

# Higher Education in Nagaland: A Comparative Analysis of Higher Education among Different Districts

**Yanglikumla**

Department of Education  
Sao Chang College, Tuensang

---

## Abstract

The first higher education institution in Nagaland was started in 1959, and since then, education in Nagaland has made a tremendous stride in academic and professional courses. Education is the birthright of every individual, and the same cannot be denied to anyone on any ground. The credit for the inception of formal education in Nagaland goes to Christian Missionaries who came and educated the people so that these people could become preachers who would spread the faith of Christianity to other parts of the Naga Hills. Nagaland is a small state in India with approximately sixty higher education institutions offering higher education. Most of these colleges/institutions are under Nagaland University, the only central university in the state. However, these higher education institutions are unevenly spread in different districts as some districts are crowded with lots of institutions, and some have few institutions and cannot cater to the students' needs. This paper attempts to comparatively analyze the higher education in Nagaland in light of the quantity and types of institutions regarding streams such as arts, science, commerce, and teacher training institutions such as B. Ed. and M. Ed. courses.

**Keywords:** Higher education, Nagaland

## Introduction

Higher education occupies a prominent place in our education system as it is this stage responsible for providing human resources that will play a vital role in the development of India. This stage of education is also responsible for generating knowledge and information for the advancement of education and the nation, and it is no wonder that the very first commission in India after independence was about higher

education, i.e., University Education Commission 1948. Higher education in India developed tremendously during British rule, but it flourished during the ancient times as per the accounts of Kautilya, Huen Tsang etc., bear testimony to this fact. India has one of the largest higher education systems, just after USA and China. Higher education in India has witnessed tremendous expansion in the past and present decades. India aimed to achieve a Gross Enrolment Ratio of 30 by

2020, and although the current GER stands at 27.3 presently (AISHE 2020-21), we have failed to achieve the target GER. However, the expansion of higher education is an indication that India as a country is trying her level best to achieve the target enrolment rate, but "one disconcerting consequence of this indiscriminate expansion, however, has been a decline in the quality of higher education" (Mishra, 2017, p. 4346). Nagaland has a total of sixteen districts, but for the analysis, only eleven districts have been considered with newly formed districts taken under the old districts.

### **Higher Education**

Higher education is also called tertiary education which is offered after +12 education; hence it is also called post-school education. It is a post-secondary education that includes undergraduate and post-graduate colleges, universities, etc. Higher education is advanced stage of education and "is a final stage of formal learning that occurs after completion of secondary education. Higher education includes teaching, research, exacting applied work and social services, and activities of universities" (Siddiqui, 2019, p. XVII).

Higher education in India is often credited to British rule, but higher

seats of learning such as Takshashila (6 century B.C.) Nalanda 5 A.D. to 12 A.D.; Vikramshila bears testimony that higher education flourished even during ancient times as accounted in the description of its basic aim in ancient India, which was to initially impart spiritual, and mental skills to the students (Khan, 2016). However, owing to foreign invasion, higher education in India declined drastically. With the arrival of the British in India, higher education received a boost, and the first modern college (Calcutta) was founded in 1781, followed by the Sanskrit College of Banaras in 1792 and the Hindu College of Calcutta (1817) – all of them established by the East India Company. At the time of independence, there were as many as twenty universities and several hundred affiliated colleges in India. The first Open University was opened in 1982, followed by Indra Gandhi National Open University in 1985.

There are fifty-four central universities, four hundred sixty-four state universities, one hundred twenty-eight deemed universities and four hundred thirty-two state private universities (University Grants Commission). According to the All India Survey on Higher Education (AISHE 2020-21), higher education has an enrolment of 4.13

crore students with a Gross Enrolment Ratio of 27.3, and there are as many as 43,796 colleges in India (AISHE 2020-21). In India, the University Grants Commission is responsible for quality and standards in higher education, the National Council of Teacher Education looks after teacher education, and the All India Council of Technical Education is responsible for developing and planning technical education.

### **The Naga Society**

“When you go home, tell them of us and say, for your tomorrow, we gave our today” (Inscription from Kohima War Cemetery, personal observation).

Nagas do not have a written history; however, their account has been handed down from one generation to another through oral history. Due to this lack of written records, much history has been lost. Since the Nagas did not give themselves the word Naga, many claims of the word's origin are very much disputed. There are accounts like the one given by Mowu Gwizan, who claimed that the term Naga is derived from the Chinese word *Natcha* because the Chinese call the Nagas *Natcharemi* meaning Naga people, and the word *Naka* which means perforated ears (Nuh, 2002). In his book *Geographia* in 150 A.D.,

Claudius Ptolemy made the earliest reference to the Nagas, in relation to the area that has been referred to as the “Realm of the Naked” (VII.2.18). Regardless of the term's origin, or lack of reliable historical account, the Nagas today have created their own culture and identity around this word.

Before the arrival of Christian missionaries, headhunting was widely practiced by all the tribes, and they led a pagan life. However, “with the arrival of the American Baptist Missionaries to Naga Hills on 18h December 1972, there is a turning point in the lives of the Nagas” (Shukla & Zetsuvi, 2010). Although the progress of conversion was plodding, owing to the aggressive attitude of the Nagas, the missionaries were successful in bringing the Nagas into the fold of Christianity. Currently, more than 95% of Nagas are Christians. With the acceptance of Christianity as their religion, the Naga society has undergone a tremendous change. The emphasis of the introduction of western education and Christianity as the two main impacts upon Nagas have also been noted by Nuh in the book *The Naga Chronicle* (2002).

Contextually, at present, there are 16 districts in Nagaland with 15 recognized tribes:

Districts - Kohima, Zunheboto, Tseminyu, Mokokchung, Dimapur, Niuland, Tuensang, Kiphire, Chumoukedima, Mon, Longleng, Shamator, Phek, Peren, Wokha, and Noklak.

Tribes - Angami, Konyak, Sangtam, Ao, Lotha, Sumi, Chakhesang, Phom, Tikhir, Chang, Pochury, Yimkhiung, Khiamniungan, Rengma, and Zeliang.

According to the 2011 census, Nagaland has a population of 19,78,502, a sex ratio of 93:1, and a literacy rate of 79.55%.

### **Brief History of Education in Nagaland**

Nagas did not have formal learning centers, but children were taught through three institutions like family, Morungs, and festivals. In Naga society, before the arrival of formal education by the Christian Missionaries, the Morung occupied a significant place; the Morung is a large structure located generally at the heart of the village where men slept and kept vigil at night against enemies' attacks. Each tribe has its own Morung, which acts as a learning center among the Nagas. In the Morung, young people were provided with instruction and trained without formal schooling. Today due to the modernization in every aspect of life in Naga society, the significance of the Morung is

slowly vanishing. Still, every village has a separate space dedicated to the Morung.

With the arrival of the British in Naga Hills and Christian Missionaries, formal education took its shape. Nagas had a taste of formal learning way back in the 19<sup>th</sup> century as the very first school was established by Dr. E. W. Clark and Mrs. Clark in Mulongkimong, Mokokchung in 1878, and later he opened another eight schools in Ao areas. In Impur, in 1898, a training school was opened. The government opened a primary school in Wokha in 1904. Sangtam have had their formal since 1930s (Shukla & Zetsuvi, 2010).

### **Higher Education in Nagaland**

Operational definitions of the relevant terms in this context can be:

1. Higher Education: It is defined as institutions offering courses in regular nodes, such as arts, sciences, commerce, and teacher education institution offering B.Ed., and M.Ed. courses.
2. Teacher Education: Teacher education in this analysis refers to B.Ed. and M.Ed. courses that are offered to prepare secondary education teachers and DIET institutions and B.Ed. college teachers.

Higher education in Nagaland arrived very late as compared to India. The first college in Nagaland was Fazl Ali College, Mokokchung, established in 1959.

As seen in Table 1, page 121, Nagaland state has four (4) university that offers higher education in regular mode. There is only one central university and three private universities. All three private universities are in Dimapur. Nagaland University is a central university with three campuses in Kohima, Lumami, and Medziphema.

Sl. No.	Name of University	Type
1	Nagaland University	Central University
2	Institute of Chartered Financial Analyst of India (ICFAI)	Private University
3	St. Joseph's University	Private University
4	North East Christian University	Private University

**Table 1:** List of Universities in Nagaland

Table 2, page 122-25, shows 13 government colleges that offer higher education in Nagaland. These colleges are in various districts within Nagaland, each with at least one government college. Fifty-one colleges offer B.A. courses, eleven colleges offer B.Sc. courses, and sixteen colleges offer B. Com. courses. Out of the 60 colleges, there are six colleges currently offering master's courses along with bachelor's courses. Only one college offers a degree in vocational courses, and only two colleges offer BBA (Bachelor in Business Administration). Out of these colleges there are only three autonomous colleges in Nagaland.

In Table 3, page 125, we see that there are eight B.Ed. colleges in Nagaland. Out of these eight B.Ed. colleges, there are only two government B.Ed. colleges in Nagaland, and the rest are private institutions. Only Nagaland University offers an M.Ed. degree in Nagaland. These colleges are located in three districts in Nagaland, i.e., Kohima, Dimapur, and Mokokchung, and the rest of the districts have no B.Ed. colleges in their respective districts.

Then in Table 4, page 125, we see that there are approximately 60 colleges in the 11 districts in Nagaland. Dimapur has the highest

number of colleges with 25 colleges, followed by Kohima with 16; Mokokchung occupies the third position with five colleges, Tuensang district has three colleges; Phek, Peren, Mon and Wokha have two colleges each, and Kiphire, Longleng, and Zunheboto have one college each.

Sl. No.	Name of College	Type of Institution	Affiliation
1	Alder College	Private	NU
2	Bailey Baptist College	Private	NU
3	Baptist College	Private	NU
4	Capital College of Higher Education	Private	NU
5	C- Edge College	Private	NU
6	Christian Institute of Health Sciences and Research	Private	NU
7	City College of Arts and Commerce	Private	NU
8	City Law College	Private	NU
9	College of Arts and Technology	Private	NU
10	Cornerstone College	Private	NU
11	Dimapur Government College	Govt.	NU
12	Don Bosco College	Private	NU
13	Eastern Christian College	Private	NU
14	Fazl Ali College	Govt.	NU
15	Immanuel College	Private	NU
16	Japfu Christian College	Private	NU

17	JN Aier College	Private	NU
18	Jubilee Memorial College	Private	NU
19	Kohima College	Govt.	NU
20	Kohima Law College	Private	NU
21	Kohima Science College	Govt.	Autonomous
22	Kros College	Private	NU
23	Livingstone Foundation International College	Private	NU
24	Loyem Memorial College	Private	NU
25	Model Christian College	Private	NU
26	MGM College	Private	NU
27	Modern College	Private	NU
28	Mokokchung Law College	Private	NU
29	Mon Vale College	Private	NU
30	Mount Mary College	Private	NU
31	Mount Olive College	Private	NU
32	Mount Tiya College	Govt.	NU
33	Norman Putsure College	Private	NU
34	North East Institute of Social Sciences and Research	Private	NU
35	Oriental College	Private	NU



36	People's College	Private	NU
37	Patkai Christian College	Private	Autonomous
38	Peren Government College	Private	NU
39	Pfütsero Government College	Private	NU
40	Phek Government College	Govt.	NU
41	Pranabananda Women's College	Govt.	NU
42	Public College of Commerce	Govt.	NU
43	SD Jain Girl's College	Private	NU
44	Saku's Mission College	Private	NU
45	Salestian College of Higher Education	Private	NU
46	Salt Christian College	Private	NU
47	Sao Chang Govt College	Govt.	NU
48	Sazolie College	Private	NU
49	Shamatore College	Private	NU
50	St. John's College	Private	NU
51	St. Joseph's College	Private	Autonomous
52	St. Xavier College	Private	NU
53	Tetseo College	Private	NU
54	Tuli College	Private	NU
55	Unity College	Private	NU



56	Wangkhaio Govt College	Government	NU
57	Yehmi Memorial College	Private	NU
58	Yingli College	Government	NU
59	Zisaji Presidency College	Government	NU
60	Zunheboto Govt College	Government	NU

**Table 2:** List of Colleges in Nagaland

Sl.No.	Name of College	Institution Type	Affil.
1	Bosco College of Teacher Education	Private	NU
2	Modern Institute of Teacher Education	Private	NU
3	Mokokchung College of Teacher Education	Govt.	NU
4	Mount Mary College Teacher Education	Private	NU
5	Salt Christian College of Teacher	Private	NU
6	Sazolie College of Teacher Education	Private	NU
7	State College of Teacher Education	Govt.	NU
8	Unity. College of Teacher Education	Private	NU

**Table 3:** B.Ed. (Bachelor of Education) Colleges in Nagaland

Sl.No.	Name of District	Nos. of College
1.	Dimapur	25
2.	Kiphire	1
3.	Kohima	16
4.	Longleng	1
5.	Mokokchung	5
6.	Phek	2
7.	Peren	2
8.	Mon	2
9.	Tuensang	3
10.	Wokha	2
11.	Zunheboto	1

**Table 4:** List of number of colleges in terms of district excluding B.Ed. colleges

## Discussion

The state of Nagaland, one of India's smallest states, occupies a very strategic position in India. Since independence, the state has made a tremendous stride in many fields, including education. When we take the number of institutions in Nagaland, it has 60 colleges offering higher education in B.A., M.A., B.Sc., M.Sc., B.Com., M.Com., B.Voc., Social Work degree, eight colleges offering B.Ed., and one central university offering M.Ed. degree and three private universities. The state has 13 government colleges offering different streams; the rest are private colleges, one central university, and three private universities.

Considering the number of colleges in Nagaland, we have 13 government and 47 private colleges. These colleges are dominated by arts streams, followed by commerce and science streams. Considering this scenario, more colleges offering science streams should be established, be it government or private colleges. NEP 2020 also emphasizes making education multidisciplinary, so more colleges should be encouraged to provide multidisciplinary education instead of concentrating on a single stream. It must also be mentioned that the NEP 2020 has envisioned that "by 2025, at least 50% of learners

through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed" (NEP 2020). In this connection, Nagaland has one college offering B.Voc. course, so more colleges should take steps towards opening courses in vocational courses.

Looking at the number of colleges across different districts, some are crowded with colleges, whereas others have very few. Most educational institutions in Nagaland are concentrated in Dimapur and Kohima and there is not a single B.Ed. institution in the eastern regions of Nagaland. In this connection, more colleges should be opened in districts with fewer institutions, as students in these districts have no other option but to flock to other districts to get their education. In this connection, some low-income families struggle to send their children to other districts to study owing to their poverty, and in a worst-case scenario, some students must drop out. There is also not a single institution apart from Nagaland University offering M.Ed. degrees in Nagaland, so more institutions offering M.Ed. courses should be established, or the existing ones should upgrade to offer M.Ed.

courses.

The National Education Policy 2020 emphasizes on giving more autonomy to educational institutions so in this regard, such institutions should try to acquire autonomy status for their institutions as currently there are only three autonomous institutions in Nagaland.

### **Growing Concern of The Rise of Private Institutions in Nagaland State**

The scenario of higher education in Nagaland is dominated by private players as private institutions outnumber government colleges and universities in the state. Singh in his book *The Naga Society* talks about how there are two types of higher education colleges/institutes, which is, aided and unaided. The aided colleges/institutes are supposed to get 95 percent of the teachers' salary bill reimbursed. The unaided ones have no access to government funds (Singh, 2013). They must run their institutions on students' fees and donations from other fields. In the worst scenario, these institutes run only on tuition fees of students, and in some instances, due to lack of funds on the part of private institutions, standards fall. Some private institutions have cases of gross malpractices that creates a poor and

grim image of private higher education in the context of India. Since tuition fees are high for almost entire professional education, and most find only professional education to be useful, higher education in this line of understanding, is now out of the reach of the poor (Singh, 2019). Indiscriminate expansion of educational institutions will lead to a decline in quality of education and self-financing higher education institutions have become a place where money power has replaced the merit of students. The system also shows that there will be room for further gap between the rich and the poor" (Choudhary & Tiwary, 2019). Along with the production of so many graduates every year, unemployment in the state keeps on rising, so the question emerges whether these graduates have been equipped with the requisite skills to face the job market demands, and seeing as how unemployment is one of the major issues in the state, it is right to assume our education system is a degree centered education and this will adversely affect the context of human resources in the country (Choudhary & Tiwary, 2019).

The quality of education depends on national policies, which in turn depend on the quality of teachers, and the quality of teachers depends

on the quality of teacher education. Teachers in private education institutions are paid significantly less compared to government institutions. Still, they are required to do more work, and their job becomes stressful, impacting the service they provide to their students. So, no matter how developed the institutions might be, the teacher delivers the curriculum to their students, so teachers' welfare and security must be the first priority of our educational system. And as discussed above, the quality of teachers depends upon the quality of teacher education. In Nagaland, there are B.Ed. colleges that train prospective teachers and serve teachers, but these institutions equip teachers to teach in school education. No institution offers M.Ed. courses in the state except Nagaland University, the only central university in Nagaland. So the state also needs institutions offering M.Ed. courses, as one university is not enough to accommodate the students.

Out of the total colleges/institutions in Nagaland, many of the colleges/institutions are affiliated to Nagaland University which might create an extra burden of affiliated colleges and in addition to revenue crunch, absence of autonomy and extra burden of affiliated colleges, the general universities are marred

by the obsolescence, outdated syllabus, and lack of interdisciplinary approach (Padmasundari & Easo, 2010). Padmasundari & Easo also elaborate on how the aim of education should be to develop a complete human being, and make the system globally competitive and relevant while meeting the needs of Indian industry and security as a whole (Padmasundari & Easo, 2010).

### **Conclusion**

Higher education is one of the most critical stages of education as this is what generates new knowledge and information that is used for the advancement of education, and for the country. In Nagaland, the higher education system is mainly dominated by private institutions, mostly affiliated with Nagaland University. Most of the state colleges are private-based, creating a privately dominated education system. These colleges are unevenly distributed across the districts. No matter the type of institution, it must be kept in mind that every institution must cater to the needs of individuals and produce citizens who are equipped with 21<sup>st</sup> century skills knowledge, as these are the people who will carry the society forward.

## References

- Kalita, N., & Goswami, J. C. (2007). *Quality assurance in higher education: Role of stakeholders*. Eastern EBH Publishers.
- Khan, T. (2016). *Higher education in globalized era: An Indian experience*. Shipra Publication.
- Kidwai, A. A. (2010). *Higher education: Issues and challenges*. Viva Books Private Limited.
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. Atlantic Publishers and Distributors (P) Ltd.
- Ministry of Education. (2021). *All India Survey on Higher Education (AISHE) Report 2020–21*. Government of India, Ministry of Education.  
<https://aishe.gov.in/>
- Ministry of Education. (n.d.). *National Education Policy (NEP) 2020*.  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf)
- Nagaland University. (n.d.). *CDC – Status of Affiliations*.  
<https://nagalanduniversity.ac.in/English/affiliation-status>
- Mishra, S. (2017). Role of ICT and digital learning in the capacity building of teachers. *Scholarly Research Journal for Interdisciplinary Studies*, 4(19), 4345–4353.
- Nuh, V. K. (2002). *The Naga chronicle* (W. Lasuh, Ed.). Mittal Publications.
- Siddiqui, M. H. (2019). *Higher education: Concepts, history, problems and suggestions*. Concept Publishing Company Pvt. Ltd.
- Singh, C. (2008). *The Naga society*. Manas Publication.