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**TRAINING AND DEVELOPMENT OF HUMAN RESOURCES IN NAGALAND: AN  
EXPLORATORY STUDY**

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**ABSTRACT**

Generally, Human beings are gifted with enormous knowledge and skills which differentiate from other creatures on the earth. All the present advancements and developments in diverse fields such as Science and Technology, Industries, Agriculture, Education etc., are the outcome of researches carried out by the human beings in the past with their knowledge and skills. As the earth revolves, changes in all the fields take place which compels the humans to update their knowledge to adapt themselves to such fluctuating circumstances. Challenging the reality can only be feasible with updated knowledge and skills and hence the need for training to human beings arises. This stimulates us to acquire the required knowledge in multifarious disciplines to tackle complex issues in reality. 'Training' is, thus, closely associated with 'individual development' which will ultimately lead to organizational development ultimately. During these developmental processes, 'Education' lubricates the giant wheels of the economy wherein the roles of schools and the teachers are interwoven and inseparable. Excellent brains (quality teachers) play a key role in preparing the young citizens (students), right from primary to higher level of education. These dynamic phenomena are regularly subjected to such scientific enquiries by research scholars and policy makers throughout the world, including India. In North Eastern Region, the State of Nagaland has enormous potential in the form of human resources (Teachers and Taughts) for knowledge and skill development through training and development initiatives on which the overall growth and development of the State does rest.

This paper does make an attempt to examine the status of trained and untrained teachers in Government and Private Schools in Nagaland, to identify the degree of gender-wise variations in exposure to training programmes, and to suggest remedial measures to the Government and Policy makers for launching, and implementing training programmes within the State.

**Key words:** Training, Human Resources, Nagaland, Higher Education, North Eastern Region, Knowledge and Skills.

## INTRODUCTION

In any business, trading or non-trading concern, the human element is considered as an integral part which is the most valuable asset. From the national point of view, human resources can be defined as 'the knowledge, skills, creative abilities, talents and aptitudes obtained in the population'. According to Jucius, human resources or human factors refer to "a whole consisting of interrelated, interdependent and interacting physiological, sociological and ethical components". The Human Resource Management(HRM) aims at ensuring the effective utilization of available human resources; to build and maintain cordial relations between people working at different levels of the organization; to achieve the development of each individual employee to his fullest potential; to provide fair working conditions, wages and amenities to employees so that each one of them makes maximum possible contribution to the organization; and to help other managers in solving their personnel problems. Hence, good management means getting effective results with people. The functions of HRM are of twofold; managerial functions and operative functions. The former consists of planning, organizing, directing, directing and controlling whereas the latter involves the functions of procurement, development, compensation, integration, maintenance and maintenance of systematic records.

For performing any specific job or activity, certain knowledge and skills are required. Job specification normally summarizes the personal qualities, traits, skills and background required for getting the job done. It is a list of the education, experience, skills and training required for the job. In order to increase the productivity and higher performance, it is, therefore, very essential to increase the knowledge and skills of employees. Training is a continuous process of imparting information and knowledge to employees with a view of increasing skill for doing a specific job. This act will bring about a change in behaviour and thinking of people. It assists an organization to remain consistent in succeeding its business ventures successively. Such endeavour will also enable an organization to meet its manpower needs internally, which is comparatively an inexpensive form of recruitment. The Time required for such process of recruitment is relatively smaller than external sources. Thus, training programmes are being imparted in diverse fields of management with a view to improve the quality of manpower for attaining the overall goal of growth and development. At the same time, the manpower requirements are also met within a shorter period of time by ensuring the satisfaction of the employees as well.

When we pronounce the term, 'development', a fact cannot be denied that 'education' plays a crucial role in every nook and corner of the world. Quality education facilitates a country to promote itself socially and economically. The quality education, in turn, depends upon the eminence and knowledge of manpower or human resources what a country has. Then, this phenomenon should be contemplated from the primary level of education and gradually monitored till the level of higher education and research. Teachers do become, thus, an important input in imparting the quality education and generation making activity. They play a crucial role in the growth and development of a nation. Public and Private Sectors, individually or jointly, are engaged in providing education. Governments, State/Central, have been constantly making efforts to establish Schools, Colleges and Universities for undertaking such an important noble activity for creating and ensuring quality citizens. In the profession of teaching, both males and females are actively engaging themselves in India and even in the whole universe as well. This necessitates the teachers to keep themselves updated in terms of knowledge and skills in their respective disciplines to teach, guide, counsel and create students of calibre to shoulder greater responsibilities of the nation. In order to attain this goal, the teachers are to be trained and developed regularly, and thereby the teachers' training programmes in the field of Education are emerging into the scene. Universally, this significant tool for leveraging the knowledge gear of humans is being accepted and hence, it is pertinent to our country also. This paper is an attempt to identify and examine the status of trained and untrained teachers in Government and Private Schools in Nagaland, to identify the degree of gender-wise variations in exposure to training programmes and to suggest suitable measures to the Government and Policy makers to standardize the training programmes of teachers to achieve the educational goals of the State in the long run.

### Relevance of the Study

Knowledge is power which keeps on changing day by day. So, the dimensions of knowledge and skills of human beings require to be updated in commensurate with the fluctuating trend to match the manpower

requirements of an organization. Further, the recruitment and selection processes are more time consuming and expensive as the sources are to be tapped internally and externally. Existing incumbents (internal sources) can be trained to perform the jobs which demand specific knowledge and skills. These training processes will boost morale of the employees and consequently improve their performance and productivity. In addition, the employees' satisfaction will also be high as they would get promotions to higher positions in their hierarchy. This will result in adding more monetary benefits, amenities, fringe benefits and thereby hike their esteem in a society.

However, the overall growth and development of a nation do highly rely on the quality of education and knowledge of its citizens. This quality depends upon the excellence of teachers whose recruitment, selection and training procedures become, therefore, very significant. The flow of knowledge does originate from schools which form the groundwork for further development. Because of this reason, the teachers are to be trained in the fields such as framing suitable curriculum, evaluation, guidance and counselling, etc., In India, there are innumerable institutes engaged in imparting training to teachers at Centre/State Level such as SCERT, NCERT etc. Teachers are also being encouraged to undertake professional courses involving training, workshops, etc., which include the degree programmes such as the Bachelor of Education (B.Ed.), Master of Education (M.Ed.) and so on. Quality teachers are the only inputs to produce quality outputs (students). Nevertheless, there has always been hue and cry from all the corners of the world, including India due to lack of quality in education and research. At the micro-level, this study is undertaken to gain an insight into the problem, i.e. training to teachers at the school level, in the State of Nagaland, an integral part of the country. This study becomes, therefore, very significant as no such studies on this front have been noticed so far in the State.

#### **Research Methodology**

Being a micro-level study, the present study had put purely secondary data in use. Published Government documents are the sources of data. Notably, data on training programmes attended by the teachers at the School level, namely; from primary to higher secondary levels, as they are the crucial inputs for quality outputs, were chosen for the study. Predictably, may not be precisely, but hypothetically, it is assumed that quality of younger generation stems from primary schools and gradually stretches its branches of knowledge up to higher education and research. Keeping this hypothesis in view, the data were classified, tabulated, analyzed and interpreted meaningfully by using simple statistical tools such as percentage; comparative analysis, etc., Over and above, graphical presentation of the analysis has been used to grasp the intensity of problem at a glance under this scientific enquiry.

#### **OBJECTIVES OF THE STUDY**

The foremost objectives of the study are;

- to examine the status of trained and untrained teachers in Government and Private Schools in Nagaland,
- to identify the degree of gender-wise variations in exposure to training programmes, and
- to suggest remedial measures to the Government and Policy makers for launching, and implementing training programmes within the State

#### **Literature Review**

Holton, E.F., (2000) has argued in his study that a part of transfer design is the degree to which training instructions are matching the needs of a job.

Olaniyan, D.A., Lucas, B., & Ojo., (2008) studied the importance of staff training and development for organizational effectiveness whose research revealed that the training and development are needed for the employees to enable them work towards taking an organization to its desired destination which also largely assist for improving the organizational effectiveness.

Premila, S.,(1980) has made an investigation and found that the development of high quality managerial manpower in the country is considered essential in commensurate with the changing industrial scenario.

Rohan S., & Madhumita M.,(2012) conducted a study on impact of training practices on employees' productivity and found that training has a significant role to play on productivity.

Shakila, P,(2014) has provided a synthetic review of relevant literature in her research work conducted in Pondicherry University and concluded that training programmes are essential for employees for further development of their career.

Veni, K. R., & Pirabha S.B., (2008) have found in their studies that identification of the training requirements, design and execution of training programmes, transfer of learning, and evaluation of programme benefits are the key activities in addition to studying general training variables like types of training, selection of trainees, selection criteria, evaluation instruments etc.

**Limitations of the Study**

Under this study, status of training programmes to the teachers at the school level, from primary to higher secondary, has been taken into account. Training or Faculty Development Programmes for faculty members and researchers in higher education have been kept outside the purview of the enquiry. Modes of imparting the training programmes such as on the job or off the job and their effectiveness have not been touched upon during the investigation. On account of non-availability of data, comparisons of the status of training programmes to the professionals (teachers), taking a number of years or periods, could not be made for drawing more meaningful interferences. The outcome and benefits of such training programmes to both the individuals and the Government have not been discussed under this study. Inter and Intra –districts comparison could not be made due to non-availability of relevant data. No motivational techniques to stimulate the aspirants towards training programmes are deliberated. Evaluation and monitoring of such training programmes did also not form part of this investigation. Roles of various training institutions to improve the productivity of the teachers are also not taken into consideration under this study. Further studies on these fronts will entail substantial contribution to the existing literature in the field of Human Resource Management. Thus, the gap of knowledge emerging out of this study paves a way for the future direction for research on operative functions of Human Resource Management.

**ANALYSIS AND INTERPRETATION**

The secondary data collected on trained and untrained teachers in both Government and Private Schools during 2006-2007 were tabulated, analyzed and interpreted for meaningful conclusions as under

**TABLE 1:NUMBER OF TRAINED AND UNTRAINED TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS DURING THE YEAR 2006-2007 (GENDERWISE)**

Sl. No.	Type of Institution	Trained Teacher			Untrained Teacher			Total			Student-Teacher Ratio
		Men	Women	Total	Men	Women	Total	Men	Women	Total	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]
1.	Higher Secondary	334 (*56.51)	257 (*43.49)	591	859 (*47.64)	944 (*52.36)	1803	1193 (*49.83)	1201 (*50.17)	2394	31:1
2.	High School	930(*5.22)	496 (*34.78)	1426	3071 (*59.03)	2131 (*40.97)	5202	4001 (*60.37)	2627 (*39.63)	6628	24:1
3.	Middle School	853(*7.40)	249 (*22.60)	1102	2850 (*60.61)	1852 (*39.39)	4702	3703 (*63.80)	2101 (*36.20)	5804	15:1
4.	Primary School	1848(*68.02)	869 (*31.98)	2717	3147 (*60.07)	2092 (*39.93)	5239	4995 (*62.78)	2961 (*37.22)	7956	20:1
<b>Total</b>		<b>3965(*67.94)</b>	<b>1871 (*32.06)</b>	<b>5836</b>	<b>9927 (*58.58)</b>	<b>7019 (*41.42)</b>	<b>16946</b>	<b>13892 (*60.98)</b>	<b>8890 (*39.02)</b>	<b>22782</b>	<b>21:1</b>

Source: Statistical Handbook of Nagaland, 2011

\* Figures in Parentheses indicate calculated percentage

**Status of Trained and Untrained Teachers (Gender-wise) in Nagaland**

Among the teachers as a whole, a classification becomes necessary as trained and untrained owing to the advantages of training. Training programmes do make the teachers more knowledgeable and skilful not only in transacting the curriculum, but also helping them to acquire certain specific competencies to match

their job requirements. As there is a difference of knowledge and skill domains between the trained and untrained, the quality of the teaching-learning process will vary accordingly. Certainly, there will be a difference in the quality of the output (learning) due to the difference in the quality of the input (teaching). Hence, in order to bring out a change in the output, a change in input becomes inevitable so as to attain the broader goals of the economy by enhancing the quality of the human resources in general and the teachers at school level in particular through appropriate training programmes. Accordingly, the data on the status of trained and untrained teachers (gender-wise) at Government and Private Schools, from primary to Higher Secondary, is tabulated, along with the Student-Teacher ratio and analyzed in Table 1.

Table 1 reveals that there are 16,946 untrained teachers out of the total of 22782, constituting about 74.38 per cent during the period, 2006-2007. There are only 5836 trained teachers, i.e.25.62 per cent comparatively. Further, the analysis exhibits an interesting fact that, the percentage of untrained male teachers is less than females as it can be witnessed that 67.94 percent of them are trained and 58.58 percent untrained. However, the scenario of female trained teachers is just contrary. The trained female teachers' percentage is only 32.06 whereas the untrained is higher i.e.41.42 per cent. Amongst them, overall figures indicate that there are more males than females in the profession, constituting 60.98 per cent and 39.02 per cent respectively.

This analysis further adds that the highest percentage of males is trained (77.4%) at Middle Level whereas the highest percentage of females is at Higher Secondary Level (43.49%), though the latter is a discouraging figure comparatively. The student-teacher ratio is the highest in Higher Secondary Level i.e. 31:1 whereas the ratio is the lowest at Middle Level i.e. 15:1.

**Status of Trained and Untrained Teachers (in Totality) in Nagaland**

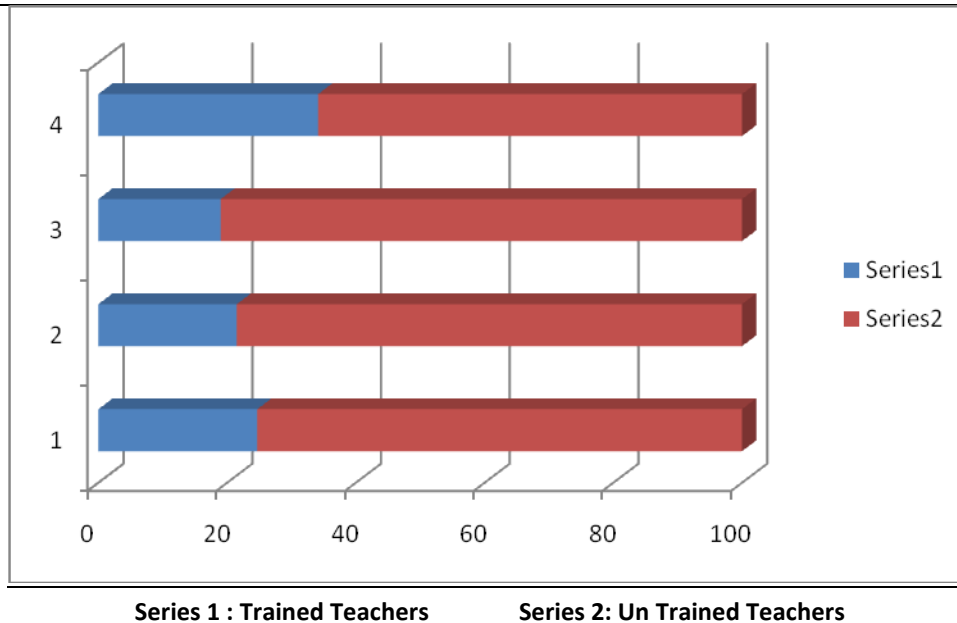
Another scrutiny has also been made on the status of teachers, combining all the categories, trained and untrained, Government and Private Schools, Men and Women, in order to ascertain the overall position of their training and development in the State. The analysis has been portrayed in Table 2.

Table 2 exhibits that there are only 25.62 percent of the teachers altogether from primary level to Higher Secondary are trained and the remaining 74.38 percent of the teachers are untrained. The primary school has comparatively topped in possession of trained teaching personnel, as it is indicated by 34.15 percent which is the least in case of Middle School Level, as it stands as only 18.99 per cent. Similarly, the middle schools have relatively more untrained teachers as it is apparent that there is 81.01 percent and the figure is the least in case of primary level as it is only 65.85 percent. The status of total trained and un-trained teachers (Government and Private Schools, Men and Women) commencing from Higher Secondary School to Primary School Level in descending order is graphically presented in Fig. 1.

TABLE 2: TRAINED AND UNTRAINED TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS DURING THE YEAR 2006-2007 (IN TOTALITY)

Sl.No.	Type of Institution	Trained Teachers	Un-Trained Teachers	Total
[1]	[2]	[3]	[4]	[5]
1.	Higher Secondary	591(*24.69)	1803(*75.31)	2394
2.	High School	1426(*21.51)	5202(*78.49)	6628
3.	Middle School	1102(*18.99)	4702*(81.01)	5804
4.	Primary School	2717(*34.15)	5239(*65.85)	7956
Total		5836(*25.62)	16946(*74.38)	22782

Source: Data Analysis \*Figures in Parentheses indicate calculated percentage



**FIG 1 TRAINED AND UNTRAINED TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS DURING THE YEAR 2006-2007 (IN TOTALITY)**

### RESULTS AND DISCUSSION

The present study, based on the above analysis, presents the following results;

- There are 16,946 untrained teachers out of the total of 22782, constituting about 74.38 per cent during the period, 2006-2007. There are only 5836 trained teachers i.e. 25.62 per cent comparatively.
- The percentage of untrained male teachers is less than females as it can be witnessed that 67.94 percent of them are trained and 58.58 percent untrained. However, the scenario of female trained teachers is just contrary.
- The trained female teachers' percentage is only 32.06 whereas the untrained is higher i.e.41.42 per cent. Amongst them, overall figures indicate that there are more males than females in the profession, constituting 60.98 per cent and 39.02 per cent respectively.
- The highest percentage of males is trained (77.4%) at Middle Level whereas the highest percentage of females is at Higher Secondary Level (43.49%), though the latter is a discouraging figure comparatively.
- The Student-Teacher ratio is the highest in Higher Secondary Level i.e. 31:1 whereas the ratio is the lowest at Middle Level i.e. 15:1.

Thus, above findings of the study do throw more light on gaps of recruitment processes, training and development programmes to the teachers at school level (from primary to higher secondary) which need to be bridged with appropriate remedial measures on the part of the Government and Policy makers.

### Recommendations and Suggestions

As a result of analysis and interpretation of the data, the study suggests the following measures;

- More untrained teachers may be encouraged to undergo appropriate training programmes within and outside the State.
- Suitable incentives, promotions, and fringe benefits, in addition to salary and wages, may be extended to motivate them towards training ventures. Schemes comprising Performance Based Appraisal / Merit rating may be launched to ensure suitable rewards proportionate to their efforts on their job.
- Preferences in recruitment of teachers shall be given to the trained personnel.
- Women may be encouraged to attend training programmes or pursue suitable professional courses such as B.Ed., M.Ed., etc.
- Trainings (on the job or off the job) may be introduced, after induction into the profession, constantly at all levels of schooling right from primary to higher secondary level. This may boost their morale, if rewards are associated with training endeavours.

- A balanced recruitment ventures may be undertaken by the Government, solely or jointly, wherever the student-teacher ratio is found to be inadequate.
- Internal sources of recruitment, preferably by training initiatives, may be tapped initially rather than opting for external sources. The former may be more convenient and rather inexpensive which may be taken into consideration during the manpower planning in the Department of Education within the State of Nagaland.
- Apt policies may be framed by the policy makers and Government to standardize the training programmes.

## CONCLUSIONS

No country can prosper without having dedicated and efficient workforce. Knowledge based approach in all the key sectors, primary, secondary and tertiary will ultimately entail quality output. Of all, education is a limiting factor which determines the overall growth and development of a country considerably. The quality, thus, does stem its roots at primary level and grows steadily and gradually to higher level of education, if conducive environment prevails. Then, it further it stretches its branches of advanced researches on diverse fields and disciplines. Intellectuals and Researchers do actively engage themselves by using their knowledge and skills for higher productivity and performance in their respective domains of knowledge and research. During the process, in order to avoid outdated, updating of knowledge amongst the personnel, especially those who are engaged in such a noble profession, be it a teacher or researcher, becomes very essential. This will assist an individual to promote his/her knowledge and research domain and gradually transform the entire society with the passage of time. Thus, it becomes very significant to have trained teachers at school levels who are, undoubtedly, the crucial inputs in teaching-learning processes. Largely, their quality teaching entails an excellent learning among the students who are the pillars of tomorrow to shoulder greater responsibilities. The phenomenon has its own universal application as every country continuously strives for growth and development day by day. In India, particularly the North Eastern Region is very resourceful as it is abundant with human talents and unique cultures. These budding talents need to be nurtured and encouraged through various training programmes, notably the individuals opting for teaching profession, for promoting the knowledge and research domain inter se. Joint efforts of both the public and private sectors may yield positive outcome on this front. Above all, the trained personnel must be dedicated, loyal, and efficient in discharging his duties as teachers. They may add academic life to their personal and social life which will bestow life to many young ones. During the teaching-learning process, the acquired knowledge and skills during the training process should be borne in mind and applied accordingly. The taughts (trained teachers) must be optimistic not only in advancing their career but also to excel themselves in transfer of their learning to the students positively in India, in general and the State of Nagaland, in particular. If so, there will be no dearth eminent scholars and human resources to take on greater responsibilities in the days to come.

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