Teacher Education is a more dignified term than 'Teacher-Training'. Thus the names of all the training colleges were changed into "College of Education." Broadly speaking Teacher training is of two types: (i) Pre-service Training (ii) Inservice Training. The various categories of Teacher Training Institutions were as follows:

1. Training Schools for Pre-Primary Teachers.
2. Training Schools for Primary Teachers.
3. States Institutes of Education.
4. Training Schools for Under-graduate Teachers.
5. Training Schools for Graduate teachers.
6. Training College for Integrated Training Course.
7. Regional Colleges of Education.
8. Training Institutions for Specialist Teachers.
9. Training Institutions for Women Teachers.
10. Institutions for Post-graduate Teacher Education and Research.
11. Teacher Education Department of NCERT.
12. Extension Services Departments attached to Selected Training Colleges.
13. Institutions for Correspondence Courses.

1. **Training Schools for Pre-Primary Teachers:**

The Training Schools for pre-primary teachers was a
certificate course conducted normally by State Government. There was no such training course in Himachal Pradesh at its formation and so those who wanted to receive training in such courses received their training in Punjab where there were three centres at Gurdaspur, Phagwara and Nawanshahr Doaba.2

2. Training Schools for Primary Teachers

This course is of two years. The first year is mostly devoted to matter and the second year to methodology of teaching. All those who are matriculates could receive training in this course. These institutions are of two types namely basic and non-basic. In Himachal Pradesh all these training schools are of basic type since basic pattern is the national policy of India. The J.B.T. Certificate is awarded to the persons who clear this training.

3. State Institute of Education

At the formation of Himachal Pradesh there was no such institution in Himachal Pradesh. It was located at Chandigarh and the Himachal Pradesh Teachers received training at Chandigarh. This Institution provided inservice training to the teachers of Training schools and the inspectors of Primary Schools. Later on in the year 1972-73 State Institute of Education was opened at Solan.

4. Training Schools for Under-graduate Teachers.

These training schools prepare teachers for middle
or Junior Secondary schools. This course is open to undergraduates for middle or junior secondary schools, i.e., intermediates or matriculates and the duration of the course is one or two years leading to a certificate or Diploma. But there is no such training school in Himachal Pradesh. In Himachal Pradesh the J.B.T.'s are considered eligible for teaching middle classes.

5. **Training College For Graduate-Teachers:**

These training colleges prepare graduate teachers for teaching Senior Secondary, High or Higher Secondary classes. The duration of the training is of one year and emphasis is laid on Principles and Methodology of Teaching leading to B.T. or B.Ed, degree.

The Training Colleges are of two types: basic and non-basic. Basic Training Colleges prepare teachers for Basic-Training schools. In Himachal Pradesh these two types of training courses were merged into one course leading to B.Ed. degree from the year 1966.

6. **Training Colleges For Integrated Course:**

In 1960 a new experiment in Teacher Education was started at the college of Education, Kurukshetra (Haryana), when first division Matriculates were admitted to a four-year integrated course leading to B.A./B.Sc.(Ed.). No
tuition fee was charged for the course but instead, each candidate got a stipend of Rs. 75 per month. The idea was to integrate the four year B.A./B.Sc. and one year B.Ed. together so that the pupil-teachers received the training in theory and practice of teaching, side by side with general education, for full four years. This experiment was hailed from all quarters and the teachers coming out of this course were considered superior to the teachers who received one year training after B.A./B.Sc. However, this experiment did not prove fruitful, hence the college of Education, Kurukshetra was closed down. In Himachal Pradesh, such an experiment of starting Training Colleges for Integrated Course was not tried.

7. Regional College of Education

To meet the shortage of teachers for Technical, Commerce, Fine-Arts, Home-Science and Agriculture courses in Multipurpose schools, the Himachal Pradesh sent its teachers to Regional College of Education, Ajmer. Following courses were taught in these colleges:

(i) One-year B.Ed. Course in Agriculture.
(ii) One-year B.Ed. Course in Commerce.
(iii) One-Year B.Ed. Course in Science.
(iv) One Year B.Ed. Course in Home-Science.
(v) One year B.Ed. Course in Fine-Arts.
(vi) Two-year Certificate Course in Industrial Crafts.
(vii) Four-year integrated course in Technology.
(viii) Two-year Summer School-cum-Correspondence Course.

8. Training Institutions for Specialist Teachers

The various courses include (i) One-Year Diploma in Physical-Education (D.P.E.) after B.A. The Himachal Pradesh send the candidates to Patiala.

(ii) Training courses to prepare teachers of Music, Dancing, Painting and Fine-Arts.

(iii) One-year training course to prepare teachers for Home-Science.

(iv) Courses in Art and Craft were conducted by State Department of Education.

(v) In Himachal Pradesh special courses were prepared for specialists in the teaching of English and Science.

There was one English language Teaching centre attached to the State Institute of Education, Solan, which was exclusively concerned with the inservice graduate teachers. 3

9. Training Institutions for Women Teachers:

There is co-education in most of the Training Institutions. In Himachal Pradesh all the three colleges of Education were co-educational except St. Bede's College
Shimla which runs a course named teachers' training certificate meant only for women and this training is considered suitable for teaching junior classes of English medium schools.

10. Institutions for Post-Graduate Teacher Education and Research

Post-graduate courses in education were of three types:

(i) One-year M.Ed. course after B.T./B.Ed. This course was conducted by the colleges of Education, Himachal Pradesh. But later on when colleges of Education were closed in Himachal Pradesh in the year 1972 due to surplus trained graduate teachers, the school of Education in Himachal Pradesh University came into existence in the year 1972 and conducted the one year M.Ed. course.

(ii) The M.Ed. courses were also conducted by the Directorate of Correspondence Courses from its inception in 1971-72.

(iii) Two years Ph.D. course after M.Ed. This course was being run by the School of Education, Himachal Pradesh University.

(iv) Two years M.A. in Education was started in 1976. This course was started by the Himachal Pradesh University, but it was soon closed down in 1978 due to poor response of students and due to unemployment problem among teachers.
(v) The Course in (Adult/Social) Education was also started by the Himachal Pradesh University in the year 1980.

11. **Teacher Education Department of NCERT**

This department launches various programmes from time to time for the professional growth of teachers.

12. **Extension Service Departments**

The Department of field service (NCERT) has set up a network of Extension Service Departments in selected Training Colleges for the purpose of giving inservice training to secondary school teachers. In Himachal Pradesh the centre was located at Shimla and Dharamsala. The Department of Education Himachal Pradesh ran its own extension Service Department at training college Solan in the year 1959.

13. **Institutions for Correspondence Courses**

The Correspondence Courses which were started by Himachal Pradesh University in 1971-72 gives M.Ed. and B.Ed. training to inservice teachers from all over India. But the B.Ed course was discontinued from the year 1973 due to unemployment among teachers.

There were mainly three types of training institutions in Himachal Pradesh for the period under review:

(i) Primary (or Junior Basic) Teacher-Training, i.e., J.B.T.
(ii) Oriental Training (O.T.).
(iii) Graduate Teachers Training Institutions i.e., B.Ed.
The Primary (or Junior Basic) Teacher-Training Institutions were for teachers of Primary or Junior Basic Schools, the entrance qualification was matriculation and after that they were given two years training. First year is devoted to matter and the second year to methodology of teaching. After training they were required to teach in primary or junior basic schools and the certificate awarded was called Junior Basic Training Certificate.

C.T. was the oriental training given in the subjects of Sanskrit and Hindi. The training college had facilities for training of oriental teachers (Sanskrit and Hindi Teachers) and Junior Teachers for the Nursery schools and the Primary or Junior Basic Schools.

Graduate Training was of one year's duration. During this one year, the graduate teacher was trained in methods of teaching at least two teaching subjects like mathematics and science etc. After training they used to taught higher classes in schools.

At the time of formation of Himachal Pradesh, the teachers were few in number and most of them were untrained. The women teachers were very less because there was no training institution in Himachal Pradesh in 1948. Most of the teachers were unwilling to receive training outside their Pradesh due to lack of money and unbearable heat of the plains. Soon the Himachal Pradesh department arranged for the seats for the candidates receiving graduate training at the places
namely:

(a) Government Training College, Jullundur.
(b) Central Institute of Education, Delhi.
(c) Government Training College for Women, Shimla.

The Himachal Pradesh also allowed and permitted the inservice teachers to take admission in privately run training colleges by treating them on duty and giving them full pay and even various allowances while undergoing training.

The oldest training college in Shimla which was in Punjab was St. Bedes College founded in 1904 by Rev. Mother St. Clare for the training of teachers. The hostel facilities were provided in the college. Position of the schools and teachers in the state in 1948-49 is given as under:

<table>
<thead>
<tr>
<th>Position of the Schools and Teachers in 1948-49 and 1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948-49</td>
</tr>
<tr>
<td>No. of Schools</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Primary Schools</td>
</tr>
<tr>
<td>Middle Schools</td>
</tr>
<tr>
<td>Secondary Schools</td>
</tr>
</tbody>
</table>

The number of teachers in 1948-49 were 339 in Primary Schools, 251 in Middle Schools and 203 in Secondary Schools which increased to 8646 teachers in primary schools, 8378 in Middle schools and 10885 in Secondary schools in the year 1979-80. The percentage of the number of Trained Teachers in Himachal Pradesh was:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of trained teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948-49</td>
<td>37.4%</td>
</tr>
<tr>
<td>1955-56</td>
<td>66.2%</td>
</tr>
<tr>
<td>1972-73</td>
<td>98.5%</td>
</tr>
<tr>
<td>1979-80</td>
<td>100% almost.</td>
</tr>
</tbody>
</table>

Thus we see that in 1948-49 only 37.4 per cent teachers were trained, but in 1979-80, cent per cent teachers were trained which is a clear cut fact that tremendous progress was made in the field of Teacher-Education. Moreover this increase in the number of teachers was brought about by a well-planned programme of the development of teachers training institutions and with the mergence of the hilly areas of the Punjab in the year 1966. Moreover at the time of formation of Himachal Pradesh the pay of the teachers were meagre. At the time of merger the scale of pay of teachers varied from state to state.
On integration, their scales of pay were brought in line with those obtaining in Punjab and re-fixation of their salaries were done. This resulted in an increase in the salaries of teachers, from 9% to 33% according to the length of their service.

At the time of merger, the main difficulty of Education Department was that of getting the services of a sufficient number of trained teachers. This was particularly so in respect of those schools which were situated in the remote areas of the Pradesh. Large number of trained teachers had to be engaged from the neighbouring states allowing them higher start of pay.

There were only two training schools turning out J.V. (Junior Vernacular) teachers, i.e., Teachers Training Schools, Nahan established in the year 1951 and the second was Teachers' Training class attached to the Government High School Mandi. But they were not sufficient to meet the requirements of the Pradesh. Therefore, in course of time, the following additional training classes were started besides opening a full-fledged Government Basic Training School, to meet the increasing demand of the various categories of vernacular teachers:

(a) Training class attached to the Government Girls High School, Nahan,
(b) Training class attached to the Government Girls High School, Mandi (This class was closed down due to the diminishing demand for Junior-Vernacular Teachers).

On 6th August, 1951 the Government Basic School was started at Salogra with 55 trainees in order to meet the shortage of Junior Basic Trained teachers in schools in Himachal Pradesh. The school was later on shifted to Solan due to paucity of space. These teachers were trained to teach the primary classes in Basic schools. During the training period they got their pay and allowances. The duration of training course was one year. Great stress was laid on community life in the Basic school, teachers and the pupils shared their joys and sorrows together. Various crafts such as card-board modelling, cotton-spinning and weaving, clay-modelling and paper-machie and agriculture were introduced in the school.

During the year 1952-53, two important changes took place i.e., introduction of co-education as well as J.T. classes i.e., Junior Training classes were started. Moreover the syllabus of Basic and J.T. classes were modified. In the year 1953-54, both the formal and the practical instructional programme was totally overhauled in order to ensure that individual attention was given to the trainees.
During the session 1954-55, Senior Training classes were introduced. The number of trainees were 42 and they belonged to all parts of Himachal Pradesh. On the co-curricular side, as part of the hostel life, various poetic-symposiums, music-concerts, debates and one act plays were incorporated.\(^\text{11}\)

The enrolment in the school from the year 1951-52 to 1954-55 were as follows:\(^\text{12}\)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>55</td>
<td>103</td>
<td>110</td>
<td>31</td>
</tr>
<tr>
<td>J.T.</td>
<td>-</td>
<td>62</td>
<td>52</td>
<td>43</td>
</tr>
<tr>
<td>S.T.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
</tbody>
</table>

Of the co-curricular activities of the Government Basic School, the following were noteworthy:

The schools were running a large number of Social Education Centres. A Library Society was organised. The society had its sectional meetings on every Saturday.

Their devotion to work contributed towards the success of community life. The trainees cooked their food themselves and did all the duties including SCAVANGING.\(^\text{13}\)

They used to celebrate the various festivals and cultural functions with great enthusiasm.
Excursions were arranged for the trainees. They were sent on education tours. In one such tour organised in 1953-54, basic trainees were taken to Sevagram, Bihar and Shantiniketan.

During the year 1954-55 an Auxiliary Territorial Camp was held at Shimla in which all the teachers and the taught participated.

The school had its own co-operative shop. The trainees were provided with commodities at a cheaper rate in this shop.

The school used to organise refresher courses as well. Two courses were organised in the year 1951-52, one for the District Inspectors of Schools, Assistant District Inspectors of Schools and the other for Headmasters of Middle and High Schools. Such refresher courses proved a boon in disguise. Another Training Institution i.e., Government Basic Training College, Auhar (Bilaspur) was started in March 1953. It was converted into a full-fledged Post-graduate Basic Training College. This college was shifted to Solan during 1957-58. In the beginning this college was housed in the Government Inter-college, Bilaspur in a wing having three rooms only. But after 3 months it was shifted to its new building at Auhar.

In the beginning 40 pupil-teachers were selected. Of these 10 were private students and the rest were selected
From the untrained teachers of the Department, 42 pupil-teachers completed their training during the year 1954-55. The Basic Training College was a residential one. The trainees did not pay any thing for the accommodation. Just near the college building, in a temporary shed, the trainees ran their own kitchen on a community service basis. Every recreational facility was provided to the trainees in the form of newspapers, radio-programmes, library-books, excursions and various physical activities etc.

Every Wednesday evening, community programmes were performed in which the local people also took part. This feature of the college had gained strength, the learned people from the far off places or villages came to attend the functions even during severe weather conditions.

The practising school was just in front of the college. Great stress was laid on crafts particularly those of spinning, agriculture and carpentry. The students had to attend the college in pure Khadi clothes.

The building for students' Museum was constructed by the efforts of the trainees themselves in January 1955. Their paintings, maps and albums were placed there. Children's zoo was also constructed in front of the college.

The trainees were also imparted training in social work. A social service camp was organised from October 21, 1954 to November 10, 1954.
The trainees rendered useful work like digging compost pits and water-ponds, constructing village baths and road-links and clearing of water-springs etc.

There was Sanskrit Pathshala, Solan. This institution was initially started long before the formation of Himachal Pradesh. Its staff, building and equipment underwent a complete renovation in the year 1956 and the institution came to be known as Government Sanskrit Mahavidyala, Solan and was affiliated to the Panjab University. It prepared students for Pragya, Vishard and Shastri in Sanskrit, Acharya, Ratan and Prabhakar in Hindi. In 1960-61, 12 students including one girl studied from this Mahavidyala.

Teacher-Training facilities in 1965-66 consisted of a training college for B.Ed., 5 Junior Basic Training Schools and 5 Junior Basic Training Units attached to Secondary Schools in order to clear the backlog of untrained teachers in schools. The training college had facilities for training of oriental teachers (Sanskrit and Hindi Teachers) and Junior Teachers for Home-Science.

During the year 1966-67 to 1975-76 the most important achievement relates to the training of teachers. The backlog of untrained teachers in Primary and Middle Schools was completely eliminated. It was also decided as a matter of policy not to appoint untrained teachers in schools.
number of Basic Training Schools in 1975-76 was six situated at Dharamsala, Hamirpur, Kulu, Mandi, Solan and Nahan.

The following was the position of Teachers Training Schools and the Number of Students in Teachers Training Schools (year-wise).

<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers Training Schools/Units</th>
<th>Number of Students in Teachers Training Schools/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948-49</td>
<td>3</td>
<td>68</td>
</tr>
<tr>
<td>1950-51</td>
<td>1</td>
<td>53</td>
</tr>
<tr>
<td>1955-56</td>
<td>2</td>
<td>216</td>
</tr>
<tr>
<td>1960-61</td>
<td>4</td>
<td>267</td>
</tr>
<tr>
<td>1965-66</td>
<td>10</td>
<td>814</td>
</tr>
<tr>
<td>1966-67</td>
<td>10</td>
<td>814</td>
</tr>
<tr>
<td>1967-68</td>
<td>9</td>
<td>800</td>
</tr>
<tr>
<td>1970-71</td>
<td>7</td>
<td>750</td>
</tr>
<tr>
<td>1972-73</td>
<td>5</td>
<td>915</td>
</tr>
<tr>
<td>1978-79</td>
<td>5*</td>
<td>-</td>
</tr>
<tr>
<td>1979-80</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>

*5 Teachers training Schools were not functioning during the year 1978-79, 1979-80.

In order to meet the increasing demand of the Trained Graduate Teachers for Secondary Schools in the Pradesh, the Himachal Pradesh Administration started one State College of Education at Solan in Himachal Pradesh established in the year 1957-58 as mentioned earlier. The college was affiliated to the Panjab University. 75 per cent seats were reserved for in-service trainees and the remaining 25 per cent were open for direct admission. All the trainees were required to execute a bond to serve Himachal Pradesh Government for 5 years. In the year 1960-61 the total students in training college were 133 including 34 girls which increased to 163 in the year 1965-66. The number of students increased to 547 in the year 1968-69. This sharp increase was due to the merger of the hilly areas of Punjab into Himachal Pradesh and along with this merger two more government colleges of Education were added to Himachal Pradesh. The number of Government Colleges of Education increased to three. The Government Colleges of Education of Shimla and Dharamsala were also added. There is also one non-government institution that is St. Bede's College for Women. It runs a course named teachers' training certificate (T.T.C.) This training is useful for teaching junior classes of the English-medium schools. With the establishment of the Himachal Pradesh University in 1971, this college was also affiliated to this University.
Previously the Degree awarded was called (Bachelor of Training) to graduates. In course of time the name was changed to (Bachelor of Education). It was also decided as a matter of policy not to appoint any untrained teachers in schools. The syllabus in Bachelor of Education (B.Ed) included the following subjects:

(1) Theory and Principles of Education.
(2) Educational Psychology and Guidance.
(3) Current Problems of Indian Education.
(4) General Methods of Teaching.
(5) School Organisation and Administration.

The students had to take two teaching subjects. If he was a medical student then he could take two teaching subjects like teaching of General Science and Teaching of Chemistry or any other subject. If he was a non-medical student then he could even take teaching of Mathematics. Arts students had to take any two arts subjects for teaching.

There was a practical work in the skill of teaching which was of 200 marks. There was one craft work subject. Student could take any craft like leather-work, tailoring and painting etc. There was also internal assessment in Bachelor of Education (B.Ed) which was called sessional work.
A training class for Master of Education was started in the Government College of Education, Shimla. 27

Till 1969, there were 3 colleges of Education, 9 Basic-training Schools and 19 Basic Training units being run by the Government, Department of Education. 549 students in the colleges of Education (9 in M.Ed. classes and 540 in B.Ed. classes) and about 1,228 teachers in Government Training Schools were receiving training. Physical training was given due importance. A class for Physical Training Instructors was started in the college of Education, Solan with an intake of 40-50, from the session 1966. 28 These classes were in addition to two training units. (One for Home Science and the other for Language).

Training was provided for Bachelor of Education, Junior Basic Training, Language Teacher (Hindi), Oriental Teachers (Sanskrit), Home-Science, C.F.Ed., Art and Craft.

In view of the availability of surplus unemployed Junior Basic teachers in the Pradesh two training schools were closed down after 1969-70 29 but after that they again started functioning from the session 1980.

In view of the large output of trained teachers the government had to face the problem of unemployment among them. In the year 1972-73 the government suspended admissions to such training institutions except for scheduled castes and scheduled tribes. 30 It was also decided not to appoint any untrained
teachers in schools. Admission to J.B.T./Home-Science/C.F.Ed. Courses were also temporarily suspended during the year 1972-73 except for scheduled castes/tribes. The training college at Shimla was handed over to Himachal Pradesh University which named it as School of Education and the training college at Solan was converted into the State Institute of Education. The Government College of Education situated at Dharamsala which was started in 1956 continued to perform the function of pre-service and in-service training to teachers. Directorates of Correspondence Courses started classes in M.Ed. and B.Ed. from the session 1971-72, but B.Ed. courses were discontinued from the session 1973.

In-service education to teachers was very important. So in order to provide in-service education to teachers, Government maintains Extension Service Centres in Government College of Education, Solan and Dharamsala, Government Basic Training School, Solan, an Evaluation Unit, an Educational and Vocational Guidance Unit and an Audio-Visual Education Unit. In-service Training includes:

1. Refresher courses especially for science-teachers.
2. Workshops
3. Study-Groups
4. Conferences
5. Experimenting
6. Professional Writings
Various incentives were provided for the in-service teachers education in the state of Himachal Pradesh.

(a) Teachers were promoted to higher salary-scales and greater administrative positions were given to them on the basis of in-service education.

(b) Study leave was granted for improving their qualifications.

(c) Grants was given for educational tours and full travelling allowance was given.

(d) Special increment was granted to those who improve their professional qualifications.

Promotion granted to teachers and good entry made in the character rolls of those teachers whose work was found to be good and whose results of the students were cent per cent. Kothari Commission has recommended that in each state, one centre for correspondence education should be started. Himachal Pradesh had started the Correspondence Course for
M.Ed. teachers from the year of its inception in the year 1971-72.

Himachal Pradesh had even set up Teacher's Organizations. These Professional Organizations of teachers carried out work for the improvement of the profession.

In order to encourage the teachers who do commendable work in education, the Ministry of Education gives them National Awards. The awardees were given travelling allowances for receiving their award in Delhi. The Himachal Pradesh Government also gives state award to the outstanding teachers. The award winners are given a certificate, money as well as extension of two years in their service.

The recommendations of Kothari Commission were that schools of Education be established in Universities to develop programmes in teacher-education and studies and research in education. Himachal Pradesh had started the school of Education in the year 1972-73 where training in M.Phil and Ph.D in Education was provided. The teachers who taught such students were all Ph.Ds and had written a number of valuable papers.

Himachal Pradesh had established alumni associations in order to bring old students and faculty members together so as to discuss and plan programmes and curricula and thus this recommendation of Kothari Commission was accepted in Himachal Pradesh. The inservice teachers are also allowed
to improve their professional education by giving them study leave so that the quality of teacher education is improved. New professional courses were developed to orientate teacher-educators and headmasters to their special field of world. State Institute of Education was opened in Solan. Liberal provision made for stipends and leave, libraries, laboratories and workshops were improved in teaching institutions.

Residential accommodations was provided in few of the rural areas so that the teachers were not to cover long distances. More women teachers were employed in rural areas and in tribal localities. In rural areas more and more girls were attracted to schools because of women teachers. Women teachers were given incentives like free training or those who were in service they were given full pay. Himachal Pradesh had even raised the social status and morale of teachers. More and more teachers were attracted to this noble profession of teaching because great respect was given to teachers and their status was raised and their pay scales were also improved. But there was the problem of women teachers in rural areas because they could not cover long distances. The Government framed policy so that the married women's husband were also posted in the same rural areas.

Formerly, the State Bureau used to conduct short-term training courses for career/masters/mistresses in order to equip each High and Higher Secondary school with one trained
The State Institute of Education was established at Solan in February 1973 in order to bring qualitative reform in education at the school level right from pre-primary to higher secondary and to look after programmes of consolidation and qualitative improvement, to undertake research in problems of local importance and to involve teacher in planning and implementing educational programmes. The existing Government College of Education was merged with it. The main functions of this institute includes:

(a) In-service Education to teachers upto Secondary Schools, Extension Programmes and Training with a view to provide leadership.

(b) Studies, Surveys, Investigations, and Experiments in problems of education.

(c) Development of Materials, methods and systems including curriculum, text-books, methods of teaching and testing.

(d) Production of literature for teachers including teaching aids and supervisors.

(e) To provide extension service to Teacher Training Institutions and to schools and to encourage experimentation on the part of schools and teachers.
(f) To co-ordinate and supervise the work of Extension Service Centre.

(g) To undertake programme of qualitative improvement i.e. Development of materials, methods of systems having a bearing on the class-room situation including programmes for development of curriculum, academic work which was essential for informal education and vocationalisation, better teaching methods and text-books, audio-visual education, educational reform and guidance and linking education with mass media.

(h) Supervision of schools should be improved.

(i) To evaluate the major Programmes in the Education Department under implementation including those programmes which were implemented or sponsored by the Institute.

(j) To provide co-ordination between the S.I.E., the NCERT, Himachal Pradesh Board of School Education and Education Department.

Department of State Institute of Education:

With a view to carry out the functions of State Institute of Education accurately, the following departments had been formed:

Department of:

1. Social Science and Humanities.
2. Social Education and Science workshops.
3. Work experience and vocational education workshops.
4. Library Documentation and Information.
5. Physical Education.
6. Teacher Education and Field Services.
7. Informal Education.
10. Educational Psychology and Guidance.
13. UNICEF Aided Science Project.

The State Institute of Education had the following units:

(a) The English teaching centre, Solan (b) Evaluation Unit, Solan (c) Audio-Visual Education Unit, Solan (d) The Educational and Vocational Guidance Unit, Shimla (e) Teachers' Education (f) Adult Education (g) A Text-Book Unit (h) Library.

The State Institute of Education, Solan had the following units of the Education Department attached with it:
1. The English Language Teaching Centre, Solan.
2. The Evaluation Unit, Solan.
3. The Audio-Visual Education Unit, Solan.
4. The Educational and Vocational Guidance Unit, Shimla.

Extension Department of State Institute of Education carried out in-service training programme for teachers of primary, Middle and Higher Secondary Schools of Himachal Pradesh. The following training courses were held:

(1) The Department of Physical Education S.I.E., Solan held from 12th to 26th March, 1973 a refresher course in Physical Education for Training the P.T.Is of Solan and Sirmur Districts. This course was attended by thirty teachers. Practical Training in "Yog Sadhana" was given to the Trainees.

(2) A "Yog Sadhana Mela" was organised on 2nd April, 1973 by the Physical Education Department S.I.E., Solan. Yoga importance was stressed through Yoga activities in the life of man.

(3) The Department of Physical Education S.I.E., Solan organised a seminar from 1st to 4th June, 1973 on the organisation of the play-days for Primary School Teachers. The seminar was attended by nine primary school teachers. The highlights of the discussion were to instruct the participants about the organisation of Inter-School and Inter-District play days at Primary school level.
(4) The Department of Physical Education S.I.E. in November 1973 organised a Referesh Course in Physical Education. Ten P.T.Is attended the course from Mandi, Hamirpur, Chamba and Dharamsala and they were new.

(5) Another Referesh course was held in December 1973. This course of physical education was for lady P.T.Is of Chamba, Hamirpur, Bilaspur, Mandi, Kinnaur and Una. Apart from their normal training they were also given practical training in Yoga.

(6) From 21st to 26th May, 1973 a Library course was organised in S.I.E. Solan. The course was attended by 10 teachers/librarians of the schools. They were given training on the organisation and administration of libraries, classification and cataloguing of books.

(7) A workshop was organised from 10th to 16th June, 1973 in S.I.E. Solan. The workshop was on Education through craft and work. Teachers from ten schools attended the course. Very useful guidance was given to them like choosing the activity and the activity chosen should not be costly and should be according to the felt needs of the children.

(8) A course in Home Science was organised for Home Science Teachers by Home Science Department in S.I.E. Solan. The seminar was attended by thirteen Home-science Teachers of Solan District from 12th to 23rd June, 1973. The
syllabus of Home Science in schools was improved and demonstration given on preservation of seasonal fruits.

(9) Education and Vocational Department S.I.E. Solan organised seminar from 2nd to 11th July, 1973, of Career Masters/Mistresses Training. The training course was attended by graduate teachers of Solan district. The trainees were acquainted with the latest concept of guidance, organisation of guidance services in the schools, role of Headmaster, teacher and community in guidance programme, technique of collection and dissemination of educational and vocational information etc.

(10) An integrated training course was held from 15th to 30th July, 1973 in the S.I.E. Solan. The course was for the primary teachers in English, Hindi, Social Studies, Geography, Crafts and Physical Education. This was the first Integrated Seminar of Primary Teachers. Care was taken to utilise the services of the different units attached to S.I.E. i.e. that of Audio-Visual Education Unit, Evaluation and Vocational Guidance unit. The seminar was attended by only 12 teachers.

For providing in-service education to teachers the Government maintains Extension Service Departments, in all the colleges of Education and in a Training School. Solan, an Evaluation Unit, an Educational and Vocational Guidance Unit and an Audio-Visual Education unit. Out of these, two Extension Service Centres at Government College of Education
Dharamsala and Government College of Education, Shimla and an Extension Centre in Training School, Solan were taken over by the Government w.e.f. 1-4-1971 from the N.C.E.R.T.

During the year 1971-72, the government also revised the English Language teaching centre which provides facilities of inservice education to teachers in English.

Moreover it was felt that the shastries were few in number and their shortage was felt, therefore, the government decided during the year 1972-73 to prepare graduates in Sanskrit for teaching the subject in Middle and Secondary Classes.

Pre-service training of Teachers was undertaken on quite an extensive scale during the Fourth Plan period. Nothing special however, could be attempted for the education of inservice teachers in Primary schools whose number was more than 10,000. During the Fourth Plan Period, there was no shortage of trained graduates in Arts-subjects. The supply position also improved in respect of of P.T.I's and Hindi Teachers. Acute shortage of trained teachers, however, continued in respect of trained graduates in Science, Teachers for Sanskrit and Teachers for Art and Craft. Inservice education programme was taken on a large scale.

During the Fourth Plan period, there was a wide improvement in the output of trained graduates in science and also Post-graduates in various subjects including science. The shortage of such teachers was virtually wiped off. In
respect of trained graduates in Arts, the output far exceeded the demand. Little good was done in the matter of in-service education of teachers. This was partly due to the lack of adequate machinery to undertake such a programme partly due to lack of resources.

In the Fifth Five Year Plan a State Board of Teacher Education was created. Adequate provision was made for institutions for in-service education and Extension Service. Adequate provision was made for the following improvement of programmes in Training Institutions:

(a) Libraries
(b) Laboratories
(c) Workshops
(d) Hostels
(e) Staff-quarters
(f) Equipment
(g) Demonstration Schools
(h) Additional Staff.
(i) In-service Education

Steps were taken in Himachal Pradesh to attract the best persons to the profession by giving them stipends and treating them on probation during the period of training. In Government schools they had to face the interview before the board before their selection. It was seen that in many schools, the staff appointed satisfy only the minimum educa-
tional qualifications prescribed. It is very important that at least some of the teachers should possess higher educational qualifications. In Himachal Pradesh a large number of teachers have improved their educational qualifications. Scale of pay of teachers in Himachal Pradesh were revised from time to time. Those teachers possessing higher qualifications were given additional increment. Security of service given to teachers by making them confirmed. They are given the benefit pension and General Provident Fund. But this benefit is not provided to private school teachers. But free education is given to children of teachers in most of the private schools.

The fees is negligible in Himachal Pradesh schools. Female teachers are sometimes transferred to far-off villages where there is residential problem for them. But in some schools teachers are provided with quarters near the school so that they could devote maximum of their time in the schools. Teachers who attend seminars and refresher courses, organised by the Department of Education or by Teacher's Associations were given travel concession in few cases.

Status of teachers is very high in Himachal Pradesh. They are given great respect in society. They are treated like Gurus by the students. The late President of India Dr. Radhakrishnan's birthday is being celebrated throughout the country every year as Teachers' Day on 5th September. Teachers who are scheduled caste are given quick seniority
as compared to the other teachers in general cadre. The seniority of Scheduled Caste and Scheduled Tribe teachers are separate than the normal teachers and the percentage of admission for scheduled caste and scheduled tribe children was less as compared to the children who were to complete in open category and not in reserve category. The scheduled caste and scheduled tribe teachers seniority is separate and therefore they were given quicker promotion. The teachers in Himachal Pradesh enjoy a very respectable position in society.
References


4. Progress of Education in Himachal Pradesh, 1955, Education Department, Himachal Pradesh, p.11.


7. Ibid.

8. Ibid.


10. Ibid.

11. The method of teaching was also improved by including criticism lesson period in the daily time-table in addition to the demonstration lessons given by the members of the staff as well and the practising and criticism lessons conducted in the practising schools. Immediately after SUTRAAGYA (Mass Spinning) the criticism lessons started. The J.T. and S.T. classes had their criticism lessons separately. The Trainees were required to deliver the lessons on approved subjects by turn. The other trainees observed them. All criticisms were carried out under the supervision of the members and the staff.
12. Progress of Education in Himachal Pradesh 1955
   Education Department, Himachal Pradesh, p.9.

13. Ibid.

14. Ibid.

15. Ibid., p.10

16. Ibid.

17. Census 1961, Himachal Pradesh, District Hand Book 4

18. Progress of Education in Himachal Pradesh 1955
   Education Department, Himachal Pradesh, p.10.

19. Ibid., pp.10-11.


21. Ibid.

22. A Decade of Education Development in Himachal Pradesh


24. Information collected from the Statistical branch of
   the Directorate of Education, Shimla, Himachal
   Pradesh.
The following teachers' training units were attached with the Colleges of Education:

(a) For certificate in Home Science teaching
(b) Physical Education (c) Teaching Arts and Crafts (d) Oriental Language teaching.


Ibid.

Ibid.

Information collected from the office of the Directorate of Correspondence Courses, Himachal Pradesh University, Shimla, Himachal Pradesh.


38 Ibid.


40 Ibid., p. 22.

41 Ibid.

42 Ibid., p. 23.

43 Ibid.

44 Ibid., p. 24.

45 Ibid.

46 Ibid., p. 25.

47 Annual General Administration Report 1971, Education Department, Himachal Pradesh, p. 3.

48 Ibid.

49 Ibid.

50 Ibid.
51. *Approach Paper for Fifth Five Year Plan of Education*.

52. Ibid., p. 8.

53. Ibid., p. 5.