

Status of Higher Education in Nagaland

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ABSTRACT

The formal education in Nagaland started only after the Nagas came in contact with the British people. Higher education in Nagaland started after more than a decade of India's Independence. The State has made an appreciable quantitative progress in terms of literacy rate compared to the national average of India. However, the state still lack in the field of Higher Education in terms of quality education and Infrastructure. The Private agency seems to be the Key player in the Higher education sector in Nagaland. This has certain drawbacks in a state like Nagaland where the majority of the students are poor tribal. This study depicts the status of higher education in Nagaland and tries to identify the various strengths as well as weakness of Higher education in Nagaland and try to suggest some viable measures. It also highlights the importance of the concerned stakeholders in order to upgrade the quality of Higher education in Nagaland.

1. Introduction

The genesis of educational system in Nagaland can be traced to the traditional system that existed in the olden days. In ancient times, a Naga village used to have a traditional institute known as the 'Morung'. A Morung is an institute in a Naga village that imparts the basic life skills and ethics for a healthy living. The Morung was a respectable Institute for the Naga tribal. The Morung was able to impart the required proper education for a self reliant living to the concerned tribal society. The same institute moulded leaders in all fields ranging from village administrator to priest, supervisor to workers in the village. The Morung imparted practical education that was very useful for their survival unlike the present formal educational system that does not assure us a Job. This is a unique practice that the present educational system needs to learn from the ancient traditional educational system.

The advent of modern educational system has brought a drastic change to the socio-economic set up of the State. The people are now exposed to the outside world in all spheres of their living starting from gadgets to cars. The life expectancy has enhanced and the modern educational system has penetrated to the rural areas. But the scenario also has changed with unemployment problem crippling the society. The youngsters are unable to get themselves employed with the educational degrees that they have earned in the formal educational Institute. Nagaland has no Industry of its own to employ its youths and the government has emerged as the largest employer in the state by diverting a major junk of its resources for the salary of its employee which creates hurdles for its infrastructural developments.

There is an urgent need to revamp the present educational system and find corrective measures to redefine the educational systems in order to meet the demands of the future generation. The present paper will try to depict the current status of Higher education in Nagaland and highlight the importance of all stake holders for the growth of Higher Education.

2. Methodology

The data was collected from secondary sources like the official website of Higher Education, School Education, Information and Public Relation, Statistics, Evolution, Census department, the Nagaland State Portal etc. which are maintained by the government of Nagaland. The secondary data are also used from the University grant commission (UGC), Census Report of the Government, Nation Sample Survey Organisation (NSSO), Registrar General of India, Research Journals, different websites etc. The data obtained through quantitative and qualitative approach was analysed and treated with suitable statistical treatment.

3. Area of Study

Nagaland attained its statehood on December 1st 1963' as the sixteenth state of the Indian Union. Nagaland is bounded by Myanmar (Burma) on the east, Assam in the west, Arunachal Pradesh and part of Assam on the North and Manipur in the south. The state stretch between 25° 6' and 27° 4' N latitude and 93° 20' and 95 ° 15' longitude. The total area of the state is around 16,579 square kilometres and consists of twelve districts.

According to 2011 Census of India, the total population of the state is 1,98,0602 with a male population of 1,025,707 and female population of 954,895. The density of population is 119 per square kilometre. The literacy rate of the state is 80.11 percent. The male and female literacy rate is 83.29 and 76.69 percent respectively. Although the total literacy rate is above the national average, the unemployment problems in the state are increasing exponentially with time. This is quite alarming for a small state like Nagaland where there are no industries for job seekers. Thus, the main thrust area has to be human resource development.

4. Current Status of Higher Education in Nagaland

The formal educational activities in Nagaland started only after the British came in contact with the Nagas. The first degree college in Nagaland was started only in the year 1959 at a district headquarters, Mokokchung and the first science

college was established in 1961 at the state capital, Kohima. The first university in the state is the Nagaland (central) University that came into being on September 6, 1994 having jurisdiction over the whole of Nagaland. Prior to this, the whole of Nagaland was in the catchment area of North Eastern Hill University (NEHU), Shillong, Meghalaya. Presently, the state has one central and three state private universities as shown in table(1). One more state private university namely the North East Christian University is in the offering. Besides, the Indira Gandhi National Open University (IGNOU) also operates in Nagaland. The national level Institutes situated in Nagaland are quite few and is represented in table (2). In addition to the National level Institute shown in table (2), the Indian council of Agricultural Research (ICAR) has a regional research complex in Nagaland. There is a rural extension centre of National Institute of Electronics & Information Technology (NIELIT) operating from the year 2006 at Chuchuyimlang, Mokokchung, in collaboration with Nagaland Gandhi Ashram (NGA). Nagaland Gandhi Ashram, Chuchuyimlang, is a non-governmental organisation established in 1955 to promote national and emotional integration through voluntary service on Gandhian principles. The Mahatma Gandhi Academy for Human Development (MGAHD) has started offering Master of Arts in social work from the session 2018. The Mahatma Gandhi Academy for Human Development (MGAHD) is a joint initiative of Tata Institute of Social Science (TISS), Mumbai and Nagaland Gandhi Ashram, Chuchuyimlang. This is worth mentioning because it illustrates that a remote region like Nagaland has the potential to convert into an educational hub with proper policy and management.

Table (1): Universities in Nagaland

Sl. No.	University	Date of establishment
1	Nagaland University	06-09-1994
2	The Global Open University	18-09-2006
3	The Institute of Chartered Financial Analysts of India University (ICFAI)	04-11-2009
4	St. Joseph University	16-12-20016

Table (2): National Level Institutes in Nagaland

Sl. No.	Name of the Institute	Location
1	National Institute of Technology	Chumukedima,
2	National Research Centre on Mithun	Jharnapani
3	National Institute of Horticulture	Medziphema
4	National Institute of Electronics & Information Technology	Meriema

There are 15 government and 50 private colleges in Nagaland. The breakup of the colleges or universities offering different disciplines is given in table (3). The break up will not match exactly with the total number of colleges (65 colleges) as some colleges have different streams (i.e. Arts, Commerce and Science). Moreover, the disciplines offered by some universities are also included in table (3). The district-wise distribution of colleges in Nagaland is shown in table (4) while the percentage of students enrolled in private and Government colleges are depicted in table (5).

Table (3): Disciplines offered by colleges/universities

Sl. No.	Colleges/universities offering	Total
1	Degree level(Arts)	51
2	Degree level(Science)	11
3	Degree level(Commerce)	17
4	LL.B	3
5	B. Music	1
6	B. Ed	8
7	BCA	4
8	BBA	4
9	B. TECH	3
10	B. Sc (Agriculture)	1
11	B. V. Sc	1
12	B. Sc (Nursing)	1
13	MCA	1
14	MBA	3
15	M. Ed	2
16	P.G. Level Colleges	3
17	M.Sc (Agriculture)	1
18	M.Tech	1

Table(4): District-wise College distribution

Sl. No.	District	No. of Colleges
1	Kohima	21
2	Dimapur	25
3	Wokha	2
4	Mokokchung	6
5	Tuensang	3
6	Zunheboto	1
7	Kiphire	1
8	Longleng	1
9	Peren	1
10	Phek	2
11	Mon	1
12	Noklak	NIL

Table (5): Percentage of Students in Private and Government Colleges (2012-17) [source: Department of Higher Education]

Year	Total number of students	Percentage of students	
		Private	Government
2012-13	20978	71.91	28.09
2013-14	20619	70.58	29.42
2014-15	22354	76.11	23.89
2015-16	24134	74.49	25.51
2016-17	28584	71.08	28.92

5. Quality Assessment of Colleges

There are 17 NAAC accredited Colleges in Nagaland as on 18th August 2017. Out of that, five of the colleges are government colleges. There are two autonomous colleges in Nagaland, comprising of one government and one private college. The two autonomous colleges have adopted the Choice Based Credit System (CBCS) while the remaining colleges are yet to adopt the Choice Based Credit System (CBCS). There is only one college that comes under the category of 'college with potential for excellence'. The State is yet to formulate the State Higher Education Council.

6. Research and Faculty Development

It is mandatory for the teaching faculty in Institutions of Higher Learning to upgrade their Knowledge and skills by

attending orientation course, refresher course and short term course. However, there is no Human Resource Development Centre in the whole of Nagaland. The research facilities in the colleges are very poor due to various reasons like inaccessibility and fund constraint. A detailed study in this matter is beyond the scope of this paper.

Figure (1): Bar Diagram of the Colleges and Universities offering Various Courses [source: Department of Higher Education]

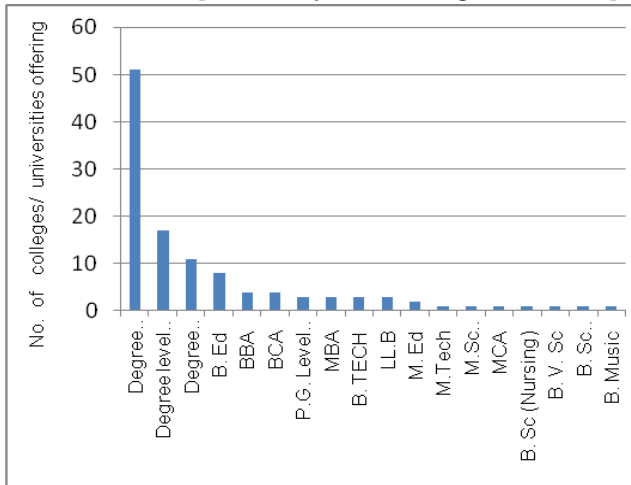
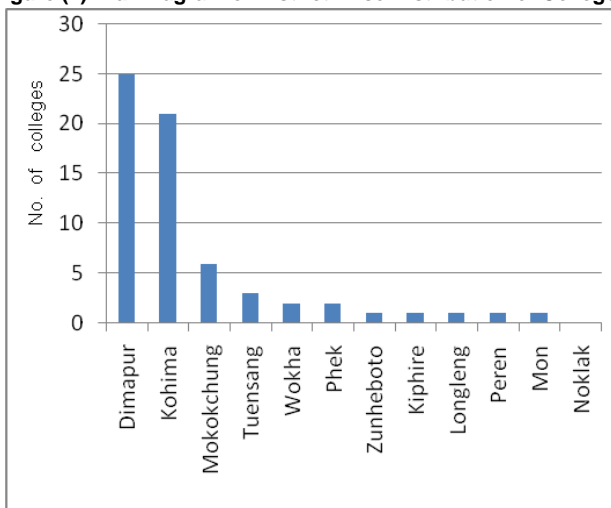


Figure (2): Bar Diagram of District-Wise Distribution of Colleges



7. Observation, Result and Discussion

The above study infers us that there is a remarkable growth in the literacy rate of Nagaland. However, we can identify some pertinent issues in the growth of Higher education in the state. We find that the growth of education in the state is only in terms of quantity. Nearly five decade after India’s Independence, Nagaland managed to have its own university in the year

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1994. This was a major drawback in the progress of Higher Education in Nagaland. There is still no professional university that will adhere to the demand of the professional courses in recent times. There is stark absence of reputed institute like the Institute of National Importance. The state does not have professional colleges to cater to the needs of its own student leaving aside the students from outside the State. It is surprising that the State do not have a Medical College in this modern era. Figure (1) shows the various courses offered by the colleges and universities. The courses in Nagaland lag in vocational and professional courses. Moreover, the majority of the educational Institutions are situated in the two district headquarters, namely Kohima and Dimapur as shown in figure (2). Moreover, there are no private colleges in seven districts out of the twelve districts. There is no college in the whole of the newly established district, Noklak. There is a large disparity in the ratio of college concentration among the districts. The percentage of student enrolled in the private colleges is always more than the number of students enrolled in the government colleges for all the years ranging from 2012 to 2017. Many of the Private institutions are below the required standard in terms of physical infrastructure and some Private Institutions have the habit of charging exorbitant fees from the students. There should be stringent rules and regulation to monitor the fees collected from the students so that financial burden on the student is minimised where most of the parents from the rural areas are still very poor. The state also lack facilities for research and faculty development. This is very important in a State like Nagaland where many of the district headquarters are remotely located in terms of transport and communication. In most cases, it will be more convenient and faster to reach from Delhi to Trivandrum than to travel from one district headquarters to another district head quarter in Nagaland.

8. Conclusion

The above study implies that there should be more comprehensive and detailed study for the progress of Higher education in Nagaland. There is an urgent need to start professional Institutions of Higher learning in the State to cope with the changing world. The colleges in Nagaland need to diversify its courses and venture into professional and vocational courses to eradicate the unemployment problem in the State. The concentration of colleges in just a few pocket of the State should be properly checked and examined to avoid unnecessary social, economic and environmental problems in the near future.

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