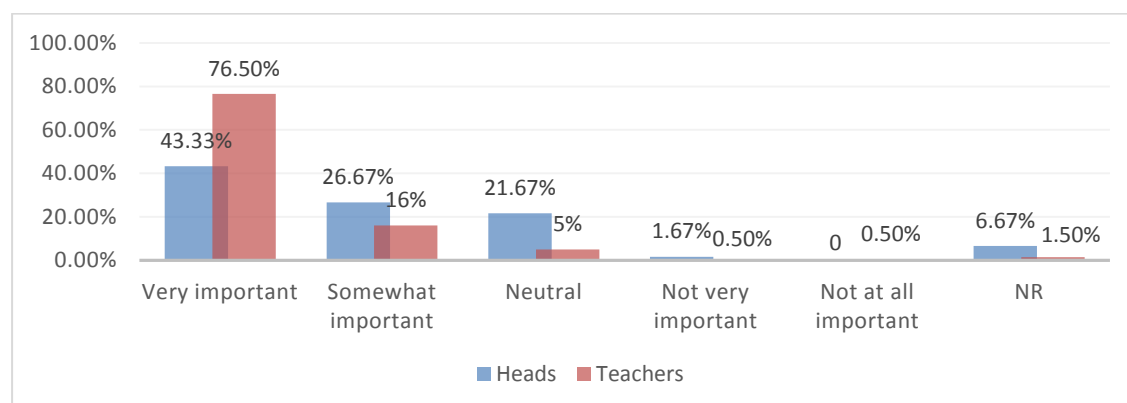


**Here heads were given freedom for multiple choices, the total no of responses and percentages may exceed 60 and 100 respectively.*

As per the result, 71.67% of the institutions use CCE method for evaluation, 25% use Summative evaluation and 23.33% use Formative evaluation. However, it is found that in most of the institutions all the methods of evaluation are used simultaneously.

4.5.4.9. Opinion on importance of Co-Curricular and Extra-Curricular activities in Educational Institutions in Mokokchung District

Figure 4.20: Clustered column chart showing response of Heads and Teachers in regard to their opinion on the importance of Co-Curricular and Extra-Curricular activities in Educational Institutions in Mokokchung District in terms of percentages



The study shows that 76.50% of the teachers and 43.33% of the heads of Mokokchung District were of the opinion that co-curricular and extra-curricular activities were very important for the students. Furthermore, 26.67% of the heads and 16% of the teachers opined somewhat important and 21.67% and 5% of the heads and teachers respectively were neutral to it.

4.5.4.10. Co-Curricular and Extra-Curricular activities organised by Colleges in Mokokchung District

Table 4.20: Table showing number of Student in regard to types of Co-Curricular and Extra-Curricular activities organise by Colleges in Mokokchung District in terms of percentages

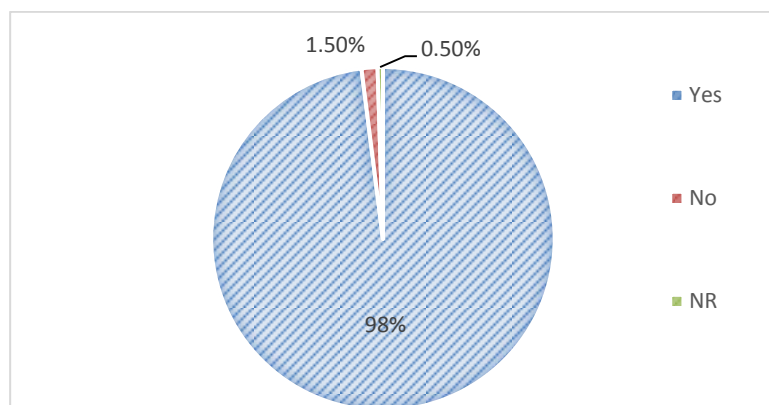
Co-curricular and extra-curricular activities	Students					
	Response					
	Yes		No		Total %	Total
	No.	%	No.	%		
1. Sports	200	100	-	-	100	200
2. Debate	170	85	30	15	100	200
3. Drama	200	100	-	-	100	200
4. Literary day	170	85	30	15	100	200
5. Dance	170	85	30	15	100	200
6. Social work	200	100	-	-	100	200

7. Field trip	109	54.50	91	45.50	100	200
8. Cultural program	200	100	-	-	100	200
9. Study tour	80	40	120	60	100	200
10. Swatch Bharat	200	100	-	-	100	200
11. Yoga	129	64.50	71	35.50	100	200
12. Seminars	200	100	-	-	100	200
13. Work shops	110	55	90	45	100	200
14. Conferences	141	70.50	59	29.50	100	200

It was found out that all the Colleges in Mokokchung District include Sports, Drama, Social Work, Cultural program, Swatch Bharat and Seminars in their co – curricular and extra – curricular activities. 85% of the Colleges conduct Debate, Literary Day and Dance. 70.50% of the College organizes Conference and 64.50% of the College organizes Yoga. Furthermore, 54.50% and 40% of the College were found to take their Students on a Field trip and Study Tour respectively.

4.5.4.11. Whether students in Mokokchung District get involved in Organizing Co-curricular and Extra-curricular activities in College

Figure 4.21: Pie chart showing Students in Mokokchung District getting involved in organizing co – curricular and extra – curricular activities in College in terms of percentages



It was found out that 98% of the students in Mokokchung District get involved in organizing co-curricular and extra-curricular activities in their College whereas 1.50% of the students responded that they do not get involved.

4.5.4.12. Clubs/ Unions formed in Colleges in Mokokchung District

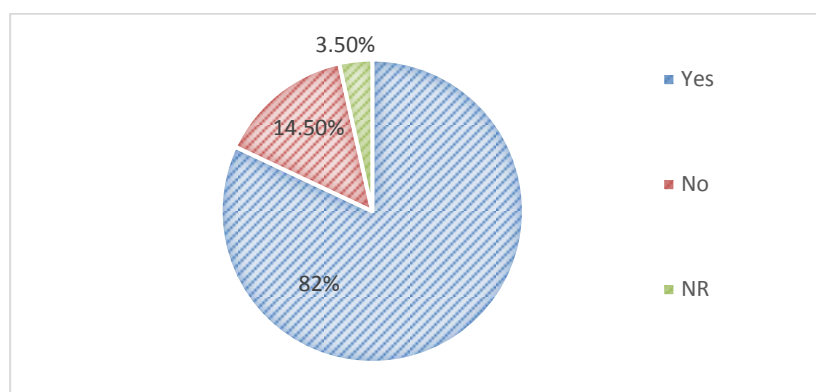
Table 4.21: Table showing number of Students in regard to Clubs/ Unions formed in Colleges in Mokokchung District in terms of percentages

Clubs/ Unions	Students					
	Response					
	Yes		No		Total	Total
	No.	%	No.	%	%	
1. Drama Club	-	-	200	100	100	200
2. Photography Club	-	-	200	100	100	200
3. Red Ribbon Club	200	100	-	-	100	200
4. Science Club	41	20.50	159	79.50	100	200
5. Literary Club	110	55	90	45	100	200
6. Cultural Club	71	35.50	129	64.50	100	200
7. Environment Club	118	59	82	41	100	200
8. Music Club	60	30	140	70	100	200
9. NCC	50	25	150	75	100	200
10. Sports Club	80	40	120	60	100	200
11. Students Union	200	100	-	-		200
12. Evangelical Union	140	70	60	30	100	200

The study revealed that Red Ribbon Club and Students Union were formed in all the Colleges in Mokokchung District. 70% of the College have formed Evangelical Union which is a Christian Campus group. 59% and 55% of the College have formed Environmental Club and Literary Club respectively. Only 40% of the College have formed a Sports club despite of being conducted by all the Colleges. 30% of the College have formed Music Club. Science Club and NCC (National Cadet Corps) were formed only in one College in Mokokchung District.

4.5.4.13. Whether Funds were allotted by Colleges in Mokokchung District for Students to organize activities such as Parting Social, Department Picnic, Field Trip, Excursion, maintaining Student Union Office

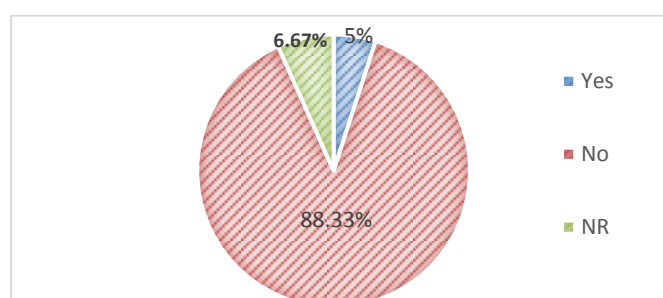
Figure 4.22: Pie chart showing Funds allotted by Colleges in Mokokchung District for Students to organize activities such as Parting Social, Department Picnic, Field Trip, Excursion, maintaining Student Union Office in terms of percentage



For holistic development of student class room learning alone is not enough. Students should be given opportunity for exposure and get involved in different educational activities. It was encouraging to found out that 82% of the Colleges in Mokokchung District allot funds for students to organize activities such as Parting Social, Department Picnic, Field Trip, Excursion, maintaining Student Union Office. In addition, it was also found out that 14.50% of the Colleges does not allot any fund to organize any activities.

4.5.4.14. Whether Educational Institutions in Mokokchung District have introduced any Educational Program for Students with Disabilities

Figure 4.23: Pie chart showing percentages in regard to introduction of Educational Program for Students with disabilities in Educational Institutions in Mokokchung District



It was found out that only 5% of the educational institution in Mokokchung District have introduced educational program for students with disabilities. A need based therapy for Autistic and ADHD (Attention Deficit Hyperactivity Disorder) children has been introduced in one pre – primary school. Whereas, 88.33% of the educational institutions were yet to implement educational program for students with disabilities in any form. 6.67% did not gave any response.

4.5.5 Teaching methods

4.5.5.1. Medium of Instruction used for engaging classroom teaching in Mokokchung District

Table 4.22: Table showing number of Teachers in regard to Medium of Instruction used for engaging classroom teaching in Mokokchung District in terms of percentages

Medium of Instruction	Teachers		Medium of instruction	Teachers	
	No.	%		No.	%
1. English	199	99.50	4. Nagamese	38	19
2. Hindi	14	7	5. Other (s)	2	1
3. Mother tongue	61	30.50	NR	1	0.50

**Here teachers were given freedom for multiple choices, the total no of responses and percentages may exceed 200 and 100 respectively.*

According to the finding, 99.50% of the teachers use English as medium of instruction in Mokokchung District and 30.50% of the teachers use Mother Tongue as medium of instruction i.e. Ao Naga dialect. Mother tongue is encouraged to use as medium of instruction especially at the primary level because children learn and understand best when they are taught in their own mother tongue. However, in state like Nagaland it is not feasible to use mother tongue alone as medium of instruction especially in urban areas because of the existence of multiple dialects. Thus, 19% of the teachers use Nagamese creole which is the lingua franca of Nagaland, 7% of the teachers use Hindi and 1% uses other language/ dialect as medium of instruction.

4.5.5.2. Whether teachers were given freedom in choosing their own Methods of Teaching in Mokokchung District

Table 4.23: Table showing number of Heads in regard to freedom given to teachers in choosing Method of Teaching in Mokokchung District in terms of percentages

Response	Heads	
	No.	%
Yes	47	78.33
No	9	15
NR	4	6.67
Total	60	100

An impressive 78.33% of the teachers were found to be given freedom in choosing their desired method of teaching in Mokokchung District. However, 15% of the educational institutions does not allow the teachers to choose their desired method of teaching.

4.5.5.3. Methods of Teaching often used while engaging class in Mokokchung District

Table 4.24: Table showing number of Teachers in regard to Method of Teaching often use while engaging class in Mokokchung District in terms of percentages

Methods of Teaching	Teachers		Methods of Teaching	Teachers	
	No.	%		No.	%
1. Lecture	24	12	4. Demonstration	56	28
2. Lecture cum Discussion	157	78.50	5. Project	62	31
3. Activity based	103	51.50	Other(s)	4	2

**Here teachers were given freedom for multiple choices, the total no of responses and percentage may exceed 200 and 100 respectively.*

The study revealed that majority of the teachers (78.50%) in Mokokchung District often use Lecture cum Discussion method while engaging class. The second most common method used by the teachers was Activity based method (51.50%). Project method (31%), Demonstration method (28%) and Lecture method (12%) were found out to be least used by teachers. It was also found out that 2% of the teachers

supplement their method of teaching with other methods like Brainstorming, Interaction, Role play, Debate and Presentation.

4.5.5.4. Most effective Method of Teaching according to teachers in Mokokchung District

Table 4.25: Table showing number of Teachers in regard to their opinion on most effective Method of Teaching in terms of percentages

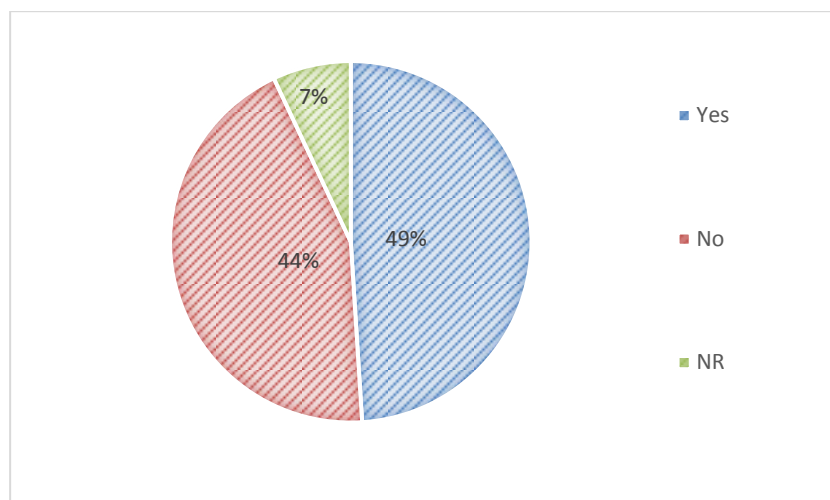
Method of Teaching	Teachers		Method of Teaching	Teachers	
	No.	%		No.	%
1. Lecture	4	2	4. Project	5	2.50
2. Lecture cum Discussion	49	24.50	Other(s)	-	-
3. Activity based	57	28.50	NR	85	42.50
4. Demonstration	20	10			

**Here teachers were given freedom for multiple choices, the total no of responses and percentage may exceed 200 and 100 respectively.*

It was found out that 42.50% of the teachers did not give any response. Among the respondents, majority of the teachers (28.50%) find Activity based method to be most effective despite of Lecture cum Discussion method being the most used method. 24.50% of the teachers were in favor of Lecture cum Discussion method. Demonstration method (10%), Project method (2.50%) and Lecture method (2%) were found to be the least effective method of teaching. Teachers should be encouraged to introduce innovative methods of teaching that are suitable to the subjects/ topics taught in classroom.

4.5.5.5. Whether sufficient TLM is provided for engaging class in Mokokchung District

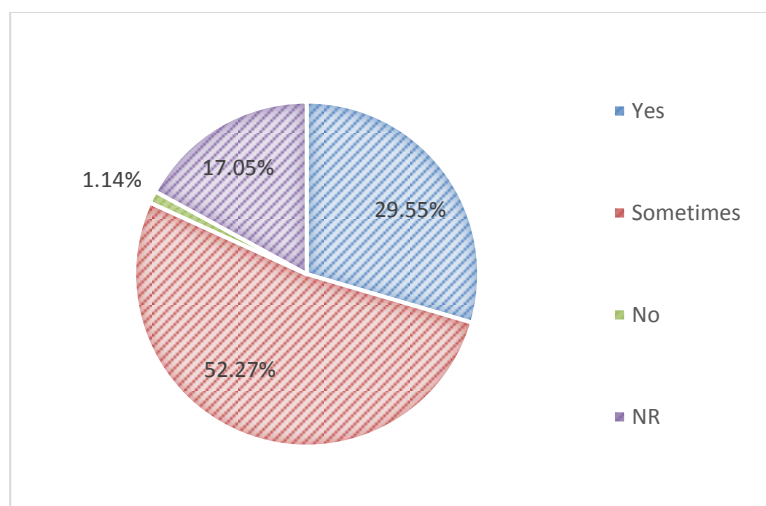
Figure 4.24: Pie chart showing response of Teachers in terms of percentage in regard to sufficient TLM provided for engaging class in Mokokchung District



49% of the teachers of Mokokchung District responded that they were provided with sufficient TLM for engaging class where as 44% of the teachers say they are not provided sufficiently.

4.5.5.6. Whether teachers in Mokokchung District prepare Teaching Aids voluntarily from home

Figure 4.25: Pie chart showing response of Teachers in Mokokchung District in terms of percentage in regard to preparing Teaching Aids voluntarily from home



Majority (52.3%) of the teachers responded that they voluntarily prepare TLM from home sometimes. 29.55% of the teachers responded that they prepare voluntarily whenever the need arises and 1.14% of the teachers responded that they never prepare

TLM voluntarily from home. As a responsible teacher taking matters in their hand at certain situation is a noble act. However, institution should make sure that they provide the required TLM to make the classroom teaching learning process more effective. Utilization of TLM makes the content more interesting and easier for the students to understand as all of their senses are actively engaged in learning.

4.5.5.7. Teaching Learning Materials that teachers use while engaging class in Mokokchung District

Table 4.26: Table showing number of Teachers and Students in regard to TLM used while engaging class in Mokokchung District in terms of percentages

TLM	Yes				Sometimes				No				NR				Teachers		Students		
	Teachers		Students		Teachers		Students		Teachers		Students		Teachers		Students		Total	Total %	Total	Total %	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%					
1. B.B	91	45.50	60	30	7	3.50	8	4	31	15.50	68	34	71	35.50	64	32	200	100	200	100	
2. W.B	140	70	150	75	6	3	12	6	17	8.50	21	10.50	37	18.50	17	8.50	200	100	200	100	
3. G.B	22	11	55	27.50	8	4	21	10.50	61	30.50	49	24.50	109	54.50	75	37.50	200	100	200	100	
4. S.B	12	6	18	9	12	6	22	11	64	32	72	36	112	56	88	44	200	100	200	100	
5. Charts	96	48	25	12.50	46	23	22	11	6	3	62	31	52	26	91	45.50	200	100	200	100	
6. Models	75	37.50	22	11	73	36.50	18	9	26	13	72	36	26	13	88	44	200	100	200	100	
7. Globe	60	30	-	-	31	15.50	-	-	24	12	-	-	85	42.50	-	-	200	100	-	-	
8. Map	64	32	-	-	27	13.50	-	-	28	14	-	-	81	40.50	-	-	200	100	-	-	
9. Audio - visual aids	60	30	-	-	37	18.50	-	-	38	19	-	-	65	32.50	-	-	200	100	-	-	
10. Flash cards	47	23.50	-	-	34	17	-	-	29	14.50	-	-	90	45	-	-	200	100	-	-	

**B.B = Black Board, W.B = White Board, G.B = Green Board, S.B = Smart Board*

White Board (WB) was found out to be the most widely used both at school and College level. A good number of teachers (45.50%) responded that they still use Black Board (BB) especially at School level whereas 34% of the College students responded that Black Board is not used at College level. TLM like Charts (48%), Models (37.50%), Maps (32%), Globe (30%), Audio – Visual aids (30%) and Flash cards (23.5%) were found out to be generally used at School level. Smart Board (SB) was found out to be very scarcely used both at school and College level i.e. 6% and 9% respectively in Mokokchung District.

4.5.5.8. TLM that student in Mokokchung District prefer and why

Table 4.27: Table showing number of Students in regard to preference of TLM in terms of percentages

TLM	Students		TLM	Students	
	No.	%		No.	%
1. B.B	4	2	6.Charts	28	14
2. W.B	24	12	7. Models	6	3
3. G.B	25	12.50	8. Other(s)	23	11.50
4. S.B	43	21.50	NR	105	52.50
5. Charts	28	14			

**B.B = Black Board, W.B = White Board, G.B = Green Board, S.B = Smart Board;*

**Here students were given freedom for multiple choices, the total no of responses and percentages may exceed 200 and 100 respectively.*

More than half of the students i.e. 52.50% of the students did not respond to this question. It was found out that 21.50% of the students prefer Smart Board as it makes the learning more engaging. 14% of the students responded that they prefer Charts as TLM. 12.50% and 12% of the students admits that they prefer Green Board and White Board respectively. 11.50% of the students prefer something different like PPT, audio visual aids. 3% and 2% of the students prefer Models and Black board respectively.

4.5.5.9. Level of Skill among teachers in handling TLM in Mokokchung District

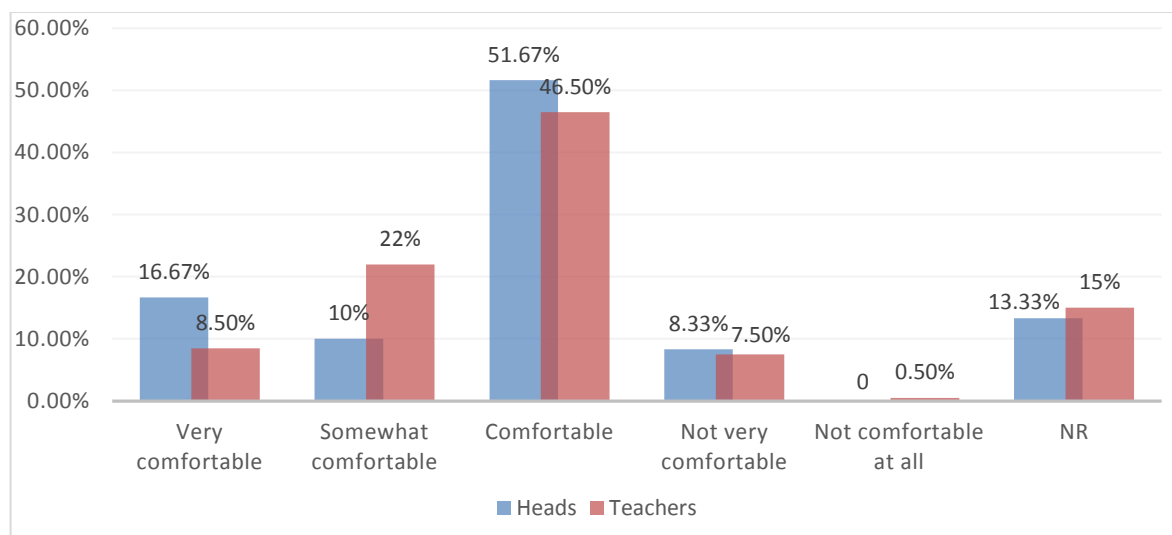
Table 4.28: Table showing number of Heads in regard to Level of Skill among teachers in handling TLM Mokokchung District in terms of percentages

Response	Heads		Response	Heads	
	No.	%		No.	%
Very skillful	5	8.33	Very unskillful	2	3.33
Skillful	26	43.33	NR	3	5
Moderate	20	33.33	Total	60	100
Unskillful	4	6.67			

It was found out that 43.33% of the teachers were found to be skilful in handling TLM. 33.33% of the teachers can handle at a moderate level. 8.33% of the teachers were found to be very skillful in handling TLM. 6.67% and 3.33% of teachers were found to be unskillful and very unskillful in handling TLM respectively. Teachers should be encouraged and give opportunities to enhance their skills in handling the latest and different types of TLM.

4.5.5.10. Comfort level of handling ICT of both heads and teachers in Mokokchung District

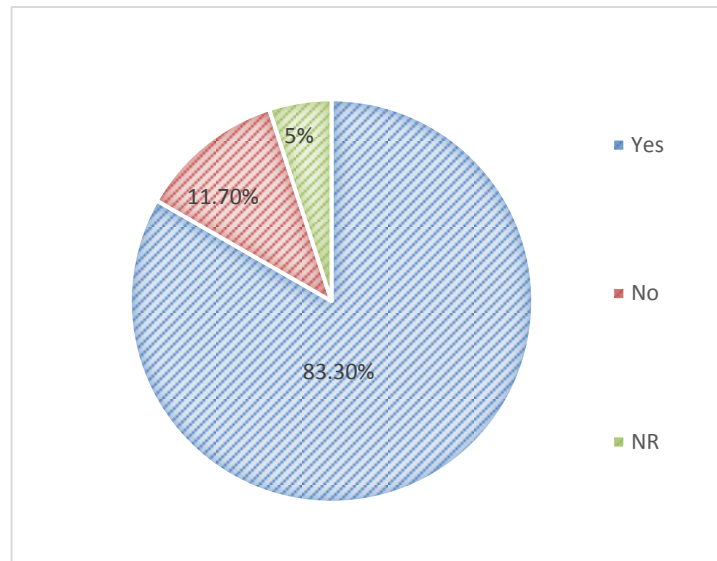
Figure 4.26: Clustered column chart showing comfort level of handling ICT of both Heads and Teachers in Mokokchung District in terms of percentages



Most of the heads and teachers were found to be comfortable with handling ICT i.e. 51.67% and 46.50% respectively. 22% of the teachers and 10% of the heads were found to be very comfortable in handling ICT. 16.67% of the heads and 8.50% of the teachers indicates that they were very comfortable with handling ICT. The overall result shows that the majority of the heads and teachers understand the importance of ICT in education.

4.5.5.11. Whether educational institution in Mokokchung District give Remedial Class for students who lag behind their grade

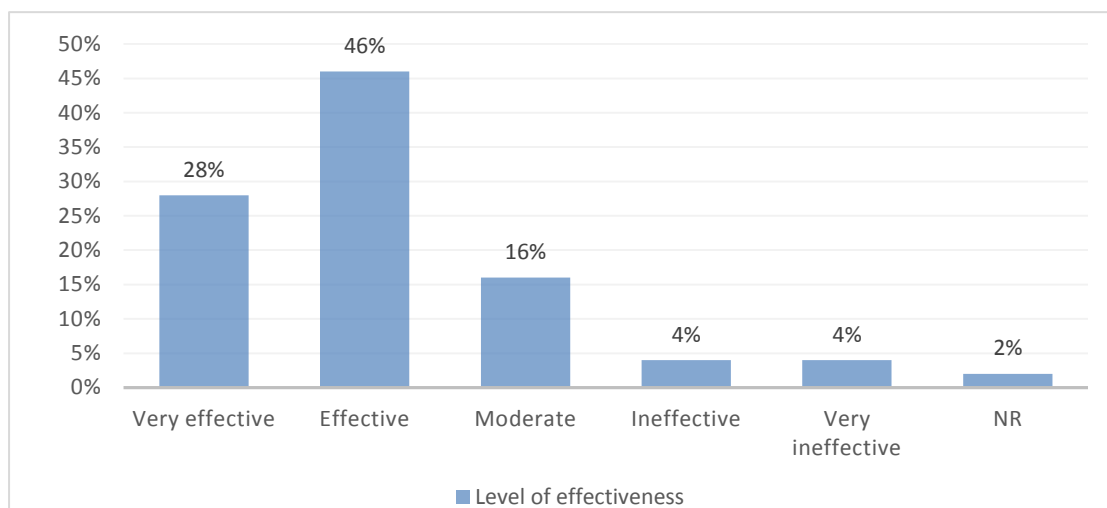
Figure 4.27: Custom combination chart showing whether educational institutions in Mokokchung District give Remedial Class for students who lag behind in their grade in terms of percentages



It was found out that 83.33% of the educational institutions in Mokokchung District give remedial class for students who lag behind in their grade whereas, 11.67% of the educational institutions does not provide any remedial class for the poor students.

4.5.5.12. Level of effectiveness of Remedial Class in Mokokchung District

Figure 4.28: Clustered column chart showing level of effectiveness of Remedial Class in Mokokchung District in terms of percentages



Out of the 50 educational institutions in Mokokchung district that give remedial class to poor students, the study revealed that majority of the educational institutions (46%) responded that remedial class was Effective and 28% says it was Very Effective. 16% of the educational institutions responded that effective level of remedial class was Moderate, 4% responded it was Ineffective and 4% responded remedial class was Very Ineffective.

4.5.6 Staffing pattern and workload

4.5.6.1. Strength of Teachers in Mokokchung District

Data collected from 60 educational institutions in Mokokchung District revealed that all together there were 703 Teachers (447 Female Teachers and 256 Male Teachers) in both government and private educational institutions. Study shows that female teachers (63.58%) exceeds male teachers (36.42%) in teaching profession in Mokokchung District.

4.5.6.2. Criteria for Teacher's Recruitment in Mokokchung District

Table 4.29: Table showing number of Heads in regard to criteria for Teacher's Recruitment in Mokokchung District in terms of percentages

Criteria for recruitment	Heads							
	Response							
	Yes		No		NR		Total	Total %
	No	%	No	%	No	%		
1. Based on previous teaching experience	32	53.33	6	10.00	22	36.67	60	100
2. Based on qualification	42	70	1	1.67	17	28.33	60	100
3. Based on skills and communication during interview	42	70	-	-	18	30	60	100
Others (Specify): Without written test only through oral interview; As per government's rule; Passion for teaching; Performance during the interview and personality								

The study shows that majority of the educational institutions in Mokokchung District look for criteria basing on Qualification (70%), Skills and Communication during

interview (70%) and Previous Teaching Experience (53.33%) for teacher's recruitment. Apart from the above criteria, educational institutions also employ other benchmark for teacher's recruitment such as without written test only through oral interview, as per Government's rule (especially in Government institutions), passion for teaching and performance during the interview and personality of the candidate.

4.5.6.3. Process of Teacher's Recruitment in Mokokchung District

Table 4.30: Table showing number of Heads in regard to the process of Teacher's Recruitment in Mokokchung District in terms of percentages

Process of Teacher's Recruitment	Heads							
	Response							
	Yes		No		NR		Total	Total %
	No	%	No	%	No	%		
1. Written test	34	56.67	4	6.67	22	36.67	60	100
2. Demonstration class	16	26.67	22	36.67	22	36.67	60	100
3. Interview	42	70	-	-	18	30	60	100
4. University representative present in the interview board	13	21.67	21	35.00	26	43.33	60	100
5. Officials from relevant Govt. Department present in the interview board	22	36.67	11	18.33	27	45	60	100
6. Subject expert present in the interview board	26	43.33	10	16.67	24	40	60	100
7. As per govt. norms	29	48.33	8	13.33	23	38.33	60	100
Others (Specify): Board members are present in the interview								

As per the data collected majority i.e. 70% of the educational institutions in Mokokchung District conduct Interview as a process of Teacher's recruitment. 56.67% of the educational institutions conduct Written test. 48.33% and 43.33% of the educational institutions follow as per Government norms and bring in Subject expert in the interview

board respectively. Only 36.67% of the educational institutions invite officials from relevant Government Department to be present in the interview board whereas 45% of the educational institutions did not give any response to this question. Furthermore, it was also found out that only 21.67% of the educational institutions invite University representative to be present in the interview board. Lastly, only 26.67% of the educational institutions were found to employ Demonstration class as a process of Teacher's recruitment and 36.67% of the educational institution did not give any response. Board members of the educational institutions were also found to be present during the Teacher's recruitment process.

4.5.6.4. Staffing position of Teachers in Educational Institution in Mokokchung District

Table 4.31: Table showing number of Heads and Teachers in regard to Staffing position of Teachers in Educational Institution in Mokokchung District in terms of percentages

Response	Heads		Teachers		Total
	No.	%	No.	%	
1. Over staffed	-	-	2	1	2
2. Right no. of staff	46	76.7	135	67.5	181
3. Under staffed	11	18.3	60	30	71
NR	3	5	2	1	5

The study revealed that 76.67% of the heads and 67.50% of the teachers agree that the educational institution in Mokokchung District have employed the right number of staff which is encouraging. Whereas, 30% of the teachers and 18.33% of the heads were of the opinion that Teachers were under staffed.

4.5.6.4.1. Educational Institutions in Mokokchung managing lack of Teaching staff

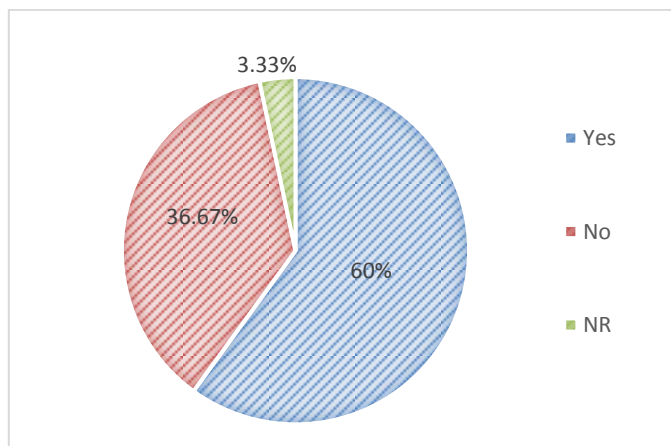
Table 4.32: Table showing number of Heads in regard to Educational Institutions in Mokokchung District managing lack of Teaching staff in terms of percentages

Response	Heads (those who have answered understaffed)	
	No.	%
1. Teachers are sent for proxy class	4	36.36
2. Substitute teachers are appointed	1	9.09
3. The Head fill in the empty classes	6	54.55
Total	11	100
Others (specify): Appointment of private teacher from community; Visiting faculty, contract; For enrichment class resource person are invited for teaching current Issues and events		

In educational institutions in Mokokchung District where there were less number of teachers, data shows that 54.55% of the Heads fill in the empty class/es, 36.36% of the Teachers were sent for proxy class and 9.09% of the educational institution have Appointed substitute teacher(s). Educational institutions were also found to be using other methods to fill in the gap such as Appointment of private teacher from community; Inviting visiting faculty and giving contractual appointment for teaching post; also inviting resource person for enrichment class, discuss on current issues and events which is however for supplementary class.

4.5.6.4.2. Whether there is sufficient number of Non-Teaching Staff in Educational Institutions in Mokokchung District

Figure 4.29: Pie chart showing response of Heads in terms of percentages in regard to sufficient number of Non-Teaching Staff in Educational Institutions in Mokokchung District



The study revealed that 60% of the educational institutions in Mokokchung District have the required number of non-teaching staff where as 36.67% of the educational institutions were found to be struggling with the number on non-teaching staff. When there is a shortage of non-teaching staff the responsibility is directly shouldered by the teachers which involve strenuous administrative task and longer working hours. Thus, it takes a toll on teacher's mental, physical and emotional health which may cause negligence in their classroom related task and even mental health break down. Administration should make sure that there is enough non-teaching work force employed in every educational institution.

4.5.6.4.3. Educational Institutions in Mokokchung District managing lack of Non-Teaching Staff

Table 4.33: Table showing number of Heads in regard to Educational Institutions in Mokokchung District managing lack of Non-Teaching Staff in terms of percentages

Response	Heads	
	No.	%
1. Works are distributed among the Teachers	14	63.63
2. The Head fills in	4	18.18
3. Other arrangements	4	18.18
Total	22	100

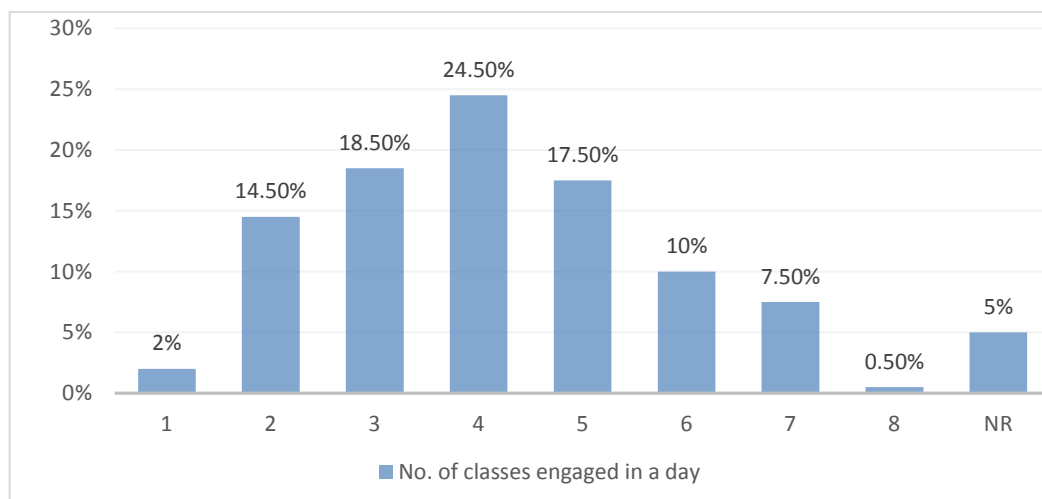
As per the result, 63.63% of the educational institutions in Mokokchung District responded that the non-teaching staff works were distributed among the teachers and 18.18% responded that the head fills in. The remaining 18.18% of the educational institution responded that they make other arrangements such as in one school students were appointed as chowkidar/ care takers and lump sum amount was given as honorarium and in some educational institutions it was found that temporary non-teaching staff were appointed on fixed payment.

The study revealed that the non-teaching works assigned to teachers were manual jobs like sweeping and cleaning; admission related work; computer related work;

appointed as office assistant; clerical jobs; institution related official works; carpentry; and given in-charge for sound system during morning assembly or programmes.

4.5.6.5. Number of Classes a Teacher engage in a day in Mokokchung District

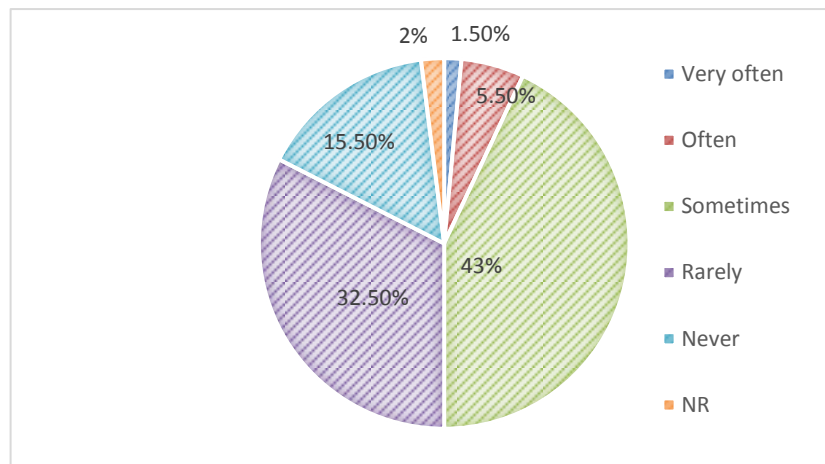
Figure 4.30: Clustered column chart showing Number of Classes a Teacher engage in a day in Mokokchung District in terms of percentages



The study revealed that 24.50% of the teachers engage 4 classes in a day, 18.50% engage 3 classes, 17.50% engage 5 classes, 14.50% engage 2 classes and 2% of the teachers engage 1 class in a day. Also, 10% of the teachers engage 6 classes in a day, 7.50% engage 7 classes and one teacher responded that s/he engage 8 classes in a day which is quite strenuous. It was found out that most of the teachers assigned with lesser number of classes in a day mostly works in Government sector and the teachers assigned with more number of classes were private sector employees.

4.5.6.6. How often are Teachers asked to Substitute for other teachers in Mokokchung District

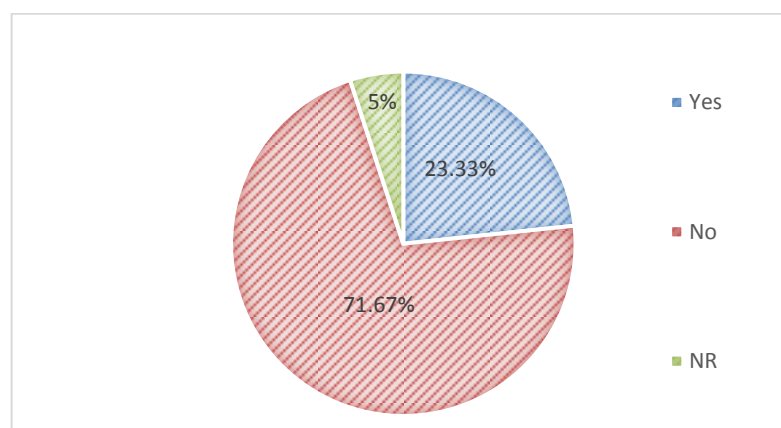
Figure 4.31: Pie chart showing response of Teachers in terms of percentages in regard to Teachers asked to Substitute for other teachers in Mokokchung District



The study shows that 43% and 32.50% of the teachers of Mokokchung District were sometimes and rarely asked for substitute class/es respectively. 15.50% of the teachers responded that they were never asked to be substitute of any teacher. 5.50% and 1.50% of the teachers responded that they were often and very often asked to take up substitute class/es respectively.

4.5.6.7. Whether Educational Institutions in Mokokchung District have appointed Physical Education teacher

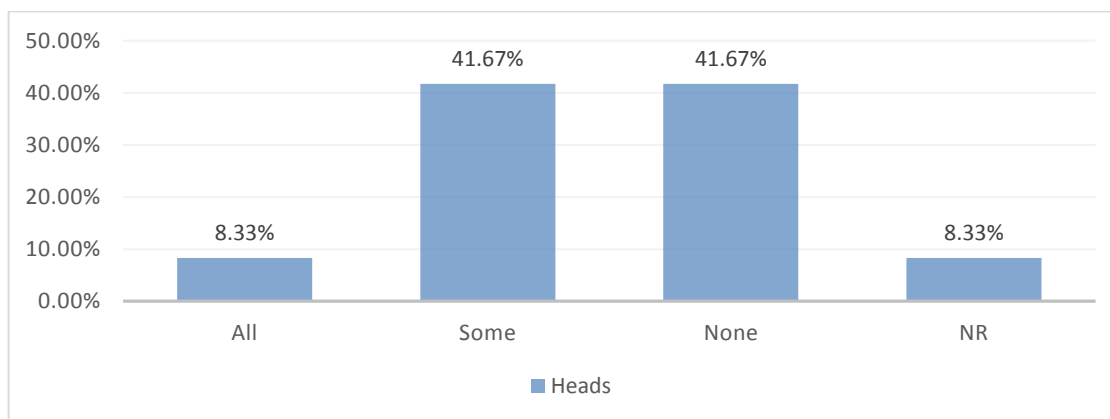
Figure 4.32: Pie chart showing whether Educational Institutions in Mokokchung District have appointed Physical Education Teacher in terms of percentages



It was found out that only 23.33% of the educational institutions in Mokokchung District have appointed Physical Education Teacher whereas the rest 71.67% of the educational institutions does not have appointed Physical Education Teacher. 5% of the educational institutions did not give any response.

4.5.6.8. Whether teachers in Mokokchung District are trained in Special Education

Figure 4.33: Clustered column chart showing Teachers in Mokokchung District trained in Special Education in terms of percentages



As per the result, 8.33% of the educational institutions in Mokokchung District were found to have all their teachers trained in Special Education. In 41.67% of the educational institutions, some of the teachers were found to be trained in Special Education. Furthermore, it was found out that in 41.67% of the educational institutions none of the teachers were trained in Special Education. 8.33% of the educational institutions did not give any response.

4.5.6.9. Staff room

4.5.6.9.1. Staff room arrangement in Educational Institutions in Mokokchung District

Table 4.34: Table showing number of Teachers in regard to Staff room arrangement in Educational Institutions in Mokokchung District in terms of percentages

Staff room arrangement	Teachers	
	No.	%
1. Combined staff room for both male and female teachers	185	92.50
2. Separate staff room for male and female teachers	3	1.50
3. Separate compartment/ room for each teacher	6	3.00
4. Other arrangements (please specify)	-	-
NR	6	3.00
Total	200	100

As per the data, 92.50% of the educational institutions in Mokokchung District were found to have a Combined staff room for both male and female teachers. In addition, 3% of the educational institutions have Separate compartment/ room for each teacher and 1.50% of the educational institutions have separate staff room for male and female teachers.

4.5.6.9.2. Facilities in staff room in Educational Institutions in Mokokchung District

Table 4.35: Table showing number of Teachers in regard to Facilities in staff room in Educational Institutions in Mokokchung District in terms of percentages

Facilities provided	Teachers							
	Response							
	Yes		No		NR		Total	Total %
	No.	%	No.	%	No.	%		
1. Drinking water	166	83.00	26	13.00	8	4.00	200	100
2. Toilet attached	99	49.50	96	48	5	2.50	200	100
3. Hand washing basin	85	42.50	106	53.00	9	4.50	200	100
4. Kitchen/ counter like kitchen	134	67.00	53	26.50	13	6.50	200	100
5. Well lighted	188	94.00	4	2.00	8	4.00	200	100

6. Charging points for electronic gadget	192	96.00	5	2.50	3	1.50	200	100
7. Lockers for teachers	82	41.00	101	50.50	17	8.50	200	100
8. Shelves/ cupboards for stacking books/ assignment files/ students' practical works	168	84.00	26	13.00	6	3.00	200	100
9. Computer	108	54.00	78	39.00	14	7.00	200	100
10. Fan	173	86.50	19	9.50	8	4.00	200	100
11. Heater	33	16.50	144	72.00	23	11.50	200	100

The study revealed that 96% of the staff room in educational institutions in Mokokchung District have Charging points for electronic gadget, 94% of the staff room were Well lighted, 86.50% of the staff room have Fan, 84% of the staff room have Shelves/ cupboards for stacking books/ assignment files/ students' practical works and 83% of the staff room have Drinking water facility. 67% of the staff room have Kitchen/ counter like kitchen attached and 54% of the staff rooms were provided with Computer facility. Only 49.50%, 42.50% and 41% of the staff room have Toilet attached, Hand washing basin and Lockers for teachers respectively. Lastly, only 16.50% of the staff room have Heater facility. It is very important to provide a comfortable space for teachers so that they can freshen up, re-energies and prepare for the next class.

4.5.6.10. Staff Welfare Measures

4.5.6.10.1. Allowance/ facilities and Leave provided by Educational Institutions in Mokokchung District

Table 4.36: Table showing number of Teachers in regard to Allowance/ facilities and Leave provided by Educational Institutions in Mokokchung District in terms of percentages

Allowance/ facilities	Teachers					
	Response					
	Yes		No		NR	
	No.	Total %	No.	Total %	Total	Total %
1. Medical Allowance	105	52.50	37	18.50	58	29
2. House Rent Allowance (HRA)	92	46	44	22	64	32
3. Transportation (Bus etc)	40	20	89	44.50	71	35.50
4. Transportation Allowance	28	14	92	46	80	40
5. Staff Quarter	45	22.50	86	43	69	34.50
6. Pension Benefits	63	31.50	57	28.51	80	40
7. GPF/ EPF	85	42.50	41	20.50	74	37
Leave						
1. Study Leave	102	51	16	8	82	41
2. Paid Study Leave	38	19	49	24.50	133	56.50
3. Maternity Leave	121	60.50	6	3	73	36.50
4. Paternity Leave	57	28.51	27	13.50	116	58
5. Sick Leave	121	60.50	2	1	77	38.50
6. Earned Leave	78	39	17	8.50	105	52.50
7. Duty Leave	106	53	6	3	88	44
8. Casual Leave	144	72	1	0.50	55	27.50
Others (specify): Restricted holiday						

It was found that 52.50% of the teachers responded that their educational institution in Mokokchung District provide Medical Allowance; 46% provide House Rent Allowance (HRA); and 42.50% provide GPF (General Provident Fund)/ EPF (Employee Provident Fund) facility. In addition, 31.50% of the teachers responded that they were provided with Pension Benefits; 22.50% were provided with Staff Quarter; and 20% and 14% were provided with Transportation (Bus, etc) and Transportation Allowance respectively.

The study revealed that 72% of the teachers responded that they were entitled for Casual leave which is usually for 12 days; 60.50% were entitled with Sick Leave; 53% of the teachers responded that they were entitled for Duty leave; and 39% were entitled with Earned leave.

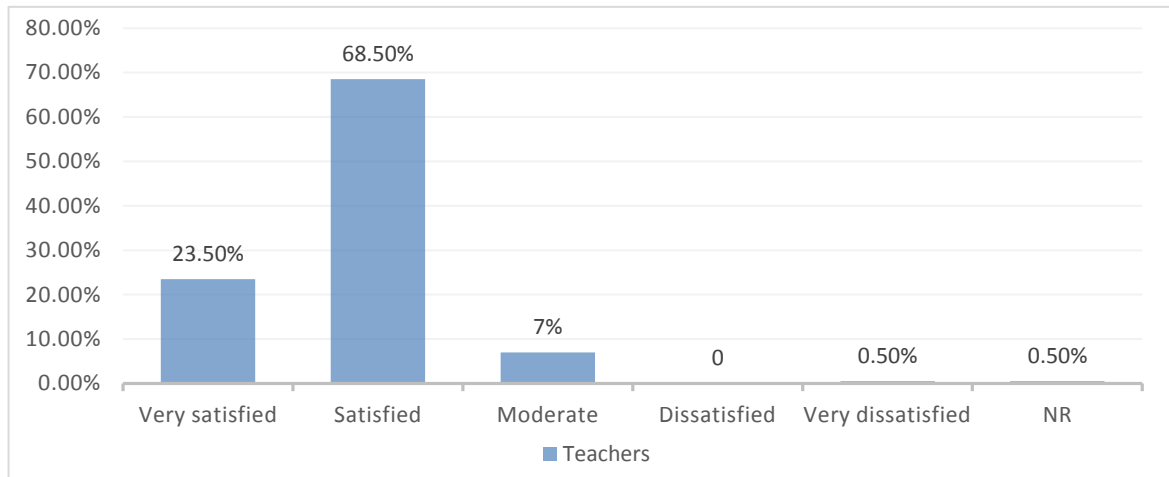
Furthermore, 60.50% of the teachers were also found to be entitled with Maternity Leave. However, the duration for Maternity Leave were found to vary from Government sector to Private sector and also from different private educational institution to another. In all the Government managed educational institution the duration for maternity leave was found to be 6 months as per Government rule. In some private managed school, it was found to be 40 days. In Jubilee Memorial College and 2nd NAP HSS maternity leave was given for 3 months. 28.51% of the Teachers responded that they were also entitled with Paternity leave. The duration for Paternity leave was found to be 15 days in government managed sector. In private managed sector none of the teachers were found to be entitled with paternity leave.

It was found that 51% of the teachers responded that they were entitled for Study leave and only 19% were found to be entitled with Paid study leave. In government managed sector it was found that teachers were entitled for 2 years of Study leave. In private managed sector Jubilee Memorial College was found to provide 6 months of Study leave to their teachers. However, no positive response was found from the remaining private managed sectors.

In addition, it was found that Jubilee Memorial College provide 2 days Restricted holiday to their teachers.

4.5.6.10.2. Professional satisfaction among Teachers in Mokokchung District

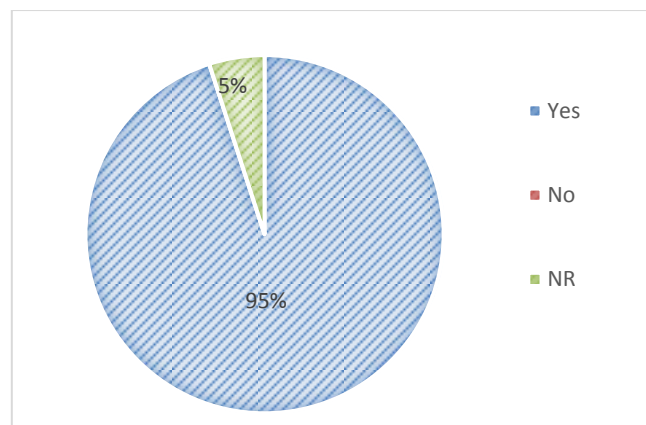
Figure 4.34: Clustered column chart showing Professional satisfaction among Teachers in Mokokchung District in terms of percentages



Out of 200 teachers study shows that an encouraging 68.50% of the teachers in Mokokchung District were satisfied with their profession. Furthermore, 23.50% of the teachers were very satisfied but 0.50% i.e. 1 teacher claims to be very dissatisfied with Teaching profession.

4.5.6.10.3. Whether Educational Institutions in Mokokchung District gives opportunity to teachers to go for In-service Training

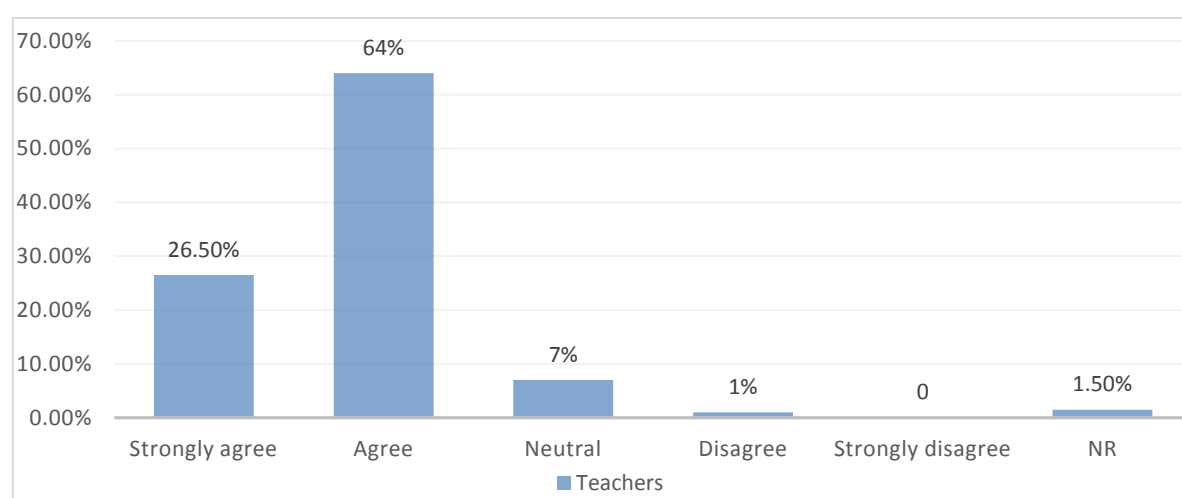
Figure 4.35: Pie chart showing whether Educational Institutions in Mokokchung District gives opportunity to teachers to go for In-service Training in terms of percentages



It was found out that maximum numbers of educational institutions (95%) in Mokokchung District give opportunity to their teachers to go for in-service training. The remaining 5% did not give any response.

4.5.6.10.4. Whether In-service Training was felt necessary by the Teachers in Mokokchung District

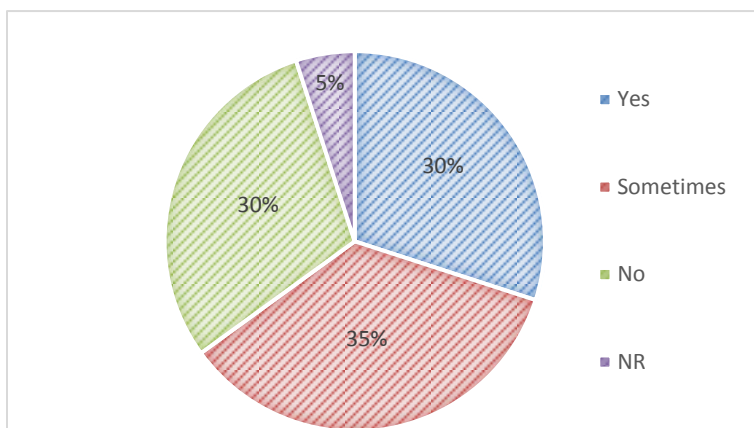
Figure 4.36: Clustered column chart showing opinion of Teachers in Mokokchung District in terms of percentages in regard to necessity of In-service Training



An encouraging number of teachers in Mokokchung district (64%) agree that in-service training was important and 26.50% of the teachers also strongly agree to it. In addition, 7% of the teachers were found neutral and 1% of the teachers disagree to the necessity of in-service training. A good teacher is one who understands the weight of his/her profession's responsibility.

4.5.6.10.5. Whether Educational Institutions in Mokokchung District organize any Program for Enriching Teacher's Competencies

Figure 4.37: Pie chart showing Educational Institutions in Mokokchung District organizing Program for Enriching Teacher’s Competencies in terms of percentages



It was found out that 35% of the educational institutions in Mokokchung District organize program which will enrich teacher’s competencies only sometimes. Whereas, 30% of the educational institutions organize such program often and 30% of the educational institutions never organize any program which will enrich their teacher’s competencies.

As per the study some of the program(s) organized by educational institutions for enriching teacher’s competencies were such as subject wise orientation programme were conducted; programme on sensitization, e-training, seminars, group discussion, different workshops, leadership programme, team building, social responsibilities were organised; resource personnel from relevant department(s) were invited; teacher’s training programme were organised; some of the educational institutions organise one-day retreat once in a year; enrichment of teacher’s competencies were also found to be done through class room observation and feedback, outdoor exposure program, teacher induction program, and subject based training (2 weeks minimum).

4.5.6.10.6. Whether Educational Institutions in Mokokchung district acknowledge hardworking and sincere Teachers in any manner

Table 4.37: Table showing number of Heads and Teachers in regard to Educational Institutions in Mokokchung District Acknowledging hardworking and sincere Teachers in any manner in terms of percentages

Response	Heads		Teachers	
	No.	%	No.	%
Yes	31	51.67	101	50.50
No	23	38.33	92	46
NR	6	10	7	3.50
Total	60	100	200	100

It was found out that 51.67% of the head and 50.50% of the teachers admits that the educational institutions in Mokokchung District acknowledge hardworking and sincere teachers. However, 46% of the teachers and 38.33% of the heads admits that educational institutions do not acknowledge hardworking and sincere teachers in any manner.

4.5.6.10.7. Ways in how hardworking and sincere Teachers were acknowledged by the Educational Institutions in Mokokchung District

Table 4.38: Table showing number of Heads in regard to ways in how hardworking and sincere Teachers were Acknowledged by the Educational Institutions in Mokokchung District in terms of percentages

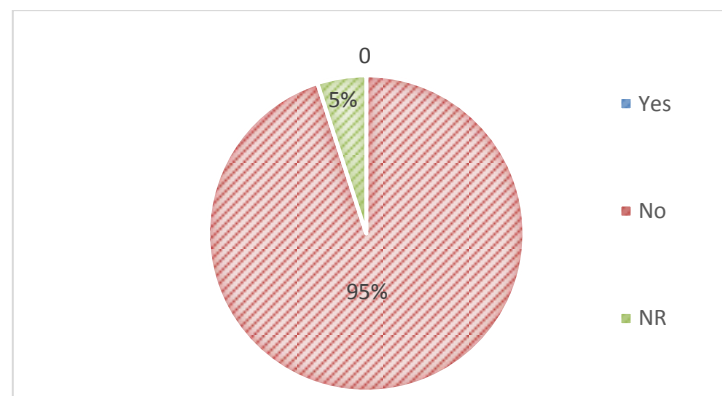
Response	Heads	
	No.	%
1. In the form of certificate	7	12.96
2. Reward in cash	11	20.37
3. Both ‘a’ and ‘b’	6	11.11
4. In other way	15	27.78
NR	15	27.78
Total	54	100

Out of the total 54 educational institutions in Mokokchung District that acknowledge hardworking and sincere teachers, data shows that 27.78% of the educational institutions gives recognition in other means such as appreciation letter to the particular

department (at higher education); give written report to education directorate as well as annual report towards authority; recommends the particular teacher for teacher's award during Teachers' Day; acknowledge verbally; and also give gifts. In addition, 20.37% of the educational institutions reward their teachers in Cash and 12.96% of the educational institutions acknowledge their teachers in the form of Certificate. Furthermore, 11.11% of the educational institutions acknowledge their teachers both in the form of Cash reward and Certificate.

4.5.6.10.8. Report of Sexual Harassment case in Educational Institutions in Mokokchung District

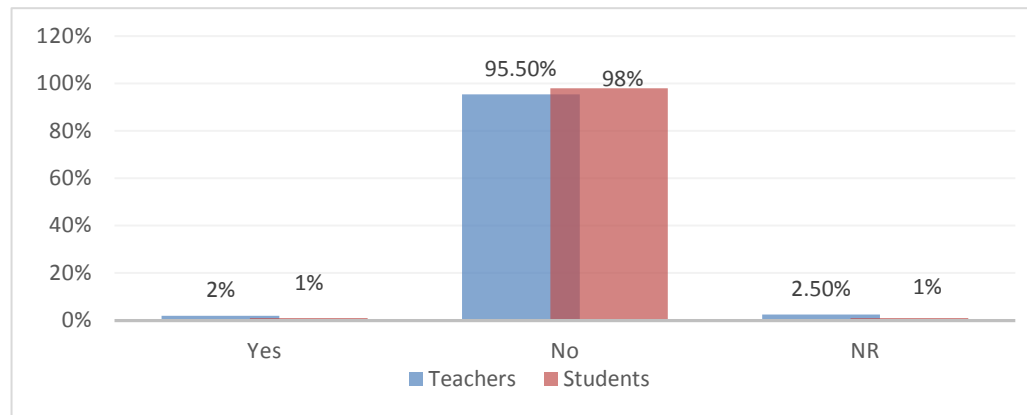
Figure 4.38: Pie chart showing Report of Sexual Harassment case in Educational Institutions in Mokokchung District in terms of percentages



It is important for students to feel safe and protected in their educational institution premises. The cases of sexual harassment are rising at an alarming rate throughout the world. The study shows that 95% of the educational institution in Mokokchung District have no report of sexual harassment so far which is a good sign and 5% of the educational institutions did not give any response.

4.5.6.10.9. Whether any Teachers or Students have faced Sexual Harassment situation in their Educational Institution premises in Mokokchung District

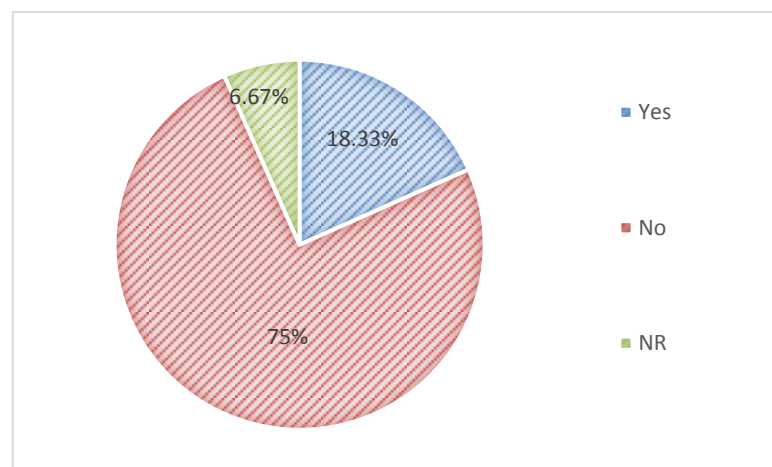
Figure 4.39: Clustered column chart showing response of Teachers and Students in regard to facing Sexual Harassment situation in their Educational Institution premises in Mokokchung District in terms of percentages



When asked about sexual harassment situation in educational institutions in Mokokchung District, 95.50% of the teachers and 98% of the students admits that they have not faced any such situation. However, 2% of the teachers and 1% of the students responded that they have faced sexual harassment situation in their educational institution premises. In addition, 1% of the students and 2.5% of the teachers did not give any response.

4.5.6.10.10. Whether Educational Institutions in Mokokchung District have formed any Committee to redress Sexual Harassment

Figure 4.40: Pie chart showing Educational Institutions in Mokokchung District formed any Committee to redress Sexual Harassment in terms of percentages



The study revealed that 75% of the educational institutions in Mokokchung District have not formed any committee to redress sexual harassment whereas only 18.33% of the educational institutions have formed committee to redress sexual harassment.

4.5.6.10.11. Strength of Teacher's Interpersonal Relationship with their students in Mokokchung District

Table 4.39: Table showing number of Teachers in regard to Teacher's Interpersonal Relationship with their students in Mokokchung District in terms of percentages

Response	Teachers		Response	Teachers	
	No.	%		No.	%
Very strong	30	15	Weak	-	-
Strong	145	72.50	NR	3	1.50
Moderate	20	10	Total	200	100
Not so strong	2	1			

The study shows that majority i.e. 72.50% of the teachers in Mokokchung District share a strong interpersonal relationship with their students and 15% of the teachers share a very strong interpersonal relationship with their students. Furthermore, it was found out that 10% of the teachers share a moderate interpersonal relationship and 1% not so strong with their students.

4.5.6.10.12. Measures taken up by teachers to strengthen interpersonal relationship with their students

The study revealed that some of the measures taken up by the teachers in Mokokchung District to strengthen interpersonal relationship with their students were conducting both individual and group counseling; trying to talk and understand their needs; some of the teachers have mentioned that mentoring helps in bonding with students; also it was found out that being humorous was a good way in maintaining a good interpersonal relationship with their students.

4.5.6.10.13. Strength of Interpersonal Relationship within Colleagues (irrespective of heads and teachers) in Educational Institutions in Mokokchung District

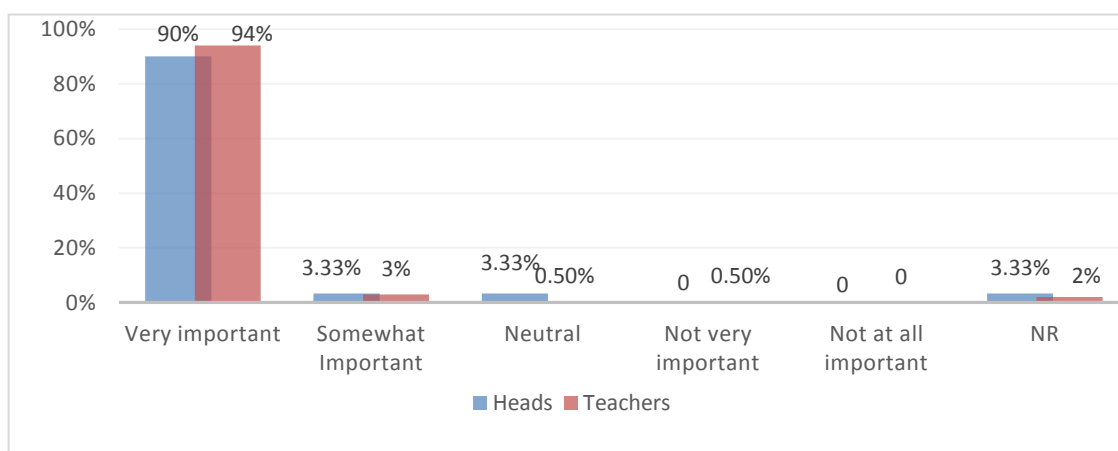
Table 4.40: Table showing number of Heads and Teachers in regard to strength of Interpersonal Relationship within Colleagues (irrespective of heads and teachers) in Educational Institutions in Mokokchung District in terms of percentages

Response	Heads		Teachers	
	No.	%	No.	%
Very strong	15	25	36	18
Strong	37	61.67	138	69
Moderate	5	8.33	23	11.50
Not so strong	-	-	-	-
Weak	-	-	-	-
NR	3	5	3	1.50
Total	60	100	200	100

The study revealed that the strength of interpersonal relationship within colleagues in educational institutions in Mokokchung District were found to be strong as 69% of the teachers and 61.67% of the heads admits to it. In addition, 25% of the heads and 18% of the teachers responded that the strength of interpersonal relationship within colleagues is very strong. 11.50% and 8.33% of the teachers and heads respectively admits that the strength of interpersonal relationship within colleagues is moderate. Furthermore, none of the heads and teachers responded that the strength of interpersonal relationship within colleagues is not so strong or weak.

4.5.6.10.14. Opinion of Heads and Teachers in Mokokchung District towards importance of ‘Happiness at work place’

Figure 4.41: Clustered column chart showing opinion of Heads and Teachers in terms of percentages in regard to importance of ‘Happiness at work place’

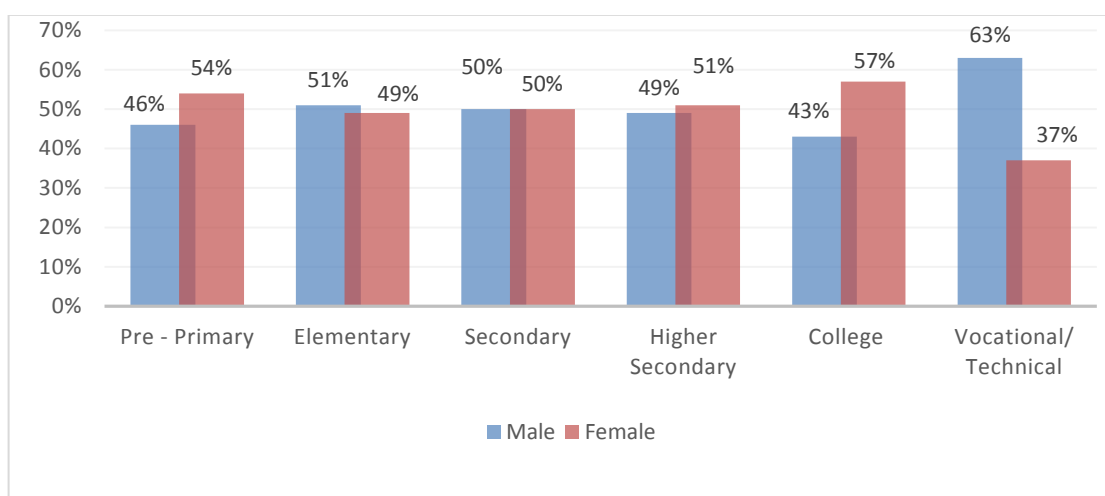


It was found out that 94% of the teachers and 90% of the heads in Mokokchung District were of the opinion that ‘Happiness at work place’ is very important.

4.5.7. Enrolment of Students

4.5.7.1. Present Enrolment of male and female Students of different educational level in Mokokchung District

Figure 4.42: Clustered column chart showing present Enrolment of male and female Students of different educational level in Mokokchung District in terms of percentages



The study revealed that the number of female students increases with the increase in education level in Mokokchung District. A high gap between female (57%) and male (43%) at College level can be seen. However, when it comes to Vocational/ Technical education enrollment of male students is much higher than the female students i.e. 63% and 37% respectively.

4.5.7.2. Provision for Seat Reservation in Educational Institutions in Mokokchung District

Table 4.41: Table showing number of Heads in regard to Provision for Seat Reservation in Educational Institutions in Mokokchung District in terms of percentages

Response	Heads	
	No.	%
Yes	5	8.33
No	52	86.67
NR	3	5
Total	60	100

The study revealed that 86.67% of the educational institutions in Mokokchung District does not have any provision for seat reservation. Whereas, 8.33% of the educational institutions were found to have provision for seat reservation under the basis of as per government's directive (reservation quota) which is 80:20 i.e 80% for ST (Scheduled Tribes) and 20% SC (Scheduled Cast), OBC (Other Backward Class) and other boards like CBSE (Central Board of Secondary Education, etc and for physically challenged, backward tribes of Nagaland, economically weaker section.

4.5.8. Trend of Academic Performance of students in Mokokchung District

4.5.8.1. Trend of Academic Performance of HSLC and HSSLC students in Mokokchung District in the year between 2017 to 2020

Table 4.42: Table showing Trend of Academic Performance of HSLC and HSSLC Students in Mokokchung District in the year between 2017 to 2020 in terms of percentages

Year	Achievement rate in different academic level in terms of percentage			
	HSLC	HSSLC		
		Arts	Science	commerce
2017	71%	66.67%	96.43%	48.57%
2018	68%	79%	92%	65%
2019	69.30%	76%	92%	89%
2020	75.10%	76%	94.76%	70%
2021	80.10%	75%	91.40%	77%

Academic performance of students in Mokokchung District at HSLC (High School Leaving Certificate) shows a promising result. An upgradation of pass percentage from the year 2018 to 2021 i.e. 68.00% to 80.10% was seen. At HSSLC (Higher Secondary School Leaving Certificate) level all the three streams i.e. Arts, Science and Commerce were found to be performing good. However, a downgrade trend in Arts and Science stream in the year 2021 was seen. In Arts stream, the pass percentage was decreased from 76% (2020) to 75% (2021) and in Science stream, the pass percentage decreased from 94.76% (2020) to 91.40% (2021). On the other side an upgradation in Commerce stream was seen i.e. 70% (2020) to 77% (2021).

4.6. Contribution of various Agencies in the Development of Education in Mokokchung District

4.6.1. Active participation of various social organizations (Community, Educational stake holders, Student leaders, Church workers and Women leaders) in the development of education in Mokokchung District

Table 4.43: Table showing number of Heads in regard to Active participation of various social organizations (Community, Educational stake holders, Student leaders, Church workers and Women leaders) in the development of education in Mokokchung District in terms of percentages

Response	Heads		Response	Heads	
	No.	%		No.	%
All of the time	5	8.33	Hardly ever	7	11.67
Very often	6	10	NR	8	13.33
Often	7	11.67	Total	60	100
Sometimes	27	45			

As per the study, it was found out that 45% the various social organizations (Community, Educational stake holders, Student leaders, Church workers and Women leaders) sometimes participate in the development of education in Mokokchung District. It was also found out that 11.67% and 10% of the various social organizations often participate and very often participate in the development of education respectively. It was only 8.33% of the various social organizations participate All of the time in the development of education. Furthermore, 11.67% of the various social organizations were found to hardly ever participate in the development of education.

4.6.2. Opinion of heads and teachers about the role of Community, Church, Student organizations, Women organizations and Educational stakeholders towards the development of education in Mokokchung District

Table 4.44: Table showing number of Heads and Teachers in regard to their opinion on the role of Community, Church, Student organizations, Women organizations and Educational stakeholders towards the development of education in Mokokchung District in terms of percentages

Organizations	Response																							
	Very important				Important				Not so important				Not important at all				NR				Total (Heads)	Total %	Total (Teachers)	Total %
	Heads		Teachers		Heads		Teachers		Heads		Teachers		Heads		Teachers		Heads		Teachers					
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%				
Community	46	76.67	142	71	10	16.67	57	28.50	-	-	-	-	-	-	-	-	4	6.67	1	0.50	60	100	200	100
Church	24	40	69	34.50	24	40	123	61.50	8	13.33	7	3.50	-	-	-	-	4	6.67	1	0.50	60	100	200	100
Student organizations	35	58.33	142	71	21	35	57	28.50	-	-	1	0.50	-	-	-	-	4	6.67	-	-	60	100	200	100
Women organizations	19	31.67	55	27.50	29	48.33	123	61.50	8	13.33	16	8	-	-	-	-	4	6.67	6	3	60	100	200	100
Educational stakeholders	41	68.33	131	65.50	14	23.33	61	30.50	-	-	1	0.50	1	1.67	1	0.50	4	6.67	6	3	60	100	200	100

As per the result, majority of the heads (76.67%) and teachers (71%) of Mokokchung District were of the opinion that the role Community was very important in the development of education. 71% of the teachers and 58.33% of the heads opined that the role of Student organization was also very important in the development of education. In addition, 68.33% of the heads and 65.50% of the teachers opined that the role of Educational stakeholders was very important in the development of education. Also, 61.50% of teachers and 48.33% of heads feels that the role of Women organisation was important in the development of education. Further more, 61.50% of the teachers and 40% of the heads were of the opinion that the role of Church was important in the development of education and 40% of the heads opined that the role of Church was very important in the development of education.

4.7. Problems experienced by Heads and Teachers of Educational Institutions in Mokokchung District

As per the study, the problems experienced by heads and teachers of educational institutions in Mokokchung District in general are expressed under different dimensions below:

4.7.1. Infrastructure

- a. Lack of fund from Government both for expansion as well as for maintaining the existing infrastructure.
- b. Educational institutions face financial constraint for expansion.
- c. Lack of sufficient space.
- d. Lack of facilities such as transportation, hostel, proper water supply, library, laboratory.
- e. Land encroachment by land donors because of lack of proper fencing or boundary demarcation.
- f. Constant pestering/ interventions by locals and donors on every physical development of the educational institution infrastructure.
- g. Majority of the educational institutions were not special need friendly.
- h. In some of the educational institutions there were no spacious classroom.
- i. Lackadaisical attitude on the part of policy makers.
- k. Poor electrification was another problem.
- l. No proper maintenance of hygiene.

4.7.2. Courses Offered

- a. Lack in quality curriculum, outdated curriculum, not suitable to the community and overemphasize on academics.
- b. Curriculum was too vast at school level in higher section that the whole syllabus cannot be completed within the academic year. Also, teachers had to compromise on the methods of instruction used. Methods like activity based methods cannot be implemented because of time constraint.
- c. It was also found that MIL (Modern Indian Language) for Ao needs upgradation.

- d. There exists too frequent change of textbook which gives a hard time on the part of teachers.
- e. Limited options for elective subjects.
- f. Lack in courses such as ICT, Business, IT, Phonetics.
- g. Lack of specialized teachers in subjects like English and Mathematics which results in failing to meet the desired goal of education

4.7.3. Co-curricular Activities and Extra-curricular Activities

- a. Most of the activities were conducted just for the fulfillment of syllabus thus there was no quality in it.
- b. Implementation of co-curricular and extracurricular activities were largely nominal due to heavier emphasize on theory syllabus.
- c. Lack of adequate facilities such as playground and equipment.
- d. Lack of physical education teacher (Present study also revealed that only 23.33% of the educational institutions in Mokokchung District have Physical Education teacher whereas the rest 71.67% of the educational institutions does not have a Physical Education teacher)
- e. Activities for co-curricular and extra-curricular were very limited.
- f. Also, many schools do not give importance to co-curricular and extracurricular activities.

4.7.4. Examination Pattern

- a. There exists no standard format for assessment of co-curricular and extracurricular activities which makes the assessment subjective. This was also one contributing factor why there was heavy negligence on this part of curriculum.
- b. Internal exam tends to be subjective whereas external tends to be ambiguous.
- c. Too much emphasize on rote memorization which leaves no room for creativity.
- d. Because of vastness in syllabus, applying CCE tends to consume lots of time.
- e. There exists an imbalance in marks distribution.

4.7.5. Teaching Methods used

- a. Many teachers were found to be not well equipped with the new teaching methods.
- b. Teachers do not implement the teaching skills learned during teacher training courses.
- c. Negative attitude of teachers in learning new teaching skills. When the teachers are unwilling to unlearn or learn new methods, the quality of teaching is largely compromised and the students pay the consequences.
- d. Skills of teaching methods among teachers were not at par with the new approach to method of teaching i.e. Constructivist method of teaching.
- e. Lack of trained teachers in special education (As per the study, in 8.33% of the educational institutions all the teachers were found to be trained in Special Education, in 41.67% of the educational institution some of their teachers were trained in Special Education and in 41.67% of the educational institutions none of the teachers were found to be trained in Special Education).
- f. Lack of ICT in classrooms and in some cases even shortage of basic TLM.

4.7.6. Administration of Educational Institutions

- a. Most of the administrators were found indifferent to the educational institutions problems.
- b. Due to remoteness of the location some Schools does not get visits from education officers of District Education Office or Education Directorate. However, this should not be the excuse, every education officers should hold responsible of his or her assigned duty and fulfill accordingly.
- c. Lack of co-operation and support from the District Education Office in terms of coordination and monitoring.
- d. In some schools, head and assistant head-in-charge was given to one person alone which gives a huge burden on their shoulder.
- e. Sometimes there was delay in delivery of text books to schools and also delay in receiving information because of lack of effective communication.

- f. There exist performance pressure and expectation both in government and private sector from the higher authority without actually understanding the ground reality of the students, teachers and institutions.
- g. Lack of teachers appointed specially in school level.
- h. There exist disproportionate distribution or appointment of teachers in rural and urban area schools. Thus results to dearth of teachers in rural area schools and excess teachers in urban area schools.

4.7.7. Involvement of Various Agencies

- a. Involvement of various agencies have been positive in most cases but sometimes it leads to interference and disruption of school calendar and routine.
- b. Sometimes the agencies were not seriously concerned about the educational matters. They can be inconsistent and takes matter for granted.
- c. In some cases, involvement of agencies tends to overpower the educational institution's decision instead of cooperating and extending their helping hand.
- d. Involvement of various agencies was almost non-existence in some cases.
- e. Lack of effective communication between educational institutions and various agencies in some cases.
- f. Some of the agencies were not aware of their importance or responsibility or obligation towards the development of educational institution in their premises.

4.8. Suggestions given by the Heads, Teachers and College Students for the improvement of Educational Institutions in Mokokchung District

As per the study, the suggestions given by the heads, teachers and College students for the improvement of educational institutions in Mokokchung District were explained under different dimensions below:

4.8.1. Infrastructure

- a. An educational institution should be equipped with facilities such as transportation, separate toilet for students and teachers, auditorium, spacious playground, library and laboratory.
- b. Sufficient funds should be allotted for upgradation of educational infrastructure and also for maintenance of the existing infrastructure.
- c. Educational institution authorities should maintain transparency in funding.

- d. Government or concerned department should come up with strict rule for all the educational institutions to maintain a minimum standard of infrastructure.
- e. As far as possible, educational institutions should not be established in a crowded place.
- f. There should be good road connectivity to educational institutions.
- g. Community should mobilise within themselves along with the land donors and co-operate with the policy makers in expansion and developing of educational infrastructure.
- h. Educational institutions in Mokokchung Districts should start planning out to make their institutional infrastructure with PWD (Person with Disability) friendly.

4.8.2. Courses Offered

- a. Syllabus should be revamped by including courses such as community or local based, technical, IT (Information Technology), skill or vocational based from an early stage. Curriculum should be designed in such a way that it brings sustainable employment to the learners and not just certificates.
- b. School level syllabus should be reduced.
- c. Science subject should be sub-divided into Physics, Chemistry and Biology for better understanding of the subject from High School level. There should also be sufficient laboratory class because without practical or experiments students cannot develop a strong foundation in science subject.
- d. Career oriented program and job placement should be introduced at College level.
- e. There should be revision of syllabus for every 2 or 3 years at College level and for that a review committee should be constituted.
- f. Every higher secondary schools in Mokokchung District should introduce Arts, Science and Commerce stream.
- g. Professional counsellor should be appointed both at School and College level.
- h. Life skills education should be given due importance because this is one subject which will enhance soft skills among the learners.

4.8.3. Co-curricular Activities and Extra-curricular Activities

- a. A standard format for assessment of co-curricular activities and extra-curricular activities should be developed besides the academic assessment so that an all-round development can be achieved effectively.

- b. Apart from the existing activities, activities like photography, music, designing, defense program specially for girls, Bharat Scout and Guides at high school level should also be introduced.
- c. Physical Education Teachers (PET) should be appointed in every school.
- d. There should be exchange program and inter-institution program for exposure of students.
- e. All the students should be made mandatory to actively participate in co-curricular and extra-curricular activities, in that way they can explore their interest and talents.
- f. Students who show excellence in certain activities should be encouraged by the institutions in sponsoring for further development.
- g. Schools should make conscious effort in conduction of co-curricular activities and extra-curricular activities despite the shortcomings.
- h. Some of the heads suggested that vocational education can form a good part of CCE with standardization in evaluation and assessment so that students can graduate high school or college with a certificate or diploma in certain skill/s.
- i. Workshops or Seminars on awareness program like sexual harassment in educational institutions, cybercrime, environment, hygienic living, disaster management should be organized occasionally.

4.8.4. Examination Pattern

- a. No detention policy at school level should be revoked. It is hampering the quality of education of the students.
- b. With the introduction of new method of teaching approach i.e. Constructivist approach, new pattern of assessment and evaluation should be introduced.
- c. Results should be declared on time.
- d. The culture of rote memorization should be discouraged and give room for creative expression and write the answers in their own words.
- e. CCE maybe time consuming but as of now this is the best form of evaluation method so every teacher should implement it sincerely.
- f. All semester exams at College level should be conducted by the university.

4.8.5. Teaching Methods Used

- a. Trained teachers should be appointed.

- b. To learn new skills of teaching methods, institutions must organize extensive orientation program/ workshops/ seminars for the teachers or give them opportunity to go to different institutions to attend such programs. In this way teachers not only learn varieties of new skills, they are also exposed to a different environment which will only enhance their professionalism.
- c. More of teaching methods like activity based methods, collaborative learning, project based method, discussion methods should be used in teaching learning process.
- d. TLM needs to be upgraded in all the educational institution of Mokokchung District. ICT enabled classroom is essential at this age of technology.

4.8.6. Administration of Educational Institutions

- a. Head of the educational institutions should be on rotational basis.
- b. Decision making for the educational institutions should be inclusive (opinion of the teachers should also be considered) and transparent.
- c. Heads of the educational institutions should maintain a healthy relationship with the parents and local community.
- d. Administrators need to be stricter and duly reinforced by the District officers in terms of inspection and regular progress report and feedback.
- e. Administrators need to be more empathetic towards the problems and needs of the teachers and students.
- f. Irregularity and proxy teachers should be checked strictly by the District Education Office.
- g. Bio-metric attendance can be introduced to record the attendance of teachers. In this way teachers' absenteeism can be curbed out.
- h. When the head of an educational institution gets retired or transferred, the seat should be filled in by the next appointee as soon as possible. This kind of delay arises mostly at school level.
- i. Appointment of adequate teachers especially in rural area schools.
- j. Teachers should be provided with proper facilities.
- k. Qualified and trained teachers should be appointed.
- l. Teachers salary at private sectors should be revised and in government sector, salary should be given regularly i.e. every month without delay.
- m. Evaluation for rewarding District/ state level best teacher(s) should be revised.

4.8.7. Involvement of Various Agencies

- a. Sensitization program for various agencies for their role or contribution in development of educational institutions in their community should be organized by educational institution managements.
- b. Involvement of various agencies need to be monitored with coordination of the District office so that the School/ College is protected from unnecessary interference.

Analysis based on Interviews

4.9. Indigenous education

4.9.1. Main purpose of existence of Ariju, Tsöki and Room

4.9.1.1. Ariju

It was found out that all the interviewees had fair knowledge about the existence of *Ariju* and *Tsöki* and their functioning. *Ariju* existed mainly for village defence. *Ariju* observed strict rules such as, female and stranger were not allowed to enter the *Ariju*. Different types of sports such running, javelin throw, high jump, swimming, climbing trees were taught and it was compulsory for every single man in *Ariju* to learn and participate. The primary objective of learning these sports was perhaps for physical fitness and swiftness as raids and headhunting between enemy villages were fairly common before the coming of Christianity. The men folk in *Ariju* were also taught on vocational skills, customary laws and ways, moral and value education, religion, folklore, folk songs and astrology.

4.9.1.2. Tsöki

Tsöki existed for young women folks. There was no separate house which existed like *Ariju* for *Tsöki*, instead house of a widow of the same clan were chosen to be *Tsöki*. However, some conditions were applied to be the matron of these young women. The widow should be knowledgeable and wise enough to guide these young women to become the “ideal” housewife as expected by the society. The matron was also encouraged to do match making for the young women. Thus, there used to be courtship in the house under the watchful eyes of the matron. There existed no strict rule like in *Ariju*. It was also found out that some *Tsöki* were misused by the matron herself by not maintaining chastity in her house. The non-existence of strict rule for *Tsöki* could be one of the contributing factor for inviting such misconduct.

4.9.1.3. Room

After the introduction of formal education and the decline of *Ariju* and *Tsüki*, many of the youths began to stray because the social institutions no longer existed in any manner like before. Seeing the situation, the American missionaries from Impur encouraged all the churches in Ao villages to come up with an establishment for the youths known by the name “**Room**”. The word *Room* was an adaptation of English word Room itself. It was found out that *Room* functioned like *Ariju* and *Tsüki* but with Christian principles. Apart from reading bible and singing gospel songs in *Room*, youths were also educated on culture, moral and traditional values. Youths who attend school also maintained study timing. Hygiene maintenance was also strongly imposed. *Room* existed for both male and female students separately. It was said a youth could sleep in *Room* until he/she gets married. For moral reason, *Room* for male and female were situated in east-west/ north-south direction. The youths arrange their own bedding. Youths would report to *Room* every evening after dinner and they would leave the next morning to their respective home for food and get ready to attend school or go for work. Works for *Room* such as fetching water, collecting woods and sweeping were also divided among juniors and seniors. A superintendent was appointed to supervise and also a *Room* monitor was appointed to take attendance. In the absence of the superintendent, the seniors were given incharge to look after the *Room*. Strict vigilance was maintained by the seniors, however, in many cases disciplining was mistaken with ragging. Some of the seniors overexerted the power vested on them which led to misunderstanding and even created sworn enemy for life between the senior and junior youths/ students. Such misconduct had negative impact in some of the student’s educational career by leaving school just to escape from the clutches of seniors. The existence of *Room* was found to have more positive impact. Students were encouraged to work together and help out one another in clearing confusions and problems related to their studies. *Room* has helped many students to be successful in their academic career. It was found out that *Room* ceased to exist in 1950’s during the rise of Naga independence movement.

4.9.2. Importance of indigenous education

All the interviewees expressed that indigenous education is indeed important for an indigenous community. The interviewees also expressed that indigenous

education helps people to connect with their identity. It is one's way of life and even though it is not vigorously practiced, indigenous education plays a vital role to keep one's identity rooted to their unique culture and custom. Indigenous education itself is a good package for survival to quote one interviewee.

4.9.3. Preservation and transmission of indigenous education

For preservation and transmission of indigenous education/ knowledge interviewees have suggested valuable ways. First and foremost, speaking of mother tongue should be emphasised within family as in the present generation a lot of Ao Naga families tend to speak Nagamese or English which is one great blunder. Ao Naga customary laws should be maintained in book form and uniformity of customary law should be encouraged to be introduced in all Ao Naga villages. Some of the interviewee have expressed that educational institutions can play a vital role in preservation and transmission of indigenous education. Taking the advantage of skill based education, 30% to 40% of indigenous knowledge should be incorporated in school or higher education curriculum because a lot of self sustainability skills can be learned from indigenous education. Curriculum developers should also not neglect the area of indigenous education. An interviewee pointed out that a paradigm shift should be created in the minds of present generation for preservation and transmission of indigenous education.

4.10. Origin and development of formal education

4.10.1. Impact of introduction of formal education in Mokokchung District

All the interviewees had positive response when asked about the impact of formal education in Mokokchung District. Formal education came along with Christianity in Nagaland. Eradicating the tradition of head hunting which was highly valued in Naga society, was one remarkable positive impact of the coming of Christianity. Formal education in Mokokchung District has brought modernisation to Ao Naga society; in fact more of westernisation as some of the interviewees had added. It has brought improvement in communication and understanding among Nagas in general. Community became more tolerant towards one another. A sense of unity has been developed within different villages of Ao Naga and Nagas in general. Formal education has led Nagas to think rationally and logically. Nagas became more aware of

their rights and freedom leading to formation of Naga National movement. The educated Ao Naga began to work together to bring reformation in their society by forming various organisations such as *Ao Senden* (Ao Hoho), *Watsü Mungdang* (Ao women conference), *Ao Kaketshir Mungdang* (Ao Students Conference), *Ao Baptist Arogo Mungdang* (Ao Baptist Church Conference), Forum for Development of Education in Mokokchung; which have contributed chiefly in the community development. Being the forerunner in education, Mokokchung District holds the highest literacy rate in the state.

However, it was also found out that with the introduction of formal education, there was a clash in traditional value and western value. *Ariju* was more of value focus, whereas formal education was more towards status focus as viewed by an interviewee. In the Ao Naga society, indigenous education was swiftly dominated by western education. One of the interviewee also added that we need a cultural evolution not cultural distortion. The coming of formal education had led to degeneration of the rich Ao Naga culture.

4.11. Present Status of Education in Mokokchung District

It was found out that all the interviewees were not satisfied with the present status of educational institutions in Mokokchung District. Education has come a long way yet it still need improvement in all aspects. Educational institutions in Mokokchung District was found lacking in infrastructure; courses and facilities for Children with Special Needs (CWSN); ICTs in classrooms; vocational and skill development; laboratory and library specially in school level; insufficient funding; untrained, insincere and incompetent teachers; negative attitude of teachers towards teaching profession; imbalance teacher appointment between rural and urban areas. It was also found out that traditional method of teaching was still in practice widely; impractical curriculum; and exam oriented. It does not leave any space for the learners to explore their ability and creativity. They become helpless victim of the dysfunctional educational structure. It was also found out that people prioritise private schools over Government schools. one interviewee added that public does not have any sense of accountability towards the government.

4.12. Contribution of Social organisations

4.12.1. Mokokchung Town Baptist Arogo (MTBA)

Mokokchung Town Baptist Arogo (MTBA)/ Mokokchung Town Ao Baptist Church have contributed by establishing Jubilee Memorial School Mokokchung on 14th of March 1989. The school was co - educational day school affiliated to CISCE, New Delhi (the only CISCE affiliated school in Mokokchung District). Also a Jubilee Memorial College was established in the year 2015. The College offers Bachelor of Arts. The school and College are an integral part of the Church's mission to provide holistic and quality education to the students.

4.12.2. Ao Senden

The *Ao Senden* is the apex social body of the Ao Naga tribe. *Ao Senden* has established *Ao Senden Literature Board* (ASLB) in 2006 to educate the usage of uniform spelling on Ao literature and to promote Ao language and literature. The ASLB provide three courses on *Ao Oshi Arangtet* - a) Arangtet Certificate Tenren (ACT) which is a course for three and half years after class XII pass; b) Arangtet Diploma Tenren (ADT) a two years course after graduation and; c) Post Graduate Diploma Tenren (PGDT) is a one-year course. A student can enroll in PGDT by scoring 45% and above in Arangtet Certificate Tenren or Arangtet Diploma Tenren examination (ASLB, 2021).

4.12.3. Watsü Mungdang

Watsü Mungdang (Ao Naga Women Conference) is the apex social body for the Ao Naga women. The objectives of the *Mungdang* is to preserve the culture, to uplift socio - economic condition, education and other aspects of women empowerment. It was found that so far no direct contribution has been made in the field of education.

4.12.4. Ao Kaketshir Mungdang (AKM)

AKM is the Ao Students' conference formed in the year 1929 with the theme '*For the Nation*'. It was found out that the AKM have contributed impressively towards educational development in Mokokchung District. The *Ao Kaketshir Mungdang* have established the lone Law College in Mokokchung District in 1981 and provides free

coaching to students who are preparing for HSLC and HSSLC examination every year. The AKM have also established the first newspaper in Nagaland '*Ao Milen*' in the year 1933. *Ao Milen* is also the first newspaper to be published in the local Ao language.

4.13. Suggestions for improvement of Education in Mokokchung District

It was revealed that all the interviewees emphasised on the importance of quality education. There should be more funding from the government and fund allotted should be judiciously utilised. The curriculum structure should be revamped by introducing subjects applicable for the locals. There is a need for skill based education. In the methods of teaching, more innovative and creative methods should be employed by incorporating modern technology teaching aids. Some of the interviewees suggested that community can play a better role in the development of education in Mokokchung District by initiating healthy interaction between community members or different social organisations with the educational institution authorities. Community can organise program that will benefit the students, also contribute both in kind and cash for educational infrastructural development. One of the interviewee opined that social organisation/s should act as pressure group by highlighting the negligence and apathy of the government. Another interviewee suggested that for the development of education, private and government partnership should be introduced.

CHAPTER V

FINDINGS, DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The present chapter focuses on the major findings, discussion and conclusion of the study. It also includes educational implications, recommendations and suggestions for further research.

5.2. Major findings of the Study

5.2.1. Indigenous System of Education in Mokokchung District

- i. Ariju (Morung):* Morung is known as *Ariju* in Ao Naga dialect which means fortress from which the enemy is carefully watched. *Ariju* existed mainly for village defence. *Ariju* observed strict rules such as that females and strangers were not allowed to enter the *Ariju*. It was not only a sleeping place for bachelors but the men folk in *Ariju* were taught on vocational skills, customary laws and ways, moral and value education, religion, folklore, folk songs, and astrology. *Ariju* existed mainly for village defence. Different types of sports such as running, javelin throw, high jump, swimming, climbing trees were taught and it was compulsory for every single man in *Ariju* to learn and participate. It was in fact a real training institute that promote the process of socialization of people in general and men folk in particular. This is one of the best examples of rural social institutions from where socialization of a man takes place. *Ariju* was said to be a ‘Public School’. It was found out that Morung as an institution was most developed among the Ao Nagas. However, it was not deemed proper for a woman to enter *Ariju*. The number of *Ariju* erected in an Ao Naga village depends on the number of population. However, the scope of Morung in general was found to be limited. It did not go beyond imparting of sub-tribal traditions, for e.g., in Ao Morung other tribe’s tradition was not discussed except Ao tradition.
- ii. Tsüki (Girl’s dormitory):* Girl’s dormitory or *Tsüki* in Ao Naga dialect which means ‘garden of the young girls’ existed for young women folks. Moulding up young women to be an “ideal” housewife was the primary objective of the existence of *Tsüki*. There was no separate house existed like *Ariju* for *Tsüki*,

instead house of a widow of the same clan were chosen to be *Tsüki*. The widow was the matron of *Tsüki*. Here, indigenous education was imparted to girls. Girl's dormitory existed among other Naga tribes known by different names such as Zeliang (*Releiki*), Sumi (*Illiki*), Angami (*Kichüki*) with similar goals. When a girl attains puberty she has to sleep in *Tsüki*. No separate house existed like *Ariju*, instead a house of a widow of the same clan was chosen to be *Tsüki*. Some conditions were applied to be the matron of these young women. The widow should be knowledgeable and wise enough to guide these young women to become the “ideal” housewife as expected by the society. Also *Tsüki* was a place for courtship with the opposite sex culminating in engagement and marriage but chastity was strictly maintained. It was also found out that some *Tsüki* were misused by the matron herself by not maintaining chastity in her house.

- iii. **Room:** After the introduction of formal education, a new establishment came into existence for youths known as *Room* with the directive of American Missionaries from Impur. The word *Room* was an adaptation of English word Room itself. It was found out that *Room* functioned like *Ariju* and *Tsüki* but with Christian principles. Apart from reading bible and singing gospel songs in *Room*, youths were also educated on cultures, moral and traditional values. *Room* was also an important place for imparting indigenous education.
- iv. **Zunga/ Yanga:** In Ao Naga community a social structure called *Zunga/ Yanga* which means Age - group was found to play an important role in teaching - learning indigenous education. Age-groups comprises of members born within a period of usually three years. Division of task both in terms of social and economic activities were assigned according to different age-groups. It is like a social work for the community. In the process of different activities, individual learn various indigenous skills from one another. This social structure is still very strongly practiced in Ao Naga community.
- v. It was revealed that with the coming of Christianity and introduction of formal education to Ao Naga area, the importance of the existence of *Ariju* and *Tsüki* disappeared gradually.
- vi. It was found out that the indigenous education helps people to connect with their identity. Indigenous education itself was a good package for self sustainability.

- vii.** Study revealed that for preservation and transmission of indigenous education/ knowledge, speaking of mother tongue should be emphasised within family; Ao Naga Customary laws should be maintained in book form and uniformity of customary law should be encouraged to introduce in all Ao Naga villages; 30% to 40% of indigenous knowledge should be incorporated in school or higher education curriculum because a lot of self sustainability skills can be learned from indigenous education. It was also found that a paradigm shift should be created in the minds of present generation for preservation and transmission of indigenous education.
- viii.** It was found out 61.67% and 48% of the heads and teachers respectively feel that indigenous education should be incorporated in the present curriculum. However, majority of the students i.e. 26.50% were more inclined towards the opinion that studying of indigenous education should be made optional. 22.50%, 16.50% and 15% of the students, teachers and heads respectively felt that indigenous education should be studied independently.
- ix.** The study shows that 31.67% of the heads, 32% of the students and 22.50% of the teachers were of the impression that Morung system of education should be revived. However, 16.67%, 6.50% and 6% of the heads, teachers and students respectively feel that there is no scope in reviving the Morung system of education.
- x.** 75%, 73.50% and 71.50% of the heads, teachers and students respectively were of the opinion that the indigenous education of the Ao Naga was comprehensive in approach to some extent.
- xi.** Introduction of Heritage Studies in NBSE syllabus was found to be relevant by 46.67% of heads, 45% of teachers and 41% of students.
- xii.** It was found that 56.67% of the heads, 51.50% of the teachers and 42% of the students agree that introduction of Heritage Studies in NBSE syllabus does provide some idea to students (school students) on indigenous education.

5.2.2. Origin and Development of Formal Education in Mokokchung District

- i.** Formal education in Nagaland was introduced by the American Baptist Missionaries who came into the Hills nearly half a century after British.

- ii.** It was found that a man by the name Subongmeren persuaded Dr. Edward Winter Clark, the American missionary to come up to his native village in order to teach them how to read and write.
- iii.** On December 18, 1872 Dr. Clark landed at Dekahaimong (now known as Molungkimong), the native village of Supongmeren.
- iv.** In the same year on 24th October, Dr. Clark and the new Christian converts in Dekahaimong moved a few kilometers away to establish a new village called Molungyimsen. The reason being, there were disagreements among the villager elders of Dekhaimong to establish a Mission Station and an Educational headquarter within the village; also the Christian converts faced opposition from the other members of the village because they refuse to participate in the ceremonies and functions of the village which are usually community activities.
- v.** In 1878, Mrs Mary Mead Clark arrived at Molungyimsen leading to establishment of first formal school where card-board paper cuttings were said to be used while teaching the alphabet. It was a Sunday school and initially for girls. The name of the first batch of girls who were enrolled were found recorded as Tongpangkokla, Noksangla, Jongmayangla, Purla, Punayula and Taripisü.
- vi.** The study revealed that the instructional materials used were portions of the Bible and Hymns; and the medium of instruction were English, Assamese and Ao Naga language.
- vii.** In 1893 with the help of Rev and Mrs. F. P. Haggard Clark establish a high grade school for training teachers at Molongyimsen.
- viii.** In 1898, Impur Mission Training School was established by Rev. S. A. Perrine at Impur with nine people.
- ix.** In 1919, Impur Mission Training School was upgraded to Middle English (M.E) School and was renamed Impur Mission Training and Middle School. By 1938, Impur Mission Training and Middle School grew to be the biggest M. E School in Assam.
- x.** On 15th February 1941 a Government Middle school was established in Mokokchung town. Late Mayangnokcha, the first graduate (1927) among the Ao Naga was appointed as the headmaster.

- xi.** It was also found that in the wake of Naga freedom movement in the late 1940's and early 1950's education of the Nagas suffered the most. In 1953, the Naga Federal Government passed an order to close down all Indian Government run schools and banning Naga students from attending such schools. As alternative, two National High schools were set up, one at Kohima and one at Mokokchung. However, these schools were short lived due to political constraint.
- xii.** On 8th September, 1959 the people of Mokokchung established the first College in Nagaland, Fazl Ali College with its motto *Academia Nulli Secundus* (Second to None in Academia).
- xiii.** The study shows that formal education in Mokokchung District have brought modernisation to the Ao Naga society. Eradicating the tradition of head hunting was found to be one remarkable impact of introduction of formal education and Christianity. The other were overcoming communication barrier with Nagas in general; exposure to different culture and hence become more tolerant towards each other.

5.2.3. Present Status of Education in Mokokchung District with Special Reference to:

5.2.3.1. Profile of the Educational Institutions

- i.** The study shows that most of the educational institutions i.e 18.33% in Mokokchung District was established during the years 1961-1970 and followed by 16.67% during the years 1971 – 1980. However, there was a decline in establishment of educational institutions during the years 1981-1990 and 1991-2000 to 11.67% and 8.33% respectively. During the years 2001-2010 again the percentage rose to 13.33% and again during the years 2011-2020 the establishment of educational institutions dropped down to 6.67%.
- ii.** It was found out that 31.67% of the educational institutions constitute of Secondary level, 26.67% Elementary level, 18.33% Higher Secondary level, 10% College level, 8.33% consist of Pre-primary level, 3.33% Technical/ Vocational education and 1.67% DIET. Where 56.67% of the educational institutions in Mokokchung District were managed by Government sector and the remaining 43.33% were managed by Private sector.

- iii. The study also revealed that Mokokchung District does not have any University, Engineering College, Medical College, Agriculture College and other professional Colleges except a B.Ed College and a Law College.
- iv. The study shows that 75% of the educational institutions is affiliated to Nagaland Board of School Education (NBSE), 11.67% to Nagaland University (NU) and 1.67% Council for Indian School Certificate Examination (CISCE), National Institute of Electronics and Information Technology (NIELIT) and Young Men's Christian Association) YMCA.
- v. 65% of the educational institutions in Mokokchung District have a permanent status of affiliation, 13.33% have Provisional status affiliation and 11.67% have Temporary status affiliation.
- vi. Out of 6 Colleges in Mokokchung District the study revealed that only Fazl Ali College has been assessed by NAAC so far. In 1st cycle (2009) the College scored 2.29 CGPA, 2nd cycle (2015) CGPA score was 2.5 and in 3rd cycle (2022) the College scored a CGPA of 3.1, upgrading the College to A Grade.

5.2.3.2. Profile of Heads and Teachers

- i. It was found out that majority of the heads of the educational institutions were male when compared to female i.e. 56.67% and 43.33% respectively. Whereas there were more female teachers (63%) than male teachers (37%).
- ii. Under educational qualification, 6.67% of heads and 5% of teachers hold Ph.D degree; 38.33% of heads and 29.50% of teachers holds MA degree; 28.33% of heads and 17.50% of teachers holds BA degree; 15.50% of teachers and 6.67% of heads holds M.Sc degree; 3.33% of heads and 2.50% of teachers holds B.Com degree; 5.50% of teachers and 1.67% of heads holds B.Sc degree; 17% of heads and 1.50% of teachers holds LLM degree; and 2% of teachers and 1.67% of heads holds B.E/B.Tech degree. 1.67% each of the heads hold M.Tech degree, B.D degree, B.Th degree and Engineering diploma. The study also reveals that 0.50% each of the teacher holds M.Com degree, MCA degree, Hindi degree, Hindi (Diploma) and Diploma in Arts. Furthermore, 8% of the teachers are class 12 pass, 2% of the teachers have PG (uncategorized) and 10% of heads and 12% of teachers is a graduate (uncategorized).

- iii. Under professional qualification, 43.33% of the heads and 36% of the teachers have B.Ed (General) degree; 16.67% of the heads and 3.50% of the teachers have B.Ed (Special Education) degree; 16.67% of the heads and 16% of the teachers have D.El.Ed; 14% of the teachers and 11.67% of the heads were Montessori trained; 3.33% of the heads and 1.50% of the teachers have M.Ed (General) degree; and 0.50% teacher have M.Ed (Special Education) degree. 13% of the teachers and 3.33% of the heads have qualified NET; and 2.50% and 0.50% of the teachers have qualified TET and CTET respectively.
- iv. The study reveals that 67% of teachers and 16.67% of heads have teaching experience of 0-10 years; 41.67% of the heads and 21.50% of the teachers have 11-20 years of teaching experience; 20% of the heads and 6.50% of the teachers have 21-30 years of teaching experience; and 11.67% of heads and 1% of teachers have 31-40 years of teaching experience. Thus, most of the heads and teachers are at their prime stage of teaching profession i.e. 0-20 years of teaching experience.
- v. It was found out that 49.50% of the teachers were appointed Permanently, 21% Temporarily, 13% on Contractual basis, 0.50% each as Substitute and Ad hoc respectively.
- vi. Most of the heads and teachers were found to be comfortable with handling ICT i.e. 51.67% and 46.50% respectively. The overall result shows that the majority of the heads and teachers understand the importance of ICT in education. They were learning and making advancement in their profession. ICT allows the teachers to get access to a wide range of information instantly and also modify resources easily. It facilitates the teaching learning process in a classroom as the study revealed.

5.2.3.3. Infrastructure

- i. It was found out that 43.33% of the educational institutions in Mokokchung District have semi RCC type of building which is mostly Government owned. 38.33% of the educational institutions have RCC type of building which is mostly private owned. The remaining 15% have Assam Type and 3.33% have Wooden type of building.
- ii. 71.67% of the educational institutions were found not equipped for inclusive education and only 26.67% were found equipped for inclusive education.

- iii. 68.75% of the educational institutions were found to have wheelchair ramps, 37.50% have rails, 37.50% have special toilet, 18.75% have wheelchair access, 12.50% have audio learning and none of the institution have textbook in Braille. It was also found out that one of the pre – primary school (Blossoms Pre School) have introduced need based therapy for children with Autism, ADHD and speech delay.
- iv. 68.33% of the educational institutions were found to have sufficient classroom, 66.67% have good lighting, 75% have good ventilation, 70% have sufficient benches and desks for all students and 65% have fan installed in classroom. It was also found out that 55% of educational institutions have spacious class room, 56.67% have sufficient charging points, and 75% and 66.67% of the educational institutions does not have air cooler and heater respectively in their classroom.
- v. All the educational institutions were found to have basic requirements of conventional TLM in classroom but lack in ICT. 61.67% of the educational institutions were still found to be using black board; only 16.67% were found using green board because it is replaced by white board which was found to be used by 83.33% of the educational institutions. 70% of the educational institutions use Globe for TLM and 76.67% use map. Only 23.33% and 5% of the educational institutions use smart board and power point projector respectively in their classroom whereas 61.67% and 58.33% does not have a smart board and power point projector respectively.
- vi. 38.33% of the educational institutions were found to have library out of which only 5% were digitalized. However, all the colleges have library. 36.67% have science laboratory and 46.67% have computer laboratory. Only a limited number of educational institutions provide internet facility and free WiFi i.e. 35% and 11.33% respectively.
- vii. A good number of educational institutions had separate toilets for boys (88.33%), girls (90%) and teachers (81.67%). Though only 25% of the educational institutions have canteen, 90% provides drinking water facility. In most of the Government schools there were no canteen. Only 36.67% of the institutions had an auditorium and 21.67% provides hostel facility. 93.33% of the educational institutions provide common room for teachers whereas only 8.33% and 8.33% of

the institutions provide common room for female and male students respectively. 93.33% of the educational institutions have first aid facility.

- viii.** It was found out that only 21.67% and 8.33% of the educational institutions provide transportation for students and teachers and non – teaching staff respectively. 55% of the educational institutions were found to have provision for playground.
- ix.** The study revealed that none of the colleges were found to have separate common room for male and female students, women cell, anti-ragging cell, placement cell and research cell. In addition, only one college i.e. Jubilee Memorial College was found to have set up with guidance and counseling cell.
- x.** At college level, the study reveals that 70.50% of the library provides study materials only to some extent. 17% of the library does not provide sufficient study materials and only 11.50% of the library were found to provide sufficient study materials for the students.
- xi.** At college library, 58.50% and 53% were found to be satisfied with the lighting and sitting arrangement respectively. 30.50% of the students were found to be satisfied with the plug point for charging electronic gadgets.
- xii.** It was found out that all the college libraries provide fan whereas only 16.50% provide heater. 73.50% each of libraries provide Drinking water and Photo copy facility. 35.50% each of libraries have toilet facility for boys and girls inside library building. 30.50% each of libraries have Computer section with internet facility. The study also reveals that only one library (Fazl Ali College) provides free access to WiFi and also only one library has upgraded to e-library (automation done).
- xiii.** The study revealed that only one college offers science stream in Mokokchung District i.e. Fazl Ali college and they have a laboratory.
- xiv.** 52.38% of the college laboratory were found to be on an average level.
- xv.** Out of six colleges in Mokokchung District, only one college was found to have hostel facility run by the college i.e. Fazl Ali College.

- xvi.** It was found out that 28.57% of the students' avail hostel facility run by college and 71.43% of the students commute from home/ private hostel/ other arrangement.
- xvii.** The study revealed that overall college hostel timetable (66.67%), sleeping room arrangement (58.33%), toilet (58.3%), lighting (41.67%), drinking water (41.67%) and recreational activities (41.67%) were found to be on an average level. As far as food is concerned there were marginal clash of opinions but majority of the students (33%) find it good.

5.2.3.4. Courses Offered

- i.** It was found out that, in Mokokchung District the courses offered at higher secondary level, higher education level and technical/vocational education level was very limited. Combining all together 83.33% of the educational institutions offer Arts, 5.56% offer Science and 5.56% i.e. one educational institution each offer Commerce, LLB, B.Ed, D.El.Ed, ICT and IT. Educational institutions in Mokokchung District was found to have access to very limited area of academic discipline. It is suggested to introduce discipline such as Medical, Engineering, Agriculture, Forestry, Veterinary, Management, sports and such. It was also found out that Mokokchung District does not have a single university established.
- ii.** At college level, it was found out that 40% offers Skill Development Based Course such as Mushroom Cultivation, ICT, Horticulture, Hospitality, Tourism and even one college has signed an MOU with YouthNet, Nagaland, which helps in empowering youths.
- iii.** At school level, the study revealed that all the schools provide skill based education. Nagaland Board of School Education has introduced Life Skills Education where some basic vocational skills like gardening, handicraft, carpentry were included.
- iv.** 70% of the heads of institution were of the opinion that the present curriculum meets the needs of the students. But, 20% of them think that present curriculum does not meet the needs of the students for reasons such as no updated curriculum, lack of vocational courses and the existing curriculum does not provide quality education.

- v. 62% and 56% of the students and teachers respectively were Satisfied with the existing curriculum.
- vi. It was found out that 54% of the teachers agree that the existing curriculum justifies the aim of education.
- vii. 52% of the teachers were found to agree that the existing curriculum needs revamping.
- viii. It was found out that none of the colleges in Mokokchung District had provision to earn money while studying.
- ix. 43.33% of the educational institution were found to emphasize strongly on the importance of co-curricular and extra-curricular activities.
- x. 76.50% of the teachers were found to admit that co-curricular and extra-curricular activities were very important for the students.
- xi. It was found out that all the Colleges include Sports, Drama, Social Work, Cultural program, Swatch Bharat and Seminars in their co-curricular and extra-curricular activities. 85% of the colleges conduct Debate, Literary Day and Dance. 70.50% of the college organizes Conference and 64.50% of the college organizes Yoga. Furthermore, 54.50% and 40% of the college were found to take their Students on Field trip and Study Tour respectively.
- xii. The study reveals that Red Ribbon Club and Students Union were formed in all the colleges. 70% of the College have formed Evangelical Union which is a Christian Campus group. 59% and 55% of the college have formed Environmental Club and Literary Club respectively. Only 40% of the college have formed a Sports club despite of being conducted by all the colleges. 30% of the college have formed Music Club. Science Club and NCC were formed only in one college.
- xiii. It was found out that only 5% of the educational institution had implemented educational program for students with disabilities in regular school. A need based therapy for Autistic and ADHD children has been introduced in one pre-primary school (Blossom Pre School). Whereas, 88.33% of the institutions were yet to implement educational program for students with disabilities in any form.

5.2.3.5. Teaching Methods

- i.** 99.50% of the teachers use English as medium of instruction and 30.50% of the teachers use Mother Tongue as medium of instruction i.e. Ao Naga dialect. 19% of the Teachers use Nagamese creole which functions as the lingua franca of Nagaland, 7% of the Teachers use Hindi and 1% uses other language/ dialect as medium of instruction. It was also found out that most of the teachers use English, Ao Naga and Nagamese creole together as medium of instruction.
- ii.** It was found out that 78.33% of the teachers were given freedom in choosing their desired method of teaching.
- iii.** 78.50% of the teachers often use Lecture cum Discussion method while engaging class. 51.50% use Activity based method, 31% use Project method, 28% use Demonstration method and 12% use Lecture method. It was also found out that 2% of the teachers supplement their method of teaching with other methods like Brainstorming, Interaction, Role play, Debate and Presentation.
- iv.** 42.50% of the teachers did not give any response. Among the respondents, majority of the Teachers (28.50%) find Activity based method to be most effective despite of Lecture cum Discussion method being the most used method. 24.50% of the Teachers are in favor of Lecture cum Discussion method. Demonstration method (10%), Project method (2.50%) and Lecture method (2%) are found to be the least effective method of Teaching.
- v.** 78.50% of class room teaching were found to effective by the students.
- vi.** 49% of the educational institutions were found to be provided with sufficient TLM.
- vii.** 52.3% of the teachers were found to prepare TLM voluntarily from home sometimes and 29.55% prepare voluntarily whenever a need arises.
- viii.** White Board was found to be the most widely used for both school and College level. 45.50% still use Black Board especially at school level. TLM like Charts (48%), Models (37.50%), Maps (32%), Globe (30%), Audio - Visual aids (30%) and Flash cards (23.5%) were found to be generally used at school level. Smart board was found to be very scarcely used both at school and College level i.e. 6% and 9% respectively.

- ix.** It was found out that 21.50% of the students prefer Smart Board as it makes the learning more engaging. 14% of the students prefer Charts as TLM. 12.50% and 12% of the students prefer Green Board and White Board respectively. 11.50% of the students prefer something different like PPT, audio visual aids. 3% and 2% of the students prefer Models and Black board respectively.
- x.** 43.33% of the teachers were found to be skilful in handling TLM.
- xi.** It was found out that 83.33% of the educational institutions give remedial class for students who lag behind in their grade whereas.
- xii.** 46% of the remedial class were found to be effective.
- xiii.** 71.67% of the educational institutions use CCE method for evaluation, 25% use Summative evaluation and 23.33% use Formative evaluation. It is also found that in most of the educational institutions all the methods of evaluation were used simultaneously.
- xiv.** A good number of college students i.e. 63.50% were found to be satisfied with the existing evaluation method.

5.2.3.6. Staffing Pattern and Workload

- i.** It was found out that female teachers (63.58%) exceeds male teachers (36.42%) in teaching profession in Mokokchung District.
- ii.** The study revealed that 70% of the educational institutions look for criteria basing on educational qualification, skills and communication during interview (70%) and previous experience (53.33%) for teacher's recruitment. Apart from the above criteria, educational institutions were found to employ other benchmark for teacher's recruitment such as without written test only through oral interview, as per Government's rule (especially in Government institutions), passion for teaching and performance during the interview and personality of the candidate.
- iii.** 70% of the educational institutions were found to conduct Interview as a process of teacher's recruitment. 56.67% conduct written test. 48.33% and 43.33% follow as per Government norms and bring in subject expert in the interview board respectively. Only 36.67% of the educational institutions invite officials from relevant Government department to be present in the interview board. Furthermore, it was also found out that only 21.67% of the educational institutions

invite University representative to be present in the interview board and 35% does not invite. Lastly, only 26.67% of the educational institutions were found to employ demonstration class as a process of teacher's recruitment.

- iv.** The study revealed that 76.67% of the heads and 67.50% of the teachers agree that educational institution have employed the right number of staff.
- v.** It was found that 54.55% of the heads fill in the empty class/es where there were less number of teachers appointed, 36.36% of the teachers were sent for proxy class and 9.09% of the educational institution have appointed substitute teacher(s). Educational Institutions were also found to use other methods to fill in the gap such as appointment of private teacher from community, inviting visiting faculty and giving contractual appointment for teaching post. Also inviting resource person for enrichment class, discuss on current issues and events which was however for supplementary class.
- vi.** The study showed that 60% of the educational institutions have the required number of non-teaching staff.
- vii.** In educational institutions where there is a lack in non teaching staff, 63.63% of the non-teaching staffs work were distributed among the teachers and 18.18% of the head fills in. The remaining 18.18% of the educational institutions make other arrangements such as in one school students were appointed as chowkidar/ care takers and lump sum amount was given as honorarium; and in some educational institutions temporary staff was appointed on fixed payment.
- viii.** The study revealed that the non-teaching works assigned to teachers were manual jobs like sweeping and cleaning; admission related work; computer related work; related to clerical office works; institution related official works; carpentry; given in charge for sound system; and election duty.
- ix.** 24.50% of the teachers were found to engage 4 classes in a day, 18.50% engage 3 classes, 17.50% engage 5 classes, 14.50% engage 2 classes and 2% of the teachers engage 1 class in a day. Also, 10% of the teachers engage 6 classes in a day, 7.50% engage 7 classes and one teacher claims that s/he engage 8 classes in a day which is quite strenuous. It was found out that most of the teachers who were assigned with lesser number of classes in a day mostly works in Government

sector and the teachers assigned with more number of classes were private sector employees.

- x.** It was found that 43% were sometimes asked for substitute class.
- xi.** Only 23.33% of the educational institutions were found to have Physical Education Teacher.
- xii.** 8.33% of the educational institutions were found to have their teachers trained in Special Education. 41.67% of the educational institution have some of the teachers trained in Special Education. Furthermore, it was found out that in 41.67% of the educational institutions none of the teachers were trained in Special Education.
- xiii.** Only one college was found to have appointed a Counselor who gives counseling on Vocational, Career and Personal dimensions.
- xiv.** 92.50% of the educational institutions were found to have a combined staff room for both male and female teachers. 3% have separate compartment/ room for each teacher and 1.50% of the educational institution have separate staff room for male and female teachers.
- xv.** It was found that 96% of the staff room have Charging points for electronic gadget, 94% of the staff room were Well lighted, 86.50% of the staff room have Fan, 84% of the staff room have Shelves/ cupboards for stacking books/ Assignment files/ Students practical works and 83% of the staff room have Drinking water facility. 67% of the staff room have Kitchen/ counter like kitchen attached and 54% of the staff rooms were provided with Computer facility. Only 49.50%, 42.50% and 41% of the staff room have Toilet attached, Hand washing basin and Lockers for teachers respectively. Lastly, only 16.50% of the staff room have Heater facility.
- xvi.** It was found out that 52.50% of the educational institution in Mokokchung District provide Medical Allowance; 46% provide House Rent Allowance (HRA); and 42.50% provide GPF/ EPF facility. In addition, 31.50% were found to be provided with Pension Benefits; 22.50% were provided with Staff Quarter; and 20% and 14% were provided with Transportation (Bus, etc) and Transportation Allowance respectively.

- xvii.** The study revealed that 72% of the teachers were entitled for Casual leave which was usually for 12 days; 60.50% were entitled with Sick Leave; 53% of the teachers responded that they were entitled for Duty leave; and 39% were entitled with Earned leave. 60.50% of the teachers were also found to be entitled with Maternity Leave. However, the duration for Maternity Leave were found to vary from Government sector to Private sector and also from different private educational institutions to another. In all the Government managed educational institution the duration for maternity leave was found to be 6 months as per Government rule. In some private managed school it was found to be 40 days. In Jubilee Memorial College and 2nd NAP HSS maternity leave was given for 3 months. Also, 28.51% of the male teachers were found to be entitled with Paternity leave. The duration for Paternity leave was found to be 15 days in government managed sector. In private managed sector none of the teachers were found to be entitled with paternity leave.
- xviii.** 51% of the teachers were found to be entitled for Study leave and only 19% were found to be entitled with paid study leave. In government managed sector it was found that teachers were entitled for 2 years of Study leave. In private managed sector, Jubilee Memorial College was found to provide 6 months of Study leave to their teachers. However, no positive response was found from the remaining private managed sectors. In addition, it was found that Jubilee Memorial College provide 2 days Restricted holiday to their teachers.
- xix.** Out of 200 teachers, study showed that an encouraging 68.50% of the teachers were satisfied with their profession and 23.50% of the teachers were very satisfied
- xx.** It was found out that maximum numbers of educational institutions (95%) give opportunity to their teachers to go for in-service training.
- xxi.** When asked about the importance of in-service training, 64% of the teachers agreed and 26.50% of the teachers strongly agreed to it.
- xxii.** 35% of the educational institutions were found to organize programs that will enrich teachers' competencies only sometimes and 30% of the educational institutions organize often.
- xxiii.** As per the study some of the program(s) organized by educational institutions for enriching teachers' competencies were as follows, Subject wise orientation

program, sensitization, e-training, seminars, group discussion, workshop, leadership program, team building, social responsibilities, resource personnel from the department are invited, teachers' training program, one-day retreat once in a year, class room observation and feedback, outdoor exposure program, teacher induction program, subject based training (2 weeks minimum).

xxiv. It was found out that 51.67% of the head and 50.50% of the teachers admitted that their educational institution acknowledges hardworking and sincere teachers.

xxv. Out of the total 54 educational institutions that acknowledge hardworking and sincere teachers, data showed that 27.78% of the educational institutions gave recognition in other means such as appreciation letter to the particular department (at higher education); give written report to education directorate as well as annual report towards authority; recommends the particular teacher for teacher's award during Teachers' Day; acknowledge verbally; and also give gifts. In addition, 20.37% of the educational institutions reward their teachers in Cash and 12.96% of the educational institutions acknowledge their teachers in the form of certificate. Furthermore, 11.11% of the educational institutions acknowledge their teachers both in the form of Cash reward and Certificate.

xxvi. The study revealed that 95% of the educational institutions in Mokokchung District have no report of sexual harassment.

xxvii. When asked about sexual harassment situation in educational institutions, 95.50% of the teachers and 98% of the students admitted that they had not faced any such situation. However, 2% of the teachers and 1% of the students claim that they have faced sexual harassment situation in their institution.

xxviii. It was found out that 75% of the educational institutions had not formed any committee to redress sexual harassment whereas only 18.33% of the institutions had formed committee to redress sexual harassment.

xxix. The study showed that majority i.e. 72.50% of the teachers share a strong interpersonal relationship with their students.

xxx. The study revealed that the strength of interpersonal relationship within colleagues were found to be strong as 69% of the teachers and 61.67% of the heads admitted as such.

xxxi. It was found out that 94% of the teachers and 90% of the heads were of the opinion that ‘Happiness at work place’ was very important.

5.2.3.7. Enrolment of Students

- i.** The study revealed that the number of female students increases with the increase in education level in Mokokchung District. A high gap between female (57%) and male (43%) at college level can be seen. However, when it comes to Vocational/ Technical education enrollment of male students was much higher than the female students i.e. 63% and 37% respectively.
- ii.** 86.67% of the educational institutions were found to have no provision for seat reservation. Whereas, 8.33% of the institutions had provision for seat reservation under the basis of as per government’s directive (reservation quota) which was 80:20 i.e 80% for ST and 20% SC, OBC and other boards like CBSE, etc and for physically challenged, backward tribes of Nagaland, economically weaker section.

5.2.3.8. Trend of Academic Performance of Students in Mokokchung District

- i.** Academic performance of students in Mokokchung District at HSLC shows a promising result. At HSSLC level all the three streams i.e. Arts, Science and Commerce were found to be performing good. A downgrade trend in science was also seen.

5.2.4. Contribution of Various Agencies in the Development of Education in Mokokchung District

- i.** It was found out that 45% of the various social organizations (Community, Educational stake holders, Student leaders, Church workers and Women leaders) sometimes participate in the development of education. 11% and 10% of the various social organizations often participate and very often participate in the development of education respectively. It was only 8.33% of the various social organizations participate all of the time in the development of education.
- ii.** The study revealed that majority of the heads (76.67%) and teachers (71%) were of the opinion that the role of Community is very important in the development of education.
- iii.** It was found out that 71% of the teachers and 58.33% of the heads opined that the role of Student organization is very important in the development of education.

- iv. 68.33% of the heads and 65.50% of the teachers opined that the role of Educational stakeholders is very important in the development of education.
- v. Also, 61.50% of teachers and 48.33% of heads felt that the role Women organisation is important in the development of education.
- vi. 61.50% of the teachers and 40% of the heads were of the opinion that the role of Church is important in the development of education.

5.2.5. Problems faced by Heads and Teachers of Educational Institutions in Mokokchung District

5.2.5.1. Infrastructure

Lack of fund from Government both for expansion as well as for maintaining the existing infrastructure; land encroachment by land donors because of lack of proper fencing or boundary demarcation; lackadaisical attitude on the part of policy makers.

5.2.5.2. Courses Offered

Curriculum is too vast at school level in higher section; MIL for Ao needs upgradation; too frequent change of textbook gives a hard time to the teachers.

5.2.5.3. Co-curricular Activities and Extracurricular Activities

Most of the activities are conducted just for the fulfillment of syllabus thus there is no quality in it; lack of adequate facilities; also, many schools does not give importance to co-curricular and extra-curricular activities.

5.2.5.4. Examination Pattern

There is no standard format for assessment of co-curricular and extra-curricular activities which makes the assessment subjective; internal exam tends to be subjective.

5.2.5.5. Teaching Methods used

Many Teachers are not well equipped with the new teaching methods; teachers does not implement the teaching skills learned during teacher training courses; negative attitude of teachers in learning new teaching skills.

5.2.5.6. Administration of Educational Institutions

Most of the administrators are indifferent to the educational institutions problems; there is lack of co-operation and support from the District Education Office in terms of

coordination and monitoring; no proportionate distribution or appointment of teachers in rural and urban area schools.

5.2.5.7. Involvement of Various Agencies

Involvement of agencies tends to overpower the institution's decision; lack of effective communication; some of the agencies are not aware of their importance or responsibility or obligation towards the development of educational institution in their premises.

5.3. Discussion of the study

5.3.1. Indigenous System of Education in Mokokchung District

Morung existed in all the Naga inhabitants. It is known by different names such as *Bang* in Phom Naga, *Chumpo* in Lotha, *Kichuki* in Angami Naga, *Apuki* in Sumi Naga, *Hakuh* in Chang Naga, *Thepumi Chiethichie* in Chakesang Naga, *Rehangki* in Zeliang Naga. Morung is known as *Ariju* in Ao Naga dialect which means fortress from which the enemy is carefully watched. *Arju* existed mainly for village defence. Vocational skills, customary laws and ways, moral and value education, religion, folklore, astrology and such were taught in *Arju*. Different types of sports such as running, javelin throw, high jump, swimming, climbing trees were also taught and it was compulsory for every single man in *Ariju* to learn and participate. The primary objective of learning these physical activity was perhaps for physical fitness and swiftness as raids and headhunting between enemy villages were fairly common before the coming of Christianity. It was in fact a real training institute that promotes the process of socialization of people in general and men folk in particular. This is one of the best examples of rural social institutions from where socialization of a man takes place. *Ariju* was said to be a 'Public School'. It was found out that Morung as an institution was most developed among the Ao Nagas. However, it was not deemed proper for a woman to enter *Ariju* where similar study was found among Konyak Nagas (*Khangnyu, 2021*). The number of *Ariju* erected in an Ao Naga village depends on the number of population. Apart from Nagaland, the existence of Morung was also found in other parts of Northeast India such as the Adi tribe, the Tangsa tribe, the Wancho and the Nocte tribe of Arunachal Pradesh (*Stirn & Ham, 2003*). However, the scope of Morung in general was found to be limited. It did not go beyond imparting of sub - tribal traditions, for e.g., in Ao Morung other tribe's tradition was not discussed except

Ao tradition (Jamir, 2019). This could be because of very limited contact beyond one's village. Before the coming of British rule every single Naga village had autonomous administration.

Girl's dormitory or *Tsöki* in Ao Naga dialect which means 'garden of the young girls' existed for young women folks. Moulding up young women to be an 'ideal' housewife was the primary objective of the existence of *Tsöki*. Here, indigenous education was imparted to girls. Girl's dormitory existed among other Naga tribes known by different names such as Zeliang (*Releiki*), Sumi (*Illiki*), Angami (*Kichüki*) with similar goals. No separate house existed like *Ariju*, instead a house of a widow of the same clan was chosen to be *Tsöki*. Whereas among Zeliang Naga it was found that the girl's dormitory was looked after by a decent couple in the village (Zeliang, 2011). The matron of *Tsöki* i.e. the widow should be knowledgeable and wise enough to guide these young women to become the 'ideal' housewife as expected by the society. *Tsöki* was a place for courtship with the opposite sex culminating in engagement and marriage but chastity was strictly maintained. However, it was found out that in some *Tsöki* the matron herself failed to maintain the decorum of the house. One factor could be due to free passage of male to *Tsöki* unlike female to *Ariju*. However, it was revealed that with the coming of Christianity and introduction of formal education to Ao Naga area, the importance of the existence of *Ariju* and *Tsöki* disappeared gradually. Like wise among Phom Naga (Phom & Zeliang, 2020), Konyak Naga (Khangnyu, 2021), and Nagas in general (Kahmei, 2021).

After the introduction of formal education and defunct of *Ariju* and *Tsöki*, a new establishment came into existence for the youths known as *Room*. The establishment of *Room* was initiated by the church. *Room* functioned like *Ariju* and *Tsöki* but with Christian principles. Apart from reading bible and singing gospel songs in *Room*, youths were also educated on cultures, moral and traditional values. Youths who attend school also maintain study timing. Hygiene maintenance was also strongly imposed. Strict vigilance was maintained by the seniors, however, in many cases disciplining was mistaken with ragging. The existence of *Room* was found to have more positive impact. Youths instead of going stray were disciplined. Students were encouraged to work together and help out one another in clearing confusions and problems related to their studies. *Room* has helped many students to be successful in their academic career. Being the first generation learners, establishment such as *Room*

was indeed needed for the learners. Through *Room* indigenous education was also imparted and it also served the youths well during the period of transition from Morung to modernity.

Indigenous Education was also imparted through social structure called *Zunga/ Yanga* which means Age - groups. The existence of this social structure can also be found in other Naga community known by different names - the Lotha Naga call, *Yinga*; Chakasang Naga, *Akhra*; Sumi Naga, *Aloji*; Phom Naga, *Ai-ha*; Konyak Naga, *Eman-ei*; Angami Naga, *Thetshüpel*/ *Thetshüthekro*. Among Ao Nagas, the whole village is divided into age-groups to which various communal duties both in terms of social and economic activities such as marriages, funerals, agricultural work and cleanliness drive are assigned. Division of task is assigned according to different age-groups. It was like a social work. It is understood that in this kind of working system individuals learn various indigenous knowledge and skills from their *Zunga/ Yanga*. Learning takes place in a practical manner. The very fact that work is overseen by an age group and *tekang/* fine is imposed for those people who fail to take part in social work only explain how important is for Ao Naga community. The structure and functioning of *Zunga/ Yanga* still exist strongly in Ao society.

The Ao Naga indigenous education was found to be a good package for self sustainability, as also found in a study among Uganda indigenous community (*Kagoda, 2009*). The indigenous education/ knowledge is passed down from generations after generations through oral tradition. Indigenous education is purely informal in nature. The early history of the Ao Naga or Naga in general, suffers from lack of information or minimum information pertaining to the pre - colonial and pre - Christian periods (*Aier, 2018*). Nevertheless, for preservation and transmission of indigenous education/ knowledge suggestions provided were speaking of mother tongue should be emphasised within family. Secondly, Ao Naga customary laws should be maintained in book form whenever possible and uniformity of customary law should be encouraged to introduce in all Ao Naga villages. Some of the interviewee have expressed that educational institutions can play a vital role in preservation and transmission of indigenous education. Taking the advantage of skill based education, 30% to 40% of indigenous knowledge should be incorporated in school or higher education curriculum because a lot of self sustainability skills can be learned from indigenous education. Curriculum developer and planner should also not neglect the area of indigenous

education. An interviewee pointed out that a paradigm shift should be created in the minds of present generation for preservation and transmission of indigenous education.

Further investigation was carried out on educational institutions asking about incorporation of indigenous education in present curriculum. Result revealed that majority of the heads (61.67%) and teachers (48%) of educational institutions in Mokokchung District were in support of the idea. The result shows similarity with a survey conducted by South African Social Attitudes Survey (SASAS) on South African's perceptions and attitudes towards indigenous knowledge (2010) indicates that people are confident about the potential of indigenous knowledge for contributing to their well-being. The survey also found out that majority of the participants expressed more positive attitudes towards indigenous knowledge than modern science. The definition and privileging of particular forms of knowledge from a Western perspective have been especially problematic for indigenous people and their relations not only to knowledge but also to their social and economic circumstances (*Wotherspons, 2015*). Incorporation of indigenous education does not only mean teaching of a particular part of prescribed curriculum, but it also means and should be imparted by the educators through his/her outlook and attitude. A contradictory result can be found between opinion on revival of Morung system of education in present context of education and opinion on whether the indigenous education of the Ao Nagas was comprehensive in approach. Majority of the samples were not sure when asked about revival of Morung system of education in present context whereas majority of the same samples were of the opinion that the indigenous education of the Ao Naga was comprehensive in approach to some extent. It will be impractical to restore the exact Morung system of education but the Naga perhaps need to revive and restore by identifying the relevant skills in present context (*Zeliang, 2011*). Scientist now recognise that indigenous people have managed the environments in which they have lived for generations, often without significantly damaging local ecology (*Emery, 1996*). Traditional knowledge can be blended with the modern technological ideas and innovations to have continuity between the past and the present (*Ngullie, 2011*).

The study revealed that introduction of Nagaland Heritage Studies at school level was found to be relevant and provide some idea on indigenous education as opined by majority of the heads, teachers and students of Mokokchung District. In other studies, also introduction of curriculum related to indigenous culture was found to have

significant impact among the students. For Alaska native people, a Cultural Value Curriculum was created by *Marchant* as a part of her M.Ed research. The curriculum was based on the level of interest the community had in having cultural values be shared and aware of in a school setting. After piloting this curriculum for the entire school year, the student began to show a significant love for learning about their culture; the students were able to make a deeper connection with the elders, family and environment and the curriculum allowed the students to link indigenous values to their learning and be aware of all the values (*Topkok et al., 2020*). Incorporation of indigenous education provide students as well as teachers with cultural knowledge and understanding that they otherwise may not have learned.

5.3.2. Origin and Development of Formal Education in Mokokchung District

The history of the church and education in Nagaland starts with American Baptist Missionary Dr. Clark's arrival to Mokokchung District in 1872. Mrs Mary Mead Clark arrived at Molungyimsen 1878 leading to establishment of first formal school which was a Sunday school and initially for girls. Card-board paper cuttings were said to be used while teaching the alphabet. Thus, the first women education and introduction of TLM in teaching learning process in Mokokchung District was pioneered by Mrs Mary Mead Clark. Also, the instructional materials were portions of the Bible and Hymns; and the medium of instruction were English and Ao Naga language. Some scholars have pointed out that, if not for this special attention, the dominance of a written script and developed language over mother tongue would have gradually led to the death of native language.

Formal education marked the beginning of western education, women education as well as the spread of Christianity in Ao Naga area, reducing the importance of existence of traditional educational institutions i.e. *Ariju* and *Tsüki*. Similar scenario can be found in the studies conducted in states like Mizoram, Meghalaya, Manipur and in other parts of Nagaland by *Hluna (1986)*; *Jala (1987)*; *Henia (1988)*; *Temjenkaba (1993)*; *Temjen (2009)*; *Ndang (2014)*; and *Phom (2021)*. Formal education in Mokokchung District have brought many positive changes such as modernisation to Ao Naga community; eradication of traditional head hunting which was highly valued in Naga society; better understanding and effective communication among Ao Nagas and also with non Ao language speaking people; formation of different social organisations which contributes in the upliftment of Ao Naga society

and Nagas in general. *Lolia (2019)* also found out in her study that education and Christianity has played a vital role in the socio - cultural transition in Mao and Maram community. According to 2011 census Mokokchung District has a literacy rate of 91.62% the highest in the state with 92.18% among male and 91.01% among female.

5.3.3. Status of Education in Mokokchung District

Present status of Mokokchung District were measured under the following areas:

5.3.3.1. Profile of the Educational Institutions

In Mokokchung District, the number of institutions till higher secondary level was found satisfactory but there was a dearth in the number of higher education institutions. There were only six Colleges and no university. Out of six Colleges, two were professional College (a B.Ed College and a Law College) and four general Colleges. Study also revealed that Mokokchung District is yet to have a University, Engineering College, Medical College, Agriculture College and other professional Colleges.

Also, out of 6 Colleges in Mokokchung District the study revealed that only Fazl Ali College has been assessed by NAAC so far. In 1st cycle (2009) the College scored 2.29 CGPA, 2nd cycle (2015) CGPA score was 2.5 and in 3rd cycle (2022) the College scored a CGPA of 3.1, upgrading the College to A Grade. It will be good if the remaining Colleges keep up with the trend.

5.3.3.2. Profile of the Heads and Teachers

It was found out that majority of the heads of educational institutions in Mokokchung District were male, whereas majority of the teachers were female. Educational qualification of heads and teachers are good indicator of the quality of education given to the students. Professional teaching course enhances more of quality teaching in every educational level. It was encouraging to found out that majority of the heads and teachers in Mokokchung District were graduate and above holding requisite professional teaching course. Also, most of the heads and teachers were found to be at their prime stage of teaching profession i.e. up to 20 years of teaching experience.

5.3.3.3. Infrastructure

Quality of education can be influenced by many factors, infrastructure facilities being one major factor. Educational facilities and infrastructure such as chairs, tables, buildings and other equipment are part of special needs in educational institution that can support the smooth functioning of teaching learning activities in a classroom (Silvenus, Yarnest & Wahyono, 2020). Educational institution building in Mokokchung District were found to be satisfactory. 43.33% of the institutions have semi RCC type of building which is mostly Government owned and 38.33% of the institutions have RCC type of building which is mostly private owned. Also all the educational institutions in Mokokchung District were found to have an average level of basic facilities in the classroom and basic requirements of conventional TLM in classroom but lack in ICT.

Only a few educational institutions were found to have access to Library (except all the colleges were found to have library); science laboratory; computer laboratory; auditorium; hostel facility and transportation. Only a limited number of institutions provide internet facility and free WiFi. A good number of educational institutions have separate toilets for boys, girls and teachers and also provision for drinking water facility, first aid and a playground. In most of the Government schools there was no canteen. Almost all the educational institutions were found to provide common room for teachers but only a handful for female and male students. Majority of the educational institutions have first aid facility.

Majority of the educational institutions were found not to be equipped with inclusive education. Yasin *et al.* (2010) in their study also found that schools in Sabah were less aware of relevant information on special education programs. The 26.67% of the educational institutions which were found to be equipped with inclusive education were found to have facilities such as Wheelchair ramps (68.75%); Rails (37.50%); Special toilet (37.50%); Audio learning aid (12.50%) and none of the educational institution were found to have textbook in Braille.

5.3.3.3.1. Infrastructural Facilities at College level

Library is a centre for academic activities. A good library defines the quality of an educational institution. As per the study, the College libraries in Mokokchung District were on an average level. To make academic learning more accessible,

convenient and cost efficiency especially for students' community, up gradation of conventional library to digital library is encouraged. Study revealed that only one College offers science stream in Mokokchung District i.e. Fazl Ali College and they have a laboratory which was found to be under average level. According to NCERT a science laboratory is a place where experimental skills are learned systematically, performing a set of prescribed and suitably designed experiments. It also facilitates understanding the concept of science.

Out of six colleges in Mokokchung District only one college has hostel facility run by the college i.e. Fazl Ali College. As per the data collected the hostel facility provided by Fazl Ali College strikes at an average level. One of the main purposes of staying in hostel is to maintain a strict study time table and for that a comfortable study room is needed. It is suggested that authorities should make plan to invest in upgradation of study room as per its requirement. The colleges in Mokokchung District were found to be lacking in important facilities like guidance and counseling cell, women cell, anti-ragging cell, placement cell and research cell. Overall, the infrastructural facilities provided in colleges in Mokokchung District were found to be unsatisfactory. Similar result could be found in study conducted in the state of Manipur (*Mate, 2009*); Barak Valley and Karbi Anglong Areas of Assam (*Rymbai, 2001*); Ri - Bhoi and West Khasi Hills Districts of Meghalaya (*Nongkynrih, 2013*); and in Peren District of Nagaland (*Ndang, 2014*).

A study by *Barrett et al. (2019)* under World Bank programme found that physical characteristics of learning space have a significant impact on educational progress. Physical characteristics such as good natural conditions (lighting, air quality, temperature control, link to nature); age appropriate learning space; a level of climatic simulation using color and visual complexity; and also designs that take into account local climatic and cultural conditions. The evidence further indicates that there is potential for existing schools to be upgraded very economically and for new schools to be designed in ways that will facilitate learning.

5.3.3.4. Courses offered

Despite of being the pioneer of formal education in Nagaland, courses offered at higher secondary education level and undergraduate level in Mokokchung District was found to be very limited as compared to Kohima District and Dimapur District of Nagaland. The courses offered were Arts (83.33%), Science (11.11%) and 5.56% i.e.

one educational institution each offer Commerce, LLB, B.Ed, D.El.Ed, ICT and IT. Mokokchung District should get access to other disciplines like Medical, Engineering, Agriculture, Forestry, Veterinary, Management, sports and also a university.

At College level, the study revealed that only 40% offers skill development based course such as Mushroom Cultivation, ICT, Horticulture, Hospitality, Tourism and one College has signed an MOU with YouthNet, Nagaland, which helps in empowering youths. It was also found that Fazl Ali College has introduced an indigenous Skills Training Centre known as '*Ketsangriju*' which is a symbolic *Ariju* (Morung). *Ketsangriju* is an amalgamation of two words '*Ketsang*' known as hand craft/ handicraft and '*riju*' is learning institute. This centre aims to create a solid grounding on one's culture and tradition as it is vital to the development of an individual's character and personality.

At school level, Nagaland Board of School Education has introduced Life Skills Education where some basic vocational skills like gardening, handicraft, carpentry are included. However, life skills education is not given due importance and recognition like Mathematics, Science, English. In many schools, life skills education was found to be adjusted for once or twice in a week only (*Longkumer, 2020*).

Vocational and Skill development courses suitable to Nagaland economy at large like agricultural and allied sector (livestock, fisheries, horticulture, sericulture), weaving, handicrafts, carpentry, hunting, thatching houses, pottery, knitting, indigenous cuisine and drinks, indigenous conservation of biodiversity, indigenous medicine, tourism where local instructors can be employed (as stated in NEP 2020) should be introduced both at school and College level (*Longkumer & Zeliang, 2022*). NEP 2020 also states that at higher education the Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. Higher education department in Nagaland have also resolved to introduce choice-based credit system (CBCS) in all the Nagaland University affiliated higher education institutes in the state from the academic session 2021-2022 (*Gogoi, 2022*). Along with these skills, with the advancement in technology, integration of digital skills and soft skills from school level have also become very important. Vocational and skill education has qualitative impact among learners such as developing student's ability and confidence; learn to adapt to evolving complex situations; better thinking skills; enhancing problem solving skills; value for sustainable development; leadership skills (*Laurie et al., 2016; & Pradhan, 2021*). It is

also needed to equip learners with the skills to become active, responsible, engaged citizens (*Organisation for Economic Co-operation and Development, 2018*) and to build a strong nation (*Bent & Kronenberg, 1961*).

Furthermore, introduction of program to earn money while studying at college level will instill a sense of responsibility and appreciate the dignity of labour among students. It does not only help in earning an income but also gives scope for a sustainable livelihood in future. However, in Mokokchung District it was found that none of the college have provision to earn money while studying.

Interestingly, 70% of the heads of institution opined that the present curriculum meets the needs of the students for reasons best known to them. But 20% of the heads and 52% of the teachers feels the opposite for reasons such as no updated curriculum, lack of vocational courses, not suitable to the community, overemphasize on academics, too vast, frequent change in textbook. In a nutshell, courses offered in Mokokchung District lacks in quality. The finding is in tune with findings of *Jala (1987)* in secondary schools in Meghalaya; *Aier (1996)* & *Zavise (2014)* in Nagaland; *Ayodele (2006)* in Nigeria; and *Sumathi (2019)* in Higher education in Karnataka.

Co-curricular and extra-curricular activities are also an integral part of educational curriculum. The findings show that majority of the educational institutions realise the importance of co-curricular and extra-curricular activities. However, it was found that in majority of the schools, co-curricular and extra-curricular activities were conducted only in fulfillment of annual syllabus. The reason being, more emphasise in theory subjects, lack of infrastructural facilities for conducting physical activities, lack of understanding of aims and objectives of co-curricular and extra-curricular activities and lack of physical education teachers (Present study revealed that only 23.33% of the educational institutions have Physical Education teacher whereas the rest 71.67% of the institutions does not have a Physical Education teacher).

Co-curricular and extra-curricular activities are important as it fulfills in achieving the ultimate aim of education – holistic development. Educational institutions should give importance as it helps in developing skill of communication, cooperation, resilience and teamwork. This kind of activities gives a good platform for students to discover their innate talents and thus it can be nurtured, fostered and developed. According to NEP 2020 there will be no hard separation among curricular, co-curricular or extra-curricular among arts, humanities, science or between academic or

vocational streams. Thus students will be given flexibility in choosing their own area of interest; they can choose their own path of study and life plans.

In the area of special educational program in regular school, Mokokchung District has still a long way to go. Only one pre-primary school (Blossom Pre School) was found to have introduces a need based therapy for Autistic and ADHD (Attention Deficit Hyperactivity Disorder) children.

5.3.3.5. *Teaching Methods*

Mother tongue is encouraged to use as medium of instruction especially at the primary level because children learn and understand best when they are taught in their own mother tongue. However, in state like Nagaland it is not feasible to use mother tongue alone as medium of instruction especially in urban areas because of multiple dialects. Present study revealed that almost all of the teachers in Mokokchung District use English as medium of instruction along with mother tongue. It was found out that most of the teachers use English, Ao Naga and Nagamese creole as medium of instruction.

NEP 2020 has stated that teachers will be given more autonomy in choosing method of teaching so that they may teach in the manner they find most effective for the students in classroom. It was found that majority of the educational institutions in Mokokchung District gives freedom in choosing the teacher's desired method of teaching. The most common methods of teaching used while engaging classes was Lecture cum Discussion, followed by Activity Based, Project, Demonstration and Lecture. The study revealed that many teachers were not well equipped with the Constructivist method of teaching. However, Activity based method was found to be most effective method of teaching. Some teachers were found to be creative and employ Brainstorming, Interaction, Role play, Debate and Presentation as method of teaching. Teachers should be encouraged to introduce innovative methods of teaching that are suitable to the subjects/ topics taught in classroom.

Lack of appropriate TLM, unattractive method of teaching, bulky traditional syllabus tends to make education a psychological problem rather than a joyous experience for the otherwise creative students (Liegise, 2011). It was found that half of the teachers were provided with sufficient TLM whereas other half were not provided. Hence, the study shows that majority (52.3%) of the teachers voluntarily prepare TLM

from home sometimes. As a responsible teacher taking matters in their hand at certain situation is a noble act and also acknowledging their professional. However, educational institution should make sure that they provide the required TLM to make the classroom teaching learning process more effective. Utilization of TLM makes the content more interesting and easier for the students to understand as all of their senses are actively engaged in learning.

White board was found to be the most used both at school and College level. Black board was found to be still very common at school level. Other TLM such as Charts, Models, Maps, Globe, Audio - visual aids and Flash Cards were found to be used mostly at school level. Smart Board both at school level and College level were found to be scarcely used even though 21.50% of the students were found to prefer Smart Board as it makes the learning more engaging. It has been observed that most of the educational institutions specially in rural areas lacks in basic TLM.

The study shows that the majority of the heads (51.67%) and teachers (46.50%) were comfortable in handling ICT. This indicates that heads and teachers are learning and making advancement in their profession where ICT usage is concerned. In the research conducted by *Eickelmann & Vennemann (2017)* found that younger teacher was more enthusiast in learning ICT; and 60% of the teachers' express positive attitude towards learning ICT (*Merah et al., 2020*). ICT allows teachers to get access to a wide range of information instantly and also modify resources easily. It facilitates the teaching learning process in a classroom. Study revealed that teacher's competency has the greatest influence on the quality of education (*Silvenus et al., 2020*).

Not every child is alike. Some students need a little extra care to keep up with their credit. It was found out that 83.33% of the educational institutions give remedial class for students who lag behind in their grade and it was found to be effective.

5.3.3.6. Staffing Pattern and Workload

In criteria for teacher's recruitment, it was found that majority of the institutions look for criteria basing on qualification (70%), skills and communication during interview (70%) and previous experience (53.33%) for teacher's recruitment. Apart from the above criteria, educational institutions also employ other benchmark for teacher's recruitment such as without written test only through oral interview, as per Government's rule (especially in Government institutions), passion for teaching and

performance during the interview and personality of the candidate. For the final recruitment, it was found that majority of the educational institutions conduct interview, half conduct written test and less than half of the institutions follow as per Government norms and bring in Subject expert in the interview board. Only few of the educational institutions invite officials from relevant Government Department to be present in the interview board. Furthermore, it was also found out that only few of the institutions invite University representative to be present in the interview board and employ Demonstration class as a process of Teacher's recruitment.

As per the study, majority of the educational institutions in Mokokchung District were found to have employed the right number of staff which is encouraging. It is however important to note that all the educational institution should maintain student-teacher ratio of 30:1 as per Right to Education (RTE) Act, 2009. It was also found out that on an average a teacher engages three, four or five classes in a day. However, most of the teachers assigned with lesser number of classes in a day mostly works in government sector and the teachers assigned with more number of classes were private sector employees.

When there is a shortage of non-teaching staff the responsibility is directly shouldered by the teachers which involve strenuous administrative tasks and longer working hours. Thus, it takes a toll on teacher's mental, physical and emotional health which may cause negligence in their classroom related tasks and even lead to mental health break down. Administration should make sure that there is enough non-teaching work force employed in their institution. It was found that 60% of the educational institutions have the required number of non-teaching staff.

92.50% of the educational institutions were found to have a combined staff room for both the genders and the facilities provided were found to be satisfactory. It is very important to provide a comfortable space for teachers so that they can freshen up, re-energise and prepare for the next class.

68.50% of the teachers were of the opinion that they were satisfied with their profession. It was also found out that maximum numbers of institution (95%) give opportunity to their teachers to go for in-service training and also organise programme which will enrich teachers' competencies. 68% of the teachers agreed that in-service training is important. However, the question remains with the attitude of the teachers towards in-service training or training in any form related to teaching profession. It is

important to consider that the in-service training given to teachers should have a productive outcome. NEP 2020 states, *‘Teachers will be given continuous opportunities for self – improvement or Continuous Professional Development (CPD) and to learn the latest innovations and advances in their profession. These will be offered in multiple modes, including in the form of local, regional, state, national and international workshops as well as online Teacher development mode such as SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds)/ DIKSHA (Digital Infrastructure for Knowledge Sharing) platform will be used.’* The quality of teacher determines the quality of education.

According to NEP 2020, teachers doing outstanding work must be recognized in order to support the fact that in all the stages of education highest quality of teachers will be required. It was found out that most of the educational institutions in Mokokchung District acknowledge hardworking and sincere teachers with appreciation letter to the particular department (at higher education); give written report to education directorate as well as annual report towards authority; recommends the particular teacher for teacher’s award during Teachers’ Day; acknowledge verbally; give gifts; reward in cash; acknowledge their teachers in the form of certificate and some acknowledge their teachers both in the form of cash reward and certificate.

Furthermore, the study shows that 95% of the educational institution in Mokokchung District have no report of sexual harassment so far which is a good sign. However, 2% of teachers and 1% of the College students claim that they have faced sexual harassment situation in their institution. Even if it is just a single teacher or student who claims to be a victim of sexual harassment it can be ruled out that the educational environment is no longer a safe place for the rest of the members. In many cases the victim themselves does not realize the intensity of such cases and take it easy which only encourages the culprit to commit more. Sexual harassment comes in many forms. Outright sexual assault is one thing whereas eve teasing, insulting over facial and physical appearance; commenting on attractiveness, clothes, physical attributes; staring; passing of comments also comes under sexual harassment cases. It is high time that educational institutions should sensitized teachers, non-teaching staff and students on sexual harassment awareness. School and College authorities should come with strict rules to redress situations like sexual harassment. Since majority of the educational institutions have not formed any committee to redress sexual harassment. It

is suggested that educational institutions should introduce The Protection of Children from Sexual Offences (POSCO) Act (2012) and Prevention of Sexual Harassment (PoSH) at Workplace Act (2013) for the benefit of both students and teachers.

5.3.3.7. Enrollment of students

The study revealed that the number of female students increases with the increase in education level in Mokokchung District. A high gap between female (57%) and male (43%) at College level can be seen. However, when it comes to Vocational/ Technical education enrollment of male students was much higher than the female students i.e. 63% and 37% respectively. In majority of educational institutions in Mokokchung, culture for seat reservation practice was not seen except for some seats such as ST, SC, OBC, other school boards that exist in Nagaland, physically challenged, back ward tribes of Nagaland and economically weaker section which comes under government's rule.

5.3.3.8. Achievement of students

Academic performance of students in Mokokchung District at HSLC shows a promising result. At HSSLC level all the three streams i.e. Arts, Science and Commerce were found to be performing good. A downgrade trend in science was also seen which needs to be studied further.

5.3.4. Contribution of Various Agencies in the Development of Education in Mokokchung District

Community participation in education means involvement of parents and community leaders as partners in supporting educational activities that contribute to improvement in their own lives (*Govinda, 2003 as cited in Singh & Mor, 2013*). For the growth and development of an educational institution both in terms of quantity and quality it needs constant support from the community at large. Community involvement is thus very important for an educational institution to function well.

Present study revealed that involvement of various social agencies (Community, Educational stake holders, Student leaders, Church workers and Women leaders) in the development of education was quite discouraging. The study found some of the problems where educational institutions have to deal with the community and other organisations. Problems like land encroachment by land donors because of lack of proper fencing or boundary demarcation; constant pestering/ interventions by locals and

donors on every physical development of the educational infrastructure; involvement of agencies tends to overpower the institution's decision; lack of effective communication between educational institutions and various agencies in some cases; and also not aware of their importance/ responsibility/ obligation towards the development of educational institution in their premises. Similar situation has also been found in the state of Assam and Telangana conducted by *Sharma (2014)* where many of the community members had very limited understanding of community participation.

Study also revealed the contribution of various agencies in Mokokchung District towards the development of education.

- i. Mokokchung Town Baptist Arogo/ MTBA (Mokokchung Town Ao Baptist Church Organisation) contributed in establishing Jubilee Memorial School Mokokchung and Jubilee Memorial College. The school is co-educational day school affiliated to CISCE, New Delhi, the only CISCE affiliated school in Mokokchung District. Both the school and the College is an integral part of the Church's mission - to provide holistic, quality education to the students.
- ii. The *Ao Senden* (the apex social body of Ao Naga) has established *Ao Senden Literature Board/ ASLB* to educate the usage of uniform spelling on Ao literature. The ASLB publish books on Ao literature. The ASLB offers three courses viz, *Arangtet Certificate Tenren* (ACT) which is a course for three and half years after class XII pass; b) *Arangtet Diploma Tenren* (ADT) a two years course after graduation and; c) *Post Graduate Diploma Tenren* (PGDT) is a one-year course.
- iii. The *Watsü Mungdang* (Ao Naga Women Conference) may not have directly contributed physically towards the development of education in Mokokchung District but they have take initiative in organising programs
- iv. *Ao Kaketshir Mungdang/ AKM* (Ao Naga Students' Conference) have contributed towards educational development in Mokokchung District by establishing the lone Law College and providing free coaching to students who are preparing to sit for HSLC and HSSLC examination. The AKM have also established the first newspaper in Nagaland '*Ao Milen*' in the year 1933. *Ao Milen* is also the first newspaper to be published in the local Ao Naga language.

Community participation helps to identify local educational issues and develop strategies to reduce the problems which would otherwise hamper the quality of education. It can also serve as an effective means for advocating and mobilising (Sharma, 2014) resources for the development of education. Other studies also show that community participation helps reduce teacher's absenteeism, increasing teacher's effort, improvement in students' learning/ academic performance, and educational quality (Russell, 2009; Rengma & Jha, 2014; Masino & Nin'o-Zarazu'a, 2015).

5.4. Educational implications of the study

- i. Indigenous communities from across the globe have come up with various researches and studies which indicates the urgency of incorporating indigenous education in formal education curriculum. The present study also reflects on the need of indigenous education both in the school and College curriculum. Educating learner from a localised context where they can relate will greatly benefit individual's well being and could bring a solution to socio economic problem.
- ii. Introduction of formal education in Mokokchung District have brought about many positive changes. However, as per the study it was found to have both positive and negative impact in socio cultural context among Ao Naga. If the society neglects the negative aspect, Ao Naga may lose the essence of one's culture.
- iii. Physical infrastructure and facilities of an educational institution are found to enhance learning outcome of students. In Mokokchung District, physical infrastructure and facilities was found to be unsatisfactory. There is lack of basic facilities such as library, laboratory, basic TLM, ICT specially in school section. Such kind of environment will only hamper the learning outcome of students.
- iv. Community participation in educational sector will bring positive impact both in qualitative and quantitative aspect.

5.5. Recommendations from the study

- i. Indigenous knowledge can be incorporated in vocational and skill development course. Educational institutions can come up with model *Arijü* like *Ketsangriju* of Fazl Ali College where vocational and skill development can be imparted and also educate students in various Naga traditions and cultures.

- ii.** Incorporation of Indigenous Education course in Teacher Education curriculum is seen necessary to promote indigenous education in Mokokchung District.
- iii.** Mokokchung District lacks in inclusive education both in physical infrastructure and curriculum aspect. Introducing inclusive education from school level is very much necessary and due steps must be taken in this area.
- iv.** For infrastructural development, mobilising of community members will have a positive outcome. Also adaptation of private and government management method of educational institutions can lead to promising outcome (also suggested in NEP 2020).
- v.** The study also shows lack of physical education teacher in schools in Mokokchung District. Co-curricular and extra-curricular activities becomes less worthy in the absence of the right teachers.
- vi.** Another barrier of co-curricular and extra-curricular activities revealed through the present study is the absence of a standardised format for assessment and evaluation. If SCERT, NBSE and NU can work on a standardised format for assessment and evaluation for uniformity, co-curricular and extra-curricular activities will be given more importance, and better quality of education can be provided to the students.
- vii.** A low performance in method of teaching across educational institutions in Mokokchung District is seen. Also majority of the teachers were found to use Lecture cum Discussion method which has to be used along with more contemporary methods. Intensive workshop on learning new skills of method of teaching should be conducted.
- viii.** The present study revealed dearth of basic TLM in educational institutions in Mokokchung District. ICT is also almost non-existent. This is one major problem that the teachers face in Mokokchung District. Also in situation like COVID 19 pandemic, lack of ICT has impacted negatively in teaching learning process leading to degeneration of quality education and loss of learning. Educational authorities should find ways and means to address this issue.
- ix.** Community participation in many studies shows a productive outcome. Sensitisation program for community members for their role towards the

development of educational institutions should be organised by the responsible authorities.

5.6. Suggestions for further research

- i.** Study on indigenous knowledge of the Nagas or any other tribal community will be helpful to incorporate in curriculum both at the school and higher education course.
- ii.** Attitude of teachers towards teacher-trainings as it will help the teacher trainers to introduce more innovative approach for the teaching learning process.
- iii.** A study on community participation towards development of education. With such a study, strategies and measurements can be drawn for active participation of the community.
- iv.** A case study on funds utilised by the government towards development of education.

5.7. Conclusion

The year 2022 marked the 127th anniversary of the oldest school (Clark Memorial Higher Secondary School, Impur) in Mokokchung District and in Nagaland. Also 150 years of Christianity in Nagaland. Formal education has come a long way by contributing immensely in the progress of Ao Naga society. Being the pioneer of formal education in Nagaland, literacy rate of Mokokchung District has almost hit a century (93.59% as per 2011 census). Nonetheless the question remains, is increase in literacy rate alone enough?

The present study has revealed many drawbacks both in qualitative and quantitative aspects of educational institutions in Mokokchung District. Educational institutions in Mokokchung are still struggling to impart education suitable to the local needs; meet the basic TLM in classrooms; provide a decent library and laboratory to the students; and teachers are still struggling to cope up with new pedagogy skills. All these lead to a compromise in quality education. The educational system is too theoretical that it does not give space for the learners to think innovatively and creatively which results in the production of unemployable educated graduates. The findings of the present study are not much different with the findings of *Aier (1996)* 25 years ago. One of the main findings of Aier (1996) was the existence of irrelevant educational framework in Nagaland.

Modern problem needs modern solution. Many educational experts argue that schools should emphasise more on general purpose life skills. To enhance the ability to deal with change, to learn new things and most importantly to preserve one's mental balance in unfamiliar situation (Harari, 2018). On a positive note, the Indian government has mooted out with a comprehensive national policy of education targeting to lead young Indian citizens to a better future. If NEP 2020 is well equipped with good spirits, it will bring a change in the education sector with aspiring goals of critically developed and knowledgeable minds (Pradhan, 2020).

Modern education has given a dynamic outlook to the people of Ao Naga. But in the quest of modernity there is a threat of losing their indigenous education. Different cultural setting needs different aims, objectives and scope of education. Thus, quality of education should not only be defined by a standard definition. In Mokokchung District, bridging the gap between indigenous education and modern education may draw out the best suitable framework of education for the society.

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APPENDIX-I

Dear **Head**,

I am *Merensangla Longkumer*, pursuing Ph.D research entitled “*Historical Development and Status of Education in Mokokchung District of Nagaland*” under the Supervision, *Prof. Lungsang Zeliang*, Professor, Department of Education, Nagaland University, Kohima Campus, Meriema. I would like to request you to answer the questionnaire. Kindly attempt all the items. There is no right and wrong answers. This is purely for research purpose and all the information will be kept confidential. I will be ever grateful for your kind cooperation.

Contact no:

email id:

Questionnaire for Head of Institution

Section 1: General information

(a) *Profile of Head of the Institution*

- i. Name:
- ii. Gender:
- iii. Designation:
- iv. Educational qualification:
- v. Professional qualification (Please tick) [Montessori trained/ D.El.Ed/ B.Ed/ B.Ed (Special Education)/ M.Ed/ TET/ CTET/ SLET/ NET/ Ph.D]
Any other please mention
- vi. Years of teaching experience:
- vii. Name of Department (for College teachers):

(b) *Profile of the Institution*

- i. Name of the institution:
- ii. Year and date of establishment:
- iii. Type of the institution: Pre-Primary/Elementary (Primary and High School)/Secondary/Higher Secondary/ College/ DIET/ Technical/Vocational
- iv. Type of management- Government/ Private/ Semi Government/ any other (please specify)

- v. To which Board/ University the educational institution is affiliated?
.....
- vi. Status of affiliation- Permanent/Temporary/Provisional
- vii. Status of NAAC assessment for College (Assessed/ Assessment awaited/ Not Assessed)
If assessed, mention grade/ CGPA and year
- viii. How comfortable are you with ICT?
Very comfortable/ Somewhat comfortable/ Comfortable/ Not very comfortable/
Not at all comfortable
- ix. How is your official paper works maintained?
- On paper
 - In computer system
 - Both

Section 2: Present status of education in Mokokchung District

A. Infrastructure

- a. What type of building is your institution?
RCC building/ Assam Type/ Semi RCC building/ Wooden
- b. What is your opinion about your institution building?
Outstanding/ Good/ Satisfactory/ Unsatisfactory/ Very Unsatisfactory
- c. Is your institution equipped for inclusive education? Yes/ No
If yes, tick the given physical facilities which are available (please tick Yes/ No)

Facilities which are available	Yes	No
i. Wheelchair Ramps		
ii. Rails		
iii. Wheelchair access		
iv. Special toilet		
v. Audio learning		
vi. Textbooks in Braille		
Any other please mention		

- d. Facilities and Teaching Learning Materials in Classroom (please tick from the given option)

Facilities in classroom	Yes	To some extent	No
i. Sufficient classrooms			
ii. Good lighting			
iii. Good ventilation			
iv. Spacious			
v. Sufficient benches and desks for all students			
vi. Sufficient charging points			
vii. Fan			
viii. Air cooler			
ix. Heater			
TLM in classroom	Yes	No	
i. Power point Projector			
ii. Black board			
iii. Green board			
iv. White board			
v. Smart board			
vi. Globe			
vii. Map			
Any other, please mention			

- e. Does your institution have the following facilities? Please tick Yes/ No

Facilities provided in educational institution	Yes	No
i. Library		
If Yes, is it digitised?		
ii. Science Laboratory		
iii. Computer Laboratory		
iv. Internet facility		
v. Free WiFi		
vi. Toilet for boys		
vii. Toilet for girls		
viii. Separate toilet for teachers		
ix. Canteen		
x. Drinking water		
xi. Auditorium		
xii. Hostel		
xiii. Common room for female students		
xiv. Common room for male student		

xv.	Teachers common room		
xvi.	First aid		
xvii.	Transportation for Students		
xviii.	Transportation for both Teachers and non - Teaching staff		
xix.	Play ground		
Any other please mention			

f. What is your opinion on upgrading your institution's infrastructure?

.....

g. Does your institution lend its infrastructure for community service?

Always/ Often/ Sometimes/ Rarely/ Never

B. Academic

1. Courses offered

a. What are the courses offered in your institution (for higher education section)? Arts/ Commerce/ Science (tick multiple if necessary)

b. Does your institution offer any Skill Development Based Course? Yes/No

If Yes, please mention the name of course

c. Do you think the present curriculum meet the needs of the students? Yes/ No

If No, please state your reason

d. Which evaluation method does your institution use?

Formative/ Summative/ CCE (tick multiple if it applies)

e. How strongly does your institution emphasize on the importance of co- curricular and extra-curricular activities?

Very strong/ Strong/ Moderate/ Not so strong/ Weak

f. Has your institution implemented any educational programme for students with disabilities? Yes/ No

Any special courses, please mention

2. Teaching methods used

a. Are the teachers given freedom in choosing their own methods of teaching? Yes/ No

b. Does your institution give opportunity to teachers to go for in-service training? Yes/ No If no, what would be the reason?

.....

- c. Does your institution have a Physical Education teacher? Yes/ No
- d. Are your teachers trained in Special Education? All/ Some/ None
- e. How skillful are your teachers in handling Teaching Learning Materials?
Very skillful/ Skillful/ Moderate/ Unskillful/ Very unskillful
- f. Does your institution give any kind of remedial class for Students who lag behind in their grade? Yes/ No
If Yes, how effective is the remedial class?
Very effective/ Effective/ Moderate/ Ineffective/ Very ineffective
- g. Does your institution have Parent Teachers Association (PTA)? Yes/ No
If Yes, how often do you conduct meeting?
Annually/ Half yearly/ Quarterly/ Every month.

C. Staffing pattern

- a. What is the strength of teachers in your institution?

Professional Qualification	Gender		Total
	Male	Female	
Montessori Trained			
D.El.Ed			
B.Ed			
B.Ed (Special Education)			
M.Ed			
TET			
CTET			
SLET/NET			
Ph.D			
Other			
Total			

- b. What are the criteria for teacher's recruitment? Please tick Yes/ No

Criteria for teacher' s recruitment	Yes	No
i. Based on previous teaching experience		
ii. Based on qualification		
iii. Based on skills and communication during interview		
Any other (please specify)		

- c. What is the process of teacher's recruitment? Please tick Yes/ No

Process of teacher' s recruitment	Yes	No
i. Written test		
ii. Demonstration class		
iii. Interview		
iv. Is there a University representative present in the interview board?		
v. Are there any Officials from relevant Govt Department present in the interview board?		
vi. Is there a Subject expert present in the interview board?		
vii. As per government norms		
Any other (please specify)		

- d. Do you have sufficient number of teachers in your institution? Yes/No

If No, how are you managing?

- i. Teachers are sent for proxy class
- ii. Substitute Teachers are appointed
- iii. The Head fills in the empty class/es

Other arrangement (please specify)

- e. Do you have enough number of non – teaching staff in your institution? Yes/ No

If No, how are you managing?

- i. Works are distributed among the Teachers
- ii. The Head fills in

Other arrangement (please specify)

- f. Does your institution organize any program which will enrich your Teacher's competencies? Yes/ Sometimes/ No

If Yes or sometimes, please mention the kind of program(s) organized

.....

- g. Does your institution acknowledge hardworking and sincere teachers in any manner? Yes/ Sometimes/ No

If Yes/ Sometimes, in what way?

- i. In the form of certificate
- ii. Reward in Cash
- iii. Both 'i' and 'ii'

In other way (Please specify)

- h. Is there any report of sexual harassment case in your institution so far? Yes/ No
- i. Has your institution formed any committee to redress sexual harassment? Yes/ No
- j. How would you rate your inter personal relationship with your subordinates?
Very strong/ Strong/ Moderate/ Not so strong/ Weak
- k. How important do you feel regarding 'Happiness at work place'?
Very important/ Somewhat important/ Neutral/ Not very important/ Not at all

Important

What measures are you taking up to make it happen?

D. Enrolment of students

- a. What is the present strength of students in your institution?

Gender	Number
Male	
Female	
Total	

- b. Is there provision for seat reservation in your institution? Yes/No
If Yes, under what basis?

Section 3: Contribution of various agencies in the development of education in Mokokchung

1. How actively do various social organizations (Community, Educational stake holders, Student leaders, Church workers and Women leaders) participate in the development of education in Mokokchung District?

All of the time/ Very often/ Often/ Sometimes/ Hardly ever

2. How do you feel about the role of the following organizations:

Organizations	Very important	Important	Not so important	Not important at all
i. Community				
ii. Church				
iii. Student organizations				
iv. Women organizations				
v. Educational stakeholders				

Section 4: Opinion on inclusion of indigenous education in the present education context

1. What is your opinion on incorporation of indigenous education in the present context of education in Mokokchung District?
 - i. Indigenous education should be incorporated in the present curriculum
 - ii. Indigenous education should be studied independently
 - iii. Studying of indigenous education should be made optional
 - iv. Indigenous education is not considered important
 - v. Not sure
2. What is your opinion on revival of Morung system of Education in present context?
 - i. Morung system of education should be revived
 - ii. There is no scope in reviving Morung system of education
 - iii. Not sure
3. Do you suppose the Indigenous Education of the Ao Nagas was comprehensive in approach? Yes / To some extent/ No
4. What is your view on introduction of Heritage Studies in NBSE syllabus?
Very relevant/ Quite relevant/ Relevant/ Not so relevant/ Not relevant
5. Does it provide some idea to students on indigenous culture? Yes / To some extent/
No

Section 5: (a) Problem faced by Heads of educational institutions in Mokokchung District

In your opinion what are the problems faced by educational institutions in Mokokchung District? In areas such as

- i. Infrastructure
.....
- ii. Courses offered
.....
- iii. Co – curricular and Extra Curricular activities
.....
- iv. Examination pattern
.....

- v. Teaching Methods used
.....
- vi. Administration
.....
- vii. Involvement of various agencies
.....
- viii. Any other please mention
.....

(b) Suggestions given by Heads of Educational Institutions in Mokokchung district

What suggestions would you recommend to deal with the existing educational problems in Mokokchung District? In areas such as –

- i. Infrastructure
.....
- ii. Courses offered
.....
- iii. Co – curricular and Extracurricular activities
.....
- iv. Examination pattern
.....
- v. V. Teaching Methods used
.....
- vi. Administration
.....
- vii. Involvement of various agencies
.....
- viii. Any other please mention
.....

APPENDIX-II

Dear **Teacher**,

I am *Merensangla Longkumer*, pursuing Ph.D research entitled “*Historical Development and Status of Education in Mokokchung District of Nagaland*” under the Supervision, *Prof. Lungsang Zeliang*, Professor, Department of Education, Nagaland University, Kohima Campus, Meriema. I would like to request you to answer the questionnaire. Kindly attempt all the items. There is no right and wrong answers. This is purely for research purpose and all the information will be kept confidential. I will be ever grateful for your kind cooperation.

Contact no:

email id:

Questionnaire for Teacher

Section 1: General Information

(a) Profile of the Teacher

- i. Name:
- ii. Gender:
- iii. Tribe:
- iv. Educational qualification:
- v. Professional qualification (please tick) [Montessori Trained/ D.El.Ed/ B.Ed (General)/B.Ed (Special Education)/ M.Ed (General)/ M.Ed (Special Education)/ TET/ CTET/ SLET/ NET/ Ph.D]
Any other please mention
- vi. Years of Teaching experience:
- vii. Name of School/ College:
- viii. Nature of Appointment: Permanent/ Temporary/ Substitute/ Contract/ Ad Hoc

Section 2: Present status of Education in Mokokchung District

A. Infrastructure

1. How would you assess the infrastructural facility in your institution?

Outstanding/Satisfactory/Unsatisfactory

2. In which area do you feel your institution infrastructure needs to improve? Please mention

B. Academic

1. Course Related

- a. How satisfied are you with the existing curriculum?
Very satisfied/ Satisfied/ Moderate/ Dissatisfied/ Very dissatisfied
- b. Does the existing curriculum justify the aim of education (holistic development of the Student)? Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree
- c. Do you feel that the existing curriculum needs revamping?
Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree
- d. Which evaluation method does your institution use?
Formative/ Summative/ CCE (please tick multiple if it applies)

2. Teaching methods used

- a. What is the medium of instruction usually used for engaging classroom teaching?
Please tick multiple if it applies
- i. English
 - ii. Hindi
 - iii. Mother tongue
 - iv. Nagamese
 - Any others (please specify)
- b. Which methods of instruction do you often use while engaging your class?
- i. Lecture
 - ii. Lecture cum Discussion
 - iii. Activity based
 - iv. Demonstration
 - v. Project
 - Any others (please specify)
- Which method of instruction do you find the most effective?
.....
- c. How effective do you think your class room teaching is?
Very effective/ Effective/ Moderate/ Ineffective/ Very ineffective
- d. Are you provided with sufficient teaching aids for engaging class? Yes/ No
If No, do you voluntarily prepare and bring from home? Yes/ Sometimes/ No

e. Teaching Learning Materials that you use while engaging your class

TLM used while engaging class	Yes	Sometimes	No
i. Black board			
ii. White board			
iii. Green board			
iv. Smart board			
v. Charts			
vi. Models			
vii. Globe			
viii. Map			
ix. Audio - Visual Aids			
x. Flash cards			
Any others (please specify)			

f. How comfortable are you with ICT?

Very comfortable/ Somewhat comfortable/ Comfortable/ Not very comfortable/ Not at all comfortable

g. How important do you think co – curricular and extra – curricular activities are?

Very important/ Somewhat important/ Neutral/ Not very important/ Not at all important

C. Staffing pattern and workload

How many classes do you engage in a day? 1/ 2/ 3/ 4/ 5/ 6/ 7/ 8

How often are you asked to be a substitute of other teachers?

Very often/ Often/ Sometimes/ Rarely/ Never

Are you assigned with any non – teaching staff job in your institution sometimes?

Yes/ No

If Yes, what kind of job? Please mention

How do you feel about the staffing position of teachers in your school?

- i. Over staffed
- ii. Right number of staff
- iii. Understaffed

How is your staff room arranged?

- i. Combined staff room for both male and female
- ii. Separate staff room for male and female
- iii. Separate compartment/ room for each Teacher

Other arrangement (please specify)

Facilities available in staff room

Facilities available in staff room	Yes	No
i. Drinking water		
ii. Toilet attached		
iii. Hand washing basin		
iv. Kitchen/ counter like kitchen		
v. Well lighted		
vi. Charging points for electronic gadget		
vii. Lockers for Teachers		
viii. Shelves/ cupboards for stacking books/ Assignment files/ Students practical works		
ix. Computer		
x. Fan		
xi. Heater		
Any other, please mention		

Does your institution acknowledge hardworking and sincere teachers in any manner?

Yes/ No

If Yes, in what manner? See changes

- i. In the form of certificate
- ii. Reward in cash
- iii. Both 'i' and 'ii'

In other way (Please specify)

Staff Welfare Measures

1. Are you provided with the following allowance/ facilities?

Allowance / facilities provided	Yes		No
i. Medical allowance			
ii. House Rent Allowance (HRA)			
iii. Transportation (Bus, etc)			
iv. Transportation allowance			
v. Staff quarter			
vi. Pension Benefits			
vii. GPF/ EPF			
Leave	Yes	No	No. of years/ months
i. Study leave			
ii. Paid study leave			
iii. Maternity leave			
iv. Paternity leave			

v. Sick leave			
vi. Earned leave			
vii. Duty leave			
viii. Casual leave			
Any other (please mention)			

2. How satisfied are you with your profession?

Very satisfied/ Satisfied/ Moderate/ Dissatisfied/ Very dissatisfied

3. Do you think in service training is necessary?

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

4. Have you faced any sexual harassment situation from anyone in your institution?

Yes/ No

5. Has your institution formed any committee to redress sexual harassment? Yes/ No

6. How would you rate your interpersonal relationship with your students?

Very strong/ Strong/ Moderate/ Not so strong/ Weak

What measures are you taking up to make an improvement?

.....

7. How would you rate your interpersonal relationship with your colleagues?

Very strong/ Strong/ Moderate/ Not so strong/ Weak

8. How important do you feel regarding 'Happiness at work place'?

Very important/ Somewhat important/ Neutral/ Not very important/ Not at all important

Section 3: Contribution of various agencies in the development of education in Mokokchung

3. How actively do various social organizations (Community, Educational stake holders, Student leaders, Church workers and Women leaders) participate in the development of education in Mokokchung District?

All of the time/ Very often/ Often/ Sometimes/ Hardly ever

4. How do you feel about the role of the following organizations:

Organizations	Very important	Important	Not so important	Not important at all
i. Community				
ii. Church				
iii. Student organizations				
iv. Women organizations				
v. Educational stakeholders				

Section 4: Opinion on inclusion of indigenous education

6. What is your opinion on incorporation of indigenous education in the present context of education in Mokokchung District?
 - i. Indigenous education should be incorporated in the present curriculum
 - ii. Indigenous education should be studied independently
 - iii. Studying of indigenous education should be made optional
 - iv. Indigenous education is not considered important
 - v. Not sure
7. What is your opinion on revival of Morung system of Education in present context?
 - i. Morung system of education should be revived
 - ii. There is no scope in reviving Morung system of education
 - iii. Not sure
8. Do you suppose the Indigenous Education of the Ao Nagas was comprehensive in approach? Yes / To some extent/ No
9. What is your view on introduction of Heritage Studies in NBSE syllabus?
Very relevant/ Quite relevant/ Relevant/ Not so relevant/ Not relevant
10. Does it provide some idea to students on indigenous culture?
Yes / To some extent/ No

Section 5

(a) Problems faced by Teachers in Mokokchung District

In your opinion what are the problems faced by educational institutions in Mokokchung District? In areas such as

i. Infrastructure

.....

ii. Courses offered

.....

iii. Co – curricular and Extra Curricular activities

.....

iv. Examination pattern

.....

v. Teaching Methods used

.....

vi. Administration

.....

vii. Involvement of various agencies

.....

viii. Any other please mention

.....

(b) Suggestions given by Teachers in Mokokchung District

What suggestions would you recommend to deal with the existing educational problems in Mokokchung District? In areas such as

i. Infrastructure

.....

ii. Courses offered

.....

iii. Co – curricular and Extracurricular activities

.....

iv. Examination pattern

.....

v. Teaching Methods used

.....

vi. Administration

.....

vii. Involvement of various agencies

.....

viii. Any other please mention

.....

APPENDIX - III

Dear **Student**,

I am *Merensangla Longkumer*, pursuing Ph.D research entitled “*Historical Development and Status of Education in Mokokchung District of Nagaland*” under the Supervision, *Prof. Lungsang Zeliang*, Professor, Department of Education, Nagaland University, Kohima Campus, Meriema. I would like to request you to answer the questionnaire. Kindly respond to all the items. There is no right and wrong answer. This is purely for research purpose and all the information will be kept confidential. I will be ever grateful for your kind cooperation.

Contact no:

email id:

Questionnaire for College Student

Section 1: General Information

(a) Profile of the College Student

1. Name:
2. Gender:
3. Semester:
4. Department:
5. Name of college:

Section 2: Present status of Education in Mokokchung district

1. Infrastructure

A. Class room

- i. How is the sitting arrangement made? (please tick from the options given below)
 - a) Single
 - b) Double
 - c) Three or more
- ii. Facilities in your classroom (please tick Yes/ No)

Facilities available in classroom	Yes	No
i. Well lighted		
ii. Spacious		
iii. Airy		
iv. Black board		
v. Green board		
vi. White board		
vii. Smart board		
viii. Computer without internet connection		
ix. Computer with internet connection		
x. Projector		
xi. Fan		
Any other please specify		

B. Library and Laboratory

i. Does your institution have a Library? Yes/ No

If Yes, please answer the following questions

a. Do you get sufficient study materials from your library?

Yes/ To some extent/ No

b. For how many days you can lend book(s) from library?

.....

ii. How is the arrangement for reading in library made?

a. Sitting arrangement (Very satisfied/ Satisfied/ Moderate/ Dissatisfied/ Very dissatisfied)

b. Plug points for charging electronic gadgets (Very satisfied/ Satisfied/ Moderate/ Dissatisfied/ Very dissatisfied)

c. Lightings (Very satisfied/ Satisfied/ Moderate/ Dissatisfied/ Very dissatisfied)

d. Do you have the following facilities in your library? Please tick Yes/ No.

Facilities available in college library	Yes	No
i. E - library		
ii. Fan		
iii. Heater		
iv. Toilet for boys		
v. Toilet for girls		
vi. Drinking water		
vii. Disabled friendly		
viii. Computer section		
ix. Access to internet		
x. Xerox machine		
Any other (please specify)		

iii. Does your institution have a Laboratory? Yes/No

If Yes, how is the laboratory equipped? Very good/ Good/ Average/ Poor/ Very poor

C. Hostel facility

i. Does your institution provide hostel facility? Yes/ No

ii. If yes, are you availing hostel facility? Yes/ No

iii. If you are availing, please answer the following questions

a. How far is your hostel from your college? Very far/ Far/ Moderate/ Near/ Very near

b. Is your hostel equipped for disabled students? Yes/ No

c. How satisfied are you with the facilities provided in your hostel? Please tick from the given option.

Facilities	Very Satisfied	Satisfied	Average	Dis-satisfied	Very dissatisfied
i. Sleeping room arrangement					
ii. Study room arrangement					
iii. Lightings					
iv. Food					
v. Drinking water					
vi. Toilet					
vii. Recreational activities (eg, watching tv, indoor games)					
viii. Over all time table					

D. Physical facilities provided by your College (Please tick Yes/ No)

Physical facilities provided by college	Yes	No
i. Auditorium		
ii. Common room for female		
iii. Common room for male		
iv. Toilet for girls		
v. Toilet for boys		
vi. Drinking water		
vii. Canteen		
vii.a. Menu for both vegetarian and non-vegetarian in canteen		
viii. First Aid room		
ix. Women cell		
x. Guidance and Counseling cell		
xi. Anti - ragging Cell		
xii. Placement Cell		
xiii. Research Cell		
xiv. Provision for indoor games		
xv. Provision for outdoor games		
xvi. Transportation		
Any other (please specify)		

2. Academic

A. Courses offered

i. Are you satisfied with the curriculum of your college?

Very satisfied/ Satisfied/ Moderate/ Dissatisfied/ Very dissatisfied

ii. What are the co-curricular and extra – curricular activities do your College organize?

Please tick Yes/ No

Activities	Yes	No	Activities	Yes	No
i. Sports			viii. Cultural Program		
ii. Debate			ix. Study tour		
iii. Drama			x. Swatch Bharat		
iv. Literary day			xi. Yoga		
v. Dance			xii. Seminars		
vi. Social work			xiii. Work shops		
vii. Field trip			xiv. Conferences		
Any other, please mention					

iii. Does your College have the following Clubs/ Union. Please tick Yes/ No.

Name of Clubs/ Union	Yes	No	Name of Clubs/ Union	Yes	No
i. Drama Club			vii. Environment Club		
ii. Photography Club			viii. Music Club		
iii. Red Ribbon Club			ix. NCC		
iv. Science Club			x. Sports Club		
v. Literary Club			xi. Students Union		
vi. Cultural Club			xii. Evangelical Union		
Any other, please mention					

iv. Does your College provide any Skill – Development course? Yes/ No

If Yes, please mention the name of course(s)

v. Does your College have provision for self-help income? Yes/ No

If Yes, please mention

vi. Are you satisfied with the Evaluation system in your College? Yes/ No

vii. Is there a Counselor appointed in your College? Yes/ No

If Yes, what type of Counselor? (Tick multiple if necessary)

- a. Vocational counselor
- b. Career counselor
- c. Personal counselor
- d. Any other (please specify)

B. Teaching method

i. What are the Teaching Learning Materials (TLM) used by your Teachers while engaging your class? Please tick from the given option.

TLM	Yes	To some extent	No
i. Black Board			
ii. White board			
iii. Green board			
iv. Smart board			
v. Charts			
vi. Models			
Any other (please specify)			

Which Teaching Learning Material do you prefer and why? Please state your opinion

.....

ii. Which methods of instruction are often used by your teachers while engaging your class? Please tick

- a. Lecture Method
- b. Lecture cum Discussion Method
- c. Activity based Method
- d. Demonstration
- e. Group discussion

Any other (please specify)

Section 3: Opinion on inclusion of indigenous education in the present education context

11. What is your opinion on incorporation of indigenous education in the present context of education in Mokokchung district?

- i. Indigenous education should be incorporated in the present curriculum
- ii. Indigenous education should be studied independently
- iii. Studying of indigenous education should be made optional
- iv. Indigenous education is not considered important
- v. Not sure

12. What is your opinion on revival of Morung system of Education in present context?

- i. Morung system of education should be revived
- ii. There is no scope in reviving Morung system of education
- iii. Not sure

13. Do you suppose the Indigenous Education of the Ao Nagas was comprehensive in approach? Yes / To some extent/ No

14. What is your view on introduction of Heritage Studies in NBSE syllabus?

Very relevant/ Quite relevant/ Relevant/ Not so relevant/ Not relevant

15. Does it provide some idea to students on indigenous culture? Yes / To some extent/ No

Section 4: (a) Problems faced by College Students in Mokochung district

1. Are there enough classrooms in your college? Yes/ No
2. How nutritious are the food items available in your college canteen?
Very nutritious/ Nutritious/ Moderate/ In nutritious/ Very in nutritious
3. How hygienic is the toilet in your college?
Very hygienic/ Hygienic/ Moderate/ Unhygienic/Very unhygienic
4. Is there a shortage in transportation service provided by your college? Yes/ No
If Yes, how is the student body addressing?
5. Are your Teachers regular for their classes? Yes/ No
6. How efficient are your Teachers in handling Teaching Learning Material?
Very efficient/ Efficient/ Average/ Inefficient/ Very inefficient
7. How innovative is your Teacher's method of teaching?
Excellent/ Very good/ Good/ Average/ Poor
8. In general, are your Teachers approachable?
Yes/ To some extent/ No
9. Does your College acknowledge class toppers in any form? Yes/ No
If Yes, in what way? (Tick multiple if applicable)
 - a. In the form of certificate
 - b. Reward in cash
 - c. Exempted from monthly fee
 - d. Discount in monthly fee
 - e. Any other (please specify)
.....
10. Do you face any problem while availing scholarship? Yes/ To some extent/ No
If Yes, how is the student welfare addressing?
.....
11. Do you face any problem while availing hostel seat? Yes/ I have not applied/ No
12. Do you face sexual harassment situation in your institution? Yes/ No
Has your institution formed any committee to redress sexual harassment? Yes/ No
13. How approachable is your Principal?
Very approachable/ Approachable/ Moderate/ Unapproachable/ Very unapproachable

14. Do students get involved in organizing co – curricular and extra – curricular activities in your College? Yes/ No
15. Are there any funds allotted for Students to organize activities such as Parting Social, Department Picnic, Field Trip, Excursion, maintaining Student Union Office? Yes/ No
16. Is there provision for giving feedback to the teachers? Yes/ No
If yes, in what way?
.....
17. Any other problems faced by Students, please mention
.....

(b) Suggestions given by College Students in Mokokchung district

What suggestions would you recommend to deal with the existing educational problems in Mokokchung district? Please discuss briefly

i. Infrastructure

.....

ii. Courses offered

.....

iii. Co – curricular and Extracurricular activities

.....

iv. Examination pattern

.....

v. Teaching Methods used

.....

vi. Administration

.....

vii. Involvement of various agencies

.....

viii. Any other please mention

.....

APPENDIX – IV

Semi-Structured Interview Schedule for Community Members

Main Questions	Additional Questions	Supplementary Questions
1. How was indigenous system of education imparted in Mokokchung District?	<ul style="list-style-type: none"> ✓ What was the main purpose of existence of Morung? ✓ What kind of education was provided in the Morung (<i>Ariju/ Tsüki</i>)? ✓ How has Morung helped in the development of community? ✓ Please share about indigenous education system of the Ao Nagas. ✓ Apart from Morung, was there any other way where education was imparted? ✓ How can community preserve and transmit indigenous education to the next generation? 	
2. How formal educational institutions started in Mokokchung District?	<ul style="list-style-type: none"> ✓ Who introduced formal education in Mokokchung District? ✓ In your opinion what is the impact of introduction of formal education in Mokokchung District so far? 	
3. What is the present status of educational institutions in Mokokchung District?	<ul style="list-style-type: none"> ✓ In your opinion what is the present status of education in Mokokchung District in terms of academic (courses offered, methods of teaching, examination pattern), infrastructure, staffing, enrolment of students and achievement of students? (Schools, Colleges, Technical/ Vocational institutions). ✓ What is your opinion on incorporating of indigenous education with formal education? 	
4. What role do various social organisations play in the development of education in Mokokchung District?	<ul style="list-style-type: none"> ✓ In your opinion what is the role of community in developing/ progressing formal education in Mokokchung District? ✓ How did the community respond during the transitional period from Morung to formal education? ✓ How can community contribute in the development of education in Mokokchung District? ✓ In your opinion what is the role of social organisations like church, women organisations, student bodies in educational development? (Schools, Colleges, Vocational/ Technical institutions) 	

<p>5. What are the problems faced by educational institutions in Mokokchung District?</p>	<p>✓ In our opinion, what are the problems faced by educational institutions in Mokokchung District? (Schools, Colleges, Technical/ Vocational institutions).</p> <p>✓ How is the community addressing the existing problems? (Schools, Colleges, Vocational/ Technical institutions)</p>	
<p>6. What are the measures suggested for the improvement of education in Mokokchung District?</p>	<p>✓ What are the measures can you suggest for the improvement of education in Mokokchung District?</p>	

APPENDIX – V

Semi-Structured Interview Schedule for Other Educational Stakeholders

Main Questions	Additional Questions	Supplementary Questions
1. How was indigenous system of education imparted in Mokokchung District?	<ul style="list-style-type: none"> ✓ Do you think the indigenous education of the Ao Naga was comprehensive in its approach? ✓ What is your opinion on revival of indigenous education? 	
2. How formal educational institutions started in Mokokchung District?	<ul style="list-style-type: none"> ✓ In your opinion what is the impact of introduction of formal education in Mokokchung District so far? 	
3. What is the present status of educational institutions in Mokokchung District?	<ul style="list-style-type: none"> ✓ In your opinion what is the present status of education in Mokokchung District in terms of academic (courses offered, methods of teaching, examination pattern), infrastructure, staffing, enrolment of students and achievement of students? (Schools, Colleges, Technical/ Vocational institutions) ✓ In your opinion, what is the scope of incorporating indigenous education in formal education? 	
4. What are the problems faced by educational institutions in Mokokchung District?	<ul style="list-style-type: none"> ✓ In our opinion, what are the problems faced by educational institutions in Mokokchung District? (Schools, Colleges, Technical/ Vocational institutions). ✓ How is the government addressing the existing problems? (Schools, Colleges, Technical/ Vocational institutions) 	
5. What are the measures suggested for the improvement of education in Mokokchung District?	<ul style="list-style-type: none"> ✓ What are the measures can you suggest for the improvement of education in Mokokchung District? 	

APPENDIX – VI

Semi-Structured Interview Schedule for Social Organisations, Student Leaders, Church Workers and Women Leaders

Main Questions	Additional Questions	Supplementary Questions
1. How was indigenous system of education imparted in Mokokchung District?	<ul style="list-style-type: none"> ✓ What was the main purpose of existence of Morung? ✓ What kind of education was provided in the Morung (<i>Ariju/ Tsüki</i>)? ✓ Please share about indigenous system of education of the Ao Nagas. ✓ Apart from Morung was there any other way where education was imparted? ✓ In your opinion how important is indigenous education? ✓ How can social organisations, student leaders, church workers and women leaders preserve and transmit indigenous education to the next generation? 	
2. How formal educational institutions started in Mokokchung District?	<ul style="list-style-type: none"> ✓ Briefly discuss about the inception and flourishing of formal education in Mokokchung District. ✓ In your opinion, what is the impact of introduction of formal education in Mokokchung District so far? 	
3. What is the present status of educational institutions in Mokokchung District?	<ul style="list-style-type: none"> ✓ In your opinion what is the present status of education in Mokokchung District in terms of academic (courses offered, methods of teaching, examination pattern), infrastructure, staffing, enrolment of students and achievement of students? (Schools, Colleges, Technical/ Vocational institutions). ✓ What is your opinion on incorporating of indigenous education with formal education? 	
4. What role do various social organisations play in the development of education in Mokokchung District?	<ul style="list-style-type: none"> ✓ In your opinion, what is the role and contribution of social organisations like Ao Senso Telongjem, Ao Kaketshir Mungdang, Mokokchung Town Baptist Arogo and Watsü Mungdang in the development of education in Mokokchung District? 	

<p>5. What are the problems faced by educational institutions in Mokokchung District?</p>	<p>✓ In our opinion, what are the problems faced by educational institutions in Mokokchung District? (Schools, Colleges, Technical/ Vocational institutions).</p> <p>✓ How are the social organisations like Ao Senso Telongjem, Ao Kaketshir Mungdang, Mokokchung Town Baptist Arogo and Watsü Mungdang addressing the existing educational problems in Mokokchung District?</p>	
<p>6. What are the measures suggested for the improvement of education in Mokokchung District?</p>	<p>✓ What are the measures can you suggest for the improvement of education in Mokokchung District?</p>	