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Higher Education in Nagaland: A Bird's Eye View

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Abstract:

The country has adopted three major national educational policies since independence. In successive frameworks for the educational development in the country, higher education has been placed an important focus in it. Accordingly, the higher education in the state of Nagaland has been growing and improving to a considerable extent in terms of quantity and quality. In the light of this and the nation's celebration of the 75th anniversary of India Independence, the present paper attempts to examine the growth and development of higher education in the state. The long for acquiring higher education and the challenges posed before the aspirants have been brought forth in the discussion. It is found that the first higher education institution was established in the year 1959 just few years before the statehood was declared. The number of educational institution has increased considerably to sixty-seven in the year 2022. Also, it is observed that the private institutions are facilitating higher education more than that of the public undertakings in terms of numbers of institutions and students enrolment. It is further observed that the available number of institutions facilitating higher education in the state is scarcely distributed amongst the districts. In the light of the above discussion, massive expansion of the provision for higher education has to be undertaken in the state.

Keywords: higher education, enrollment, institution, poorly developed, growth.

I. Introduction:

Higher education has been viewed in the wider perspectives in the country in the recent times. Higher education and research has been placed at one of the top concerns of the development.

No nation can grow, develop and sustain without education. Since independence, India has adopted three major national education policies so far. Education is both an *end* and *means*. As an *end*, education is a value. It is an end in itself. In this respect, knowledge and education have been rate very high. Further an educator or a teacher in almost all civilizations is highly respected. Also, knowledge and education is a *means* as it helped people to go up in the ladder of socio-economic development. The more a society is educated, the more it is developed (Mao, 2008). The growth of higher education in the European countries and the USA has helped the spread of education and its research findings. This ultimately has huge impact in the growth of an economy. For example, improvement in medicines has been the result of research in higher education. Likewise, the importance of higher education and its growth have been extended to Asian countries. The history of the growth of higher education in Nagaland dates back to the late nineteen fifties as far as HEI establishment is concerned. Since then, the growth and development of higher education in the state has been progressed steadily. Besides, secular colleges, the state have 11 professional colleges, 3 polytechnics and 25 theological colleges (NSHDR, 2016).

II. Area and Objectives of the study:

The present paper is concentrated in the state of Nagaland. Nagaland is the 16th state of Indian Union, inaugurated on December 1, 1963. Nagaland is mostly inhabited by the tribes. As such, there are 17 recognised tribes in Nagaland spreading across 16 administrative districts. The advent of modern educational system in Nagaland has been mostly seen only in the post statehood.

Therefore, the present paper is to examine the growth of higher education in the state. Also, the challenges and scope of higher education shall be undertaken. The paper will thus throw light the status of higher education in Nagaland at the 75th year of India's Independence.

III. Growth of higher education since statehood in Nagaland:

a) **Growth of higher education under Government establishment in Nagaland:** The first college in Nagaland was established in the late 1950s. It was established at Mokokchung district named after the famous educationist Fazl Ali. Hence, Fazl Ali College (FAC) came into being in 1959. Following which some more colleges were established across the State. Kohima Science College at Jotsoma (KSCJ) was set up in 1961 and is the second college established in the State. It is now an autonomous Science College in the State. These colleges were the only higher education institutions established before the statehood. As the figure in table No. 1 below has depicted that the peak years of establishing HEIs in the State was during 1991 to 2000. During 1981-1990, 11 HEIs were established and during 1991-2000, it was 20 and then it was 15 and 10 during 2001-2010 and 2011-2021 respectively.

Amongst the Government Colleges, Fazl Ali College became the first college taken over by the Government in 1962. Kohima Science College, Jotsoma which was set up as a private College

was also taken over by the Government in the year 1964. During 1971-1980, only one college was established by the Government namely State College of Teachers Education, Kohima, i.e. established in 1975. In the subsequent period i.e. 1981-90, 6 private colleges were taken over by the Government. Again, during 2001-10, five more private Colleges were takenover by the Government and in 2012, the Mokokchung College of Teacher Education at Mokokchung was established by the Government.

Table No. 1: Decade-wise Govt. and Private Colleges establishments in Nagaland

Sl. No.	Year	Govt. Colleges		Private Colleges		Total
		No. of HEI Estd. taken over	Cumulative	No. of HEI Estd.	Cumulative	
1	2	3	4	5	6	7 (3+5)
1	Before 1963	1	1	1	1	2
2	1963-1970	1	2	1	2	2
3	1971-1980	1	3	5	7	6
4	1981-1990	6	9	4	11	10
5	1991-2000	0	9	20	31	20
6	2001-2010	5	14	10	41	15
7	2011-2021	1	15	9	50	10
	Total	15	15	50	50	65

Source: Annual Administrative Reports, Directorate of Higher Education, Nagaland
[www.https://highereducation.nagaland.gov.in/recognized-private-colleges](https://highereducation.nagaland.gov.in/recognized-private-colleges)

b) Growth of higher education under private sector in Nagaland: Private sector undertaking has been playing crucial role in the growth and development of higher education in the State. Many private colleges have been established in the State since 1990s. Since then they have been catering to maximum number of students. However, it was scarcely scattered across the State as most of the private colleges are located in urban areas such as Kohima, the capital of the state and Dimapur, the commercial hub of the state. Patkai Christian College is the oldest college amongst the existing current private owned Colleges in Nagaland. It is now an autonomous HEI and still under the management of the private firm (Ao, 2003). As indicated in table No. 1, maximum private colleges were established during 1990 and 2000. Then in the following decade i.e. 2001-10, 10 more private colleges were established.

c) Number of teachers and students in Nagaland: In earlier years, data for all higher educational institutions have been monitored by the directorate of higher education. However, since

the opening of the Central University in Nagaland and private universities, the aggregated data of higher education have not been monitored like in the past by a particular agency. Hence, the discussion in this paper is based on the repository with the department of Economics and Statistics, Government of Nagaland.

i) No. of teachers in Nagaland:

In 1961, there were only two colleges, yet the number of teachers serving at that period could not be traced due to unavailability of proper data. In 1971, there were 10 HEIs in Nagaland with a record of 151 teachers, which implies that each institution were manned by 15 teachers on average. Since then the number of teachers have been increased to 230 in 1981, 387 in 1991 and 968 in 2001 which indicates that there were 18, 19 and 24 teachers per HEI on an average. In 2011 and 2021, the data for private colleges were unable to retrieve and therefore only the number of teachers working in Government Colleges is reflected in table 2. As such, it is observed that there are 389 and 426 teachers in 2011 and 2021 respectively in Government Colleges in Nagaland. Hence, number of teachers per HEI stood at 26 and 28 in the corresponding period.

ii) No. of students enrolled in Nagaland:

The enrollment of student in the State have increased drastically over the period. The enrollment reflected in the table 2 indicates the students enrolled in Colleges within the State only. The enrollment of students in 1971 was 3043. It was steadily increased to 4,968 and 9,670 in 1981 and 1991 respectively. Since then, it was drastically increased to 20,010 in 2001, 26,015 in 2011 and 31,311 in 2021. Hence, it is observed that there was a huge increased in enrollment of higher education in Nagaland in the 21st century.

Table 2: No. of HEI and students in Nagaland

Sl. No.	Year	No. of HEI	No. of Teachers	No. of Students
1	1961	2	NA	NA
2	1971	10	151	3043
3	1981	13	230	4968
4	1991	20	387	9670
5	2001	41	968	20010
6	2011	56	389*	26015**
7	2021	65#	426*	31311**

Source: Statistical Handbook of Nagaland

#excluding universities *excluding private college teachers and universities,

** excluding universities

d) HEI per student, teacher per student and per population in Nagaland since

statehood: Under this section the number of higher education institution (HEI) that cater the total number of students (HEI-students ratio), HEI per population (HEI- population ratio) and teacher per students have been (Teacher-student ratio) discussed.

i) HEI per students:

As discussed in the above section, the growth of HEIs as well as the increased in enrollment of students have been observed in the state. In 1971, the statistics have shown that there was one HEI for every 169 students in the state as indicated in Table No. 3. This has been steadily increased in the following years to 382, 484, 488, 468 and 482 in 1981, 1991, 2001, 2011 and 2021 respectively. It is also observed that in 1990s and 2000s though the maximum number of HEIs have been set up in the state, the enrollment was also increased; therefore the HEI per student remained consistent during the given period. It may be stated that the students in colleges are mostly from within the State except in some few colleges located at the adjacent to neighbouring states.

The enrollment of students in colleges though never have been evenly distributed, it is usually higher in Kohima and Dimapur districts. In the district like Peren, the enrollment of students was low due to the fact that it is closely located to kohima and Dimapur districts. The exposure for students in urban towns and cities are greater and hence attracted greater number of students. Likewise, the districts in the eastern part of the State where there is infrastructural bottlenecks, the students have opted to secure higher education from urban areas like Kohima, Dimapur and Mokokchung. In the same way, many students from economically better off families go outside the State for pursuing higher studies. Hence, as far as the average number of students per HEI is concerned, it is far from achieving the target as envisioned in NEP 2020.

ii) HEI per population:

The HEI per population implies the number of HEI per population during such given period. The figure in table 3 shows that in 1961 one HEI was there for 184,600 population in the State. This figure was drastically reduced as more HEIs were established in the subsequent years. Accordingly, the data shows that in 1971, there was one HEI for every 51644 population in the State. Similarly, in 1981, 1991, 2001, 2011 and 2021, there was one HEI for every 59610, 60477, 48503, 35330 and 55385 population respectively. Hence, it is observed that the HEI per population varied mostly below sixty thousand population.

iii) Teacher per student:

It is seen from the table that the teacher-pupil ratio has been consistent since the statehood till the period of 2001. However, since 2001, the teacher per student has been increased sharply in the State. In 1971, data shows that there was one teacher for every 20 students in Nagaland. Similarly, it was one teacher for every 26 students in 1981, 25 in 1991 and 20 in 2001. It may be observed in general that the teacherpupil ratio is quite reasonable as it ranges within 20-30. However, it should be

understood that in higher education, specialization of teachers in teaching specialised subjects is required. In 2011 and 2021, data shows that there was a huge increase in teacher-pupil ratio in Nagaland as it was increased to 67 and 74 respectively.

Table 3: HEI-Students ratio and teacher-students ratio in Nagaland.

Sl. No.	Year	HEI per students ratio	HEI per population	teacher perstudents
1	1961	NA	184600	NA
2	1971	169	51644	20
3	1981	382	59610	26
4	1991	484	60477	25
5	2001	488	48503	20
6	2011	468	35330	67
7	2021	482	55385*	74

Source: Table 1 & Table 4

*Based on projected population by Census of India.

IV. Higher Education in Nagaland at the 75th year of India’s Independence:

The higher education system in Nagaland is mostly concentrated in urban areas like Dimapur and Kohima. Out of 16 districts, four (4) districts do not have any higher educational institution (HEI). Only 8 districts have two or more HEIs and only five districts have science education (Benjongkumba & Vero, 2022). In Nagaland, there is one Central University (Nagaland University). Nagaland University is scattered into four different campuses such as Lumami (Headquarters), Meriema, Medziphema and SET in Dimapur. The other two universities under Government sector namely; IGNOU and National Institute of Technology (NIT) are located under Chumoukedima district. Also, there are four private universities in the State such as Global Open University, ICFAI, St. Joseph University and NECU.

In Nagaland, according to a study conducted by Benjongkumba and Vero (2022), most of the colleges are Arts College. Amongst the Colleges, only 18 colleges are offering Science streams scattered in 6 districts only. Also, there are only 18 colleges offering Commerce including 2 in Government Colleges and 16 in private colleges. Amongst the 67 HEIs, three are autonomous including one (Kohima Science College Jotsoma) Government HEI and two (Patkai Christian College, Chumoukedima and St. Joseph College Jakhama) private HEIs. Also, there are eight colleges offering teachers education including two government and six private colleges. In 2021, 29 colleges are NAAC accredited including 11 Government colleges and 18 private colleges (Morung Express, 2022).

Hence, it is seen that the demand for higher education particularly post graduate studies in the state is very enormous. However, this demand for accommodation has not been able to fulfill as there are only few universities in the State. Also, the colleges catering to higher education are mostly offering Arts courses. Altogether, only 24 different courses are offered in colleges in Nagaland implying very little scope for the students to choose the career of their interest. Hence, fulfilling the aspirants of the students with multiple course will depend on successful implementation of NEP 2020.

V. Conclusion:

The establishment of higher education institutions in the state started only in the late 50's at the population ratio of 1,84600. However, the HEIs have been established in good numbers till recent years, yet catering mostly to a single stream, i.e Arts. There is no uniformity in the growth of HEIs in terms of Arts, Commerce and Science. Also, it is seen from above discussion that the growth of HEIs in terms of its number has reached its saturation point as on average there is one HEI for only 488 students approximately against the vision of NEP 2020 with 3000 plus enrollment in each HEI. Therefore, it is pertinent to focus that the existing HEIs be expanded in terms of multidisciplinary approaches which would also attract more students even from outside the State. Moreover, developing the existing HEI to multidisciplinary institution would also expand more options for the students to choose the area of their interest; hence it would lessen the drop out and also improve the skill of the youth in the society. Therefore, in the light of NEP 2020 that envisages higher education without any barrier with skill graduates, the HEIs in Nagaland need massive development in terms of infrastructure and academic curriculum.

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