CHAPTER XII
CONCLUSION

Himachal Pradesh has made a tremendous progress in the field of education during the period under study. This has been presented in the report in chronological order. In the year 1948-49, there were no pre-primary schools, only 266 primary, 52 middle and 10 Secondary schools were in existence. On 15th April, 1948 when Himachal Pradesh came into existence there was no college. The first college was established in Mandi in October, 1948. There was no university and the students appeared for examinations from Panjab University Chandigarh. Institutions like medical college, engineering college, polytechnics, agricultural college and adult (social) education centres were established in the later period. The students who wanted to receive higher education had to go outside the Pradesh for the purpose. For the majority of the population however higher education was beyond their approach. Thus in the field of education, Himachal Pradesh remained backward and neglected for a long time. The reasons for the backwardness were many. The movement of the people from one place to another was difficult due to the lack of convenient means of transport and communication in the state. The people in the rural areas were ignorant, mostly superstitious and narrow minded. They were not in favour of educating their children.
and preferred their youngsters to work in the fields and earn their livelihood. They preferred to remain throughout their life in the same village and wanted to die in their village only. They were certainly not in favour of giving education to their daughters as well. They thought that girls should confine to the four walls and work in the household affairs only. But however there were still some persons, who understand the importance of educating their girls. But there being no separate school for girls, they were sent to co-educational schools. Thus the number of girl students used to very few as parents were reluctant to send their daughters to schools, where they would have to sit along with the boys. The schools were also situated at long distances from their houses and this was another hinderance in their going to schools. The tribal people were even more superstitious and were reluctant to adopt any modern change.

But overcoming all these hindrances, the state has made a great progress in the field of education, in the course of time. By the year 1960, there were 13 pre-primary, 4503 primary, 1005 middle and 632 high/Higher secondary schools. The number of colleges touched the figures of 31. Government Colleges 16, Private colleges affiliated 9, private colleges non-affiliated 3, other institutions 3. Two Universities were also established. Himachal Pradesh University was established in Shimla in 1971 and Agriculture University was established at Palampur in 1978. A medical college was established in 1966.
Two polytechnics came into being, one at Sundernagar in 1959 and the other one at Hamirpur in 1962. Adult (Social) Education Centres functioned during 1980.

The percentage of literacy has also gone up in Himachal Pradesh. In 1951, the percentage was only 4.8% (According to 1951 Census) and was much below the national level which was 16.67% (according to Census of India 1951), but in 1981 it rose to 42.48% (According to 1981 Census) and was above the national level, which was 35.65% (according to census of India, 1981).

The literacy percentage of women also shot up in Himachal Pradesh from 1961 to 1980. The literacy percentage of women in 1961 was 9.5% (2.44% of scheduled caste and 1.98% of scheduled tribes, according to 1961 census). In 1971, it rose to 20.23 per cent. (9.74% of Scheduled caste and 5.53% Scheduled Tribes). It further showed a sharp increase in the year 1981, when the percentage of literacy increased to 31.46% (20.63% of Scheduled caste and 12.82% of Scheduled Tribes). These figures show that more and more women were encouraged to acquire education and their performance was even better than that of men in many examinations. The enrolment of girls increased in school and colleges. In 1948 very few girls attended the schools for reasons discussed earlier, but later their number started increasing gradually. Many measures were taken to attract girls to schools. Besides the opening of more schools in the rural areas for girls and appointing
more and more female teachers, stipends and scholarships were also awarded to needy and brilliant students.

The following table 12.1 shows that the enrolment of girl students increased a lot from 1951 to 1980 at the school level.

<table>
<thead>
<tr>
<th>Years</th>
<th>State-wise</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Middle</td>
<td>Secondary</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td>3.4</td>
<td>0.5</td>
<td>0.1</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>1966-67</td>
<td>130.5</td>
<td>19.5</td>
<td>7.1</td>
<td>157.1</td>
<td></td>
</tr>
<tr>
<td>1979-80</td>
<td>213.9</td>
<td>53.7</td>
<td>15.7</td>
<td>283.3</td>
<td></td>
</tr>
</tbody>
</table>

Thus we see that the enrolment in primary, middle and secondary schools were 3.4, 0.5 and 0.1 respectively in 1951 but it increased considerably in the years 1966-67. This increase was also because on 1st November, 1966 the hilly areas of Punjab were merged with Himachal Pradesh and this merger brought along with it, the education institutions and their enrolment. The enrolment in primary middle and secondary schools in 1966-67 was 130.5 in case of primary schools, 19.5 in case of middle schools and 7.1 in secondary schools. In the year 1979-80 the enrolment in Primary schools was 213.9, 53.7 in Middle schools and 15.7 in Secondary Schools. Thus the total enrolment of girls students in the year 1950-51 was 4.0 which went up to 283.3 in the year 1979-80.
The Higher Secondary system which was introduced proved a failure due to wrong policy of the Government. The system was introduced in most of the schools where there was no accommodation, no staff and no students. It was mere wastage of one year. A good number of such schools were reverted to high schools. But after 1980, the new pattern of education i.e. 10+2+3 system of education was adopted.

It was not possible by the Himachal Pradesh Government to provide a large number of pre-primary schools in Himachal Pradesh, due to financial hardships. But, there was a large number of private pre-primary schools, mostly situated in urban areas, which not only charged high fees, but also found a large number of students mostly belonging to upper middle and higher classes, of society, competing with each other to get admission in these schools.

The provision for an adequate number of nursery schools in Himachal Pradesh is yet a distant dream, especially when enough money is not forthcoming for universal compulsory primary education. But a large number of pre-primary schools need to be established in slum areas.

No doubt primary education had made great progress. In the beginning the hinderance in primary education was due to the non-availability of the desired number of teachers. The main reason for the non-availability of the teachers was the fact that teaching work was not attractive for many persons. In the beginning the salary of primary school
teachers was low so able and intelligent persons preferred other professions. The problem was more acute in case of schools situated in villages. In order to attract people to this profession many measures were taken which included National and State award to outstanding teachers and good entry in character rolls of deserving ones. Moreover teachers could be attracted by raising their salaries, by providing more facilities and by giving them due respect. In the beginning and even till 1980 the housing condition of primary schools were not satisfactory. Most of the schools did not have their own buildings. Although much has been done in this direction yet the position is far from satisfactory. This difficulty, however can be overcome by introducing shift system in the schools. The schools having no buildings of their own, may start the classes in charitable institutions, inns or at any other proper places. Moreover the curriculum of primary schools needs to be attractive, useful and suitable to the local needs. No doubt the curriculum of primary schools was improved and work-experience was started in schools but more emphasis should be given on the education of craft in schools in accordance with the local needs and requirements. The problem of absenteeism in primary schools could be solved by the polite behaviour of teachers towards children. Personal contact of teachers and parents are very necessary. The environment of the school should be made very attractive by introducing gardening, play grounds, improved methods of teaching, use of audio-visual aids and by introducing
a good number of cultural activities such as inter-school competitions, inter-class competitions in handwriting, drawing, dancing, quiz programmes and games. In case of burden by the parents of the students in their busy crop seasons, it may be adviseable to adjust vacations to suit the local needs.

So far as these primary classes are concerned, attention should also be concentrated on parental and family life education. The child's first teachers are his parents, hence they should be aware or made aware about their responsibilities and duties towards their children. This knowledge should be given to young people long before they get married and have children while they are in schools. It can also be given to adults who are already married. More and more children should be enrolled in schools. Enrolment could be increased in every primary school by carrying out a house-to-house census of all school going children within its area about one month before the beginning of the school year. When the school year starts the school teacher should carry out an intensive propaganda to bring all children into schools.

Secondary Education was considered as the weakest link in the system of Indian Education, due to the reason that it does not have the mass appeal of primary education, nor the elite support of higher-education, unplanned expansion of higher education was allowed to take place with
harmful effects on standards, no concrete steps were taken to diversify and vocationalize the secondary stages and the programmes of qualitative improvement were largely neglected.  

Great importance is given to secondary education because it is really the nation building education. Due importance should be given to Secondary Education. Curriculum should be made interesting by incorporating various games also. School should help to keep the sanitation around their area in proper order and the school children thus be trained to appreciate dignity of manual labour. Secondary school in rural areas should be situated in central places with sufficient population and easily accessible to the surrounding villages. Schools in urban areas should be situated at places where they are free from the noise of the city and where necessary transport facilities be made available to the students Co-operative stores should be established in all schools where necessary commodities are available at cheaper rates. Quarters should be provided to teachers in rural and urban areas in order to attract suitable persons to the profession and to facilitate development of a corporate community life in the schools. Moreover by providing quarters to teachers, their precious time in coming and going to schools will be saved.

According to Secondary Education Commission, Secondary Education should have a provision of proper Environment, Promotion of Extra-Curricular Activities, Provision of Craft
and Productive work, School Library Service. The school should act as a centre of community, reorientation of Teachers i.e., Teachers must develop a new orientation towards their work and Freedom of school must be there.

Incentives should be there for in-service Teacher Education as they are essential for the promotion of in-service education. Among the incentives should be included a promotion to higher salary-scales, on the basis of in-service education, attendance of refresher and other types of courses should be credited towards preparation for degrees. Grants must be given for educational tours. More pay to those teachers possessing higher qualification, increment should not be given to those who refuse to improve their professional qualifications. Those teachers who are hard working and wish to improve their professional qualifications, evening M.Ed. classes should be started for them. The number of National and State awards should be increased. Travelling allowances given to the awardees should be similar to that sanctioned for class I Officers of the Himachal Pradesh Government. The normal retirement age for teachers in schools, colleges and universities should be 62 years, with provision for extension upto 65 years, in case of extra hard working teachers. The terms of service for teachers working in private schools should be the same as for government schools. Residential accommodation for teachers working in rural areas should be increased. Teachers must be free to
exercise their civic rights, no legal restriction should be placed on their participation in elections but when they do so they should be expected to proceed on leave.

The syllabus in the colleges and universities should be modified in such a way that the students may work from the beginning of the session, till the end. Objective type of questions should be included in the examination papers. This will prove very useful because a student need to study the whole course in objective type questions. In essay type of questions, the students study only few selected questions and that too they cram without any understanding. The choice of questions should be reduced. The students should have monthly exams and only those students should be allowed to appear in the exams, who clear three or four monthly exams or whose daily work seems to be satisfactory.

Steps should also be taken to open more colleges in remote and rural areas like Lahaul and Spiti, Pangi and Kinnaur etc. Many new colleges were opened in those areas which earlier formed a part of the undivided Punjab. For example in Shimla the total number of colleges has gone up to four (two girls colleges, one boys college and one co-educational college). In remote and tribal areas there are no colleges. If any student wants to receive college education he or she is handicapped because there is no college in their area and their parents are reluctant to send them to some other places due to economic and many other reasons.
Proper planning and location should be essential with regard to affiliated colleges. Only those colleges should be given affiliation by the Himachal Pradesh University, which fulfil the necessary conditions such as staff with proper qualifications, proper facilities for library, co-curricular activities and necessary laboratory equipment. Hostel facilities should be provided in every college. The location of the college should also be considered while granting affiliation. Report of the Education Commission 1964-66 had recommended that, in granting affiliation to colleges, "The universities should emphasize the expansion of existing colleges, rather than the establishment of new ones. Unless there are strong reasons to the contrary, a college should have a minimum enrolment of 500 and it would be preferable to raise the enrolment in as many colleges as possible to 1,000 or more. In granting affiliation to a new college, care should be taken to see that its location is properly planned, so as not to interfere with the proper growth of an existing institution and there should be a reasonable chance that it would grow into an institution of an adequate size within a period of about five years."

Each district in Himachal Pradesh should have at least one college. Colleges should not be opened in places, where the population of students is less as it would increase the burden on the finances of the state.

Grant-in-aid be given only to those private colleges
which have good staff, library, hostel-facilities, playground and sufficient building for teaching the classes.

Himachal Pradesh University has made a great progress by opening M.A. and Diploma courses in a number of subjects. The long felt desire of the students were fulfilled by starting M.A. classes in Geography and Sociology in the Campus. M.A. in Home-Science, Archaeology and anthropology should also be started soon. Emphasis should be stressed on studying the culture of Himachal Pradesh so there is a need to carry out village surveys. More elective and options be offered such as Himachal Studies, Fine arts, Urdu, Persian, Punjabi, Diploma in Library Science and Hotel Management. Subject specialists should also be appointed.

Semester system, re-evaluation and spot-evaluation in case of under-graduate classes should be followed strictly. There should not be delay in exams due to students pressure for one or the other reasons.

The students and teachers should be given proper representation on different University bodies. Teachers should be given more representation in Executive Council and Academic Council. The court should not be over-crowded with the Principals of all the affiliated colleges. Only a few Principals should be elected who could represent the entire principal community. Famous academicians from this University should be included on all the important bodies of the University. The tenure of the members of the Academic
Council should be increased to 4 years instead of 2 years and in the case of court, the students membership should be increased to 2 years instead of 1 year and those of teacher members, should be increased to 4 years from 2 years. This membership should be increased because the various members may be able to use the knowledge which they had collected in the course of their working on the university bodies. Moreover the court and others should hold frequent meetings, so that the members should feel, a sense of belonging to the University.

Library facilities should be provided to all the students. The shortage of university level text-books in all the subjects should be done away with. In the acquiring of books uniformity must be maintained. Subject-wise list of the new arrivals should be displayed on the notice-board of the library so that the students would be aware of the new arrivals. There should be a light refreshment room in the library where the students may take hot or cold drinks whenever, they feel tired after hard work. This will save their precious time for they will not have to go outside the library for this purpose. Moreover, in library there should not be any kind of noise, so that the students should divert their whole attention to studies. Lift should be provided in the library immediately so that the students do not have to climb a large number of stairs. The number of Hostels for both girls and boys should be increased in order to accommodate all
the students who come from far-off places. Suitable accommodation should be provided to the teachers of the Post-graduate Centre, Himachal Pradesh University, Shimla, Teachers of Directorate of Correspondence Courses and those of Himachal Pradesh University Evening College Shimla. Language buildings has since been started from the year 1989 but Commerce and Law Faculty buildings are yet to make their appearances. Of course the Arts block had been completed. Better Hostel facilities and co-curricular activities are required in order to give real shape to the University.

The long cherished desire of the people of Himachal Pradesh was fulfilled, when the state opened its own medical college in the year 1966 and thus, the students were not to go outside their state for receiving medical education. Post-graduate courses have been opened in the college. Now it is high time that a dental college be opened in the state so that the doctors who receive training in this course should not go to other states for receiving education. Hostel facilities should be extended on a large scale. The medium of instruction in medical college is English as the books are available in this very language. But it was seen that most of the students admitted in the medical college could not do better in English language because at the school or college level their medium of instruction was Hindi so they usually become frustrated. The best solution to this problem
is that both English as well as Hindi should be allowed as the medium of instruction.

Veterinary education should be extended on a large scale. Socio-economic status of women should be raised. Special colleges should be opened in which courses purely meant for women should be there. They should be given training in sericulture, and interior-decoration courses. They should be given lessons on house-cleanness and how to keep herself fit. They should also be given training in doll making, painting, cooking, craft-work and in making beautiful things out of waste material. This should not only make the women equal partners in the economic well being of the family, but will also raise their status in the society. Women have even outnumbered men in almost all the fields. Hill culture must be revived by introducing various arts like music, dance and Himachali folks and nattis through the academics of art, culture and languages.

Tremendous progress has been made in the field of technical education but still Technical and Vocational Education should be improved. Vocational training should be given to students on a large scale which would give economic independence to them. The students could set-up their own work and thus the problem of unemployment could be solved to some extent. The curriculum of technical and vocational schools are very narrow because only technical subjects have been included in them. No importance given
to liberal education. Therefore after receiving their technical education, the youths are not able to acquire the knowledge of human relations and social objectives of production. In order to overcome this difficulty, due importance should be given to general and liberal education in it.

Another difficulty in technical institutes is that of medium of instruction, which is English. Most of the students had studied in Hindi, the various subjects in schools and so they are unable to study the technical and vocational subjects through the medium of English. They become frustrated and many of them even leave their studies. The only remedy to this solution is that both the English and Hindi should be made the medium of instruction. According to Education Commission Report of 1964-66, the regional language should be the medium of education at the polytechnic stage.  

Moreover it is seen that in technical institutions much emphasis is given to theory part and less to practical work. The result is that the engineers are not skilled in practical work and so they have to face difficulties and have to depend on other officials to learn practical work. This problem could be solved by giving practical education in technical and vocational institutions. There is dearth of teachers. The able engineers get attracted to their professions because the pay given to them is attractive and they are not interested in taking profession of teaching in the
institutions. This could be solved by making this profession more noble, increasing their salaries and condition of their services should be improved. Regional Engineering college should also start masters degree in Engineering in due course of time. Teachers should themselves obtain practical experience within industry through vacation work, consultancy contracts, working with industry in the development and revision of their courses of study and carrying out research for industry. In addition, widespread summer institutes for the upgrading and constant revision of the knowledge of teachers should be organized.\(^{11}\)

The problem of Adult(Social Education) in Himachal Pradesh was more acute as compared to other states of India. The majority of the people resides in villages in which the ordinary daily life requires a good amount of improvement. It is seen that a zamindar usually hired few dancing girls for a large amount of money on the occasion of his son's marriage and to pay them, he had to take loan from the Sahukar of the village and thus committing himself to his clutches for the rest of his life. Some are addicted to gambling and drinking. This not only effect their health but also destroy their land. Some quarrel with their brethren on the most trivial matters and they carry on litigation till both the parties are bankrupt. The zamindars on the arrival of good amount of money from their crops usually took to gambling and thus, leading to bankruptcy. All these things occur because they are uneducated. Social Education Programme was taken in this State on 2nd October, 1952.\(^{12}\)
Adult education should be given on a large scale especially in rural areas. Numerous problems in the path of social-education act as obstacles and hinder the progress of social education. Some of the causes of slow progress of social education and their solution are being discussed here. The most important cause may be put as non-Cooperation of Adults. In backward regions people are superstitious and narrow-minded. They prefer to spend their leisure time in drinking, gambling and merry-making but refuses to receive education from social education workers. In order to overcome this difficulty the help of Panchayat or Municipal Committee should be taken. The social education workers should win them by their boldness and politeness.

Moreover in rural areas caste system still exists. The brahmins refuses to receive education along with Scheduled caste or backward class people. This could be solved by educating the masses in this regard. The position of illiterate women is more serious. In rural areas, they are not allowed to move out and what to talk of attending their classes with male teacher. This could be solved by taking more and more women social education workers for teaching female population. In most of the adult education centres there are no facilities provided to adult illiterates. There is shortage of reading material and even equipment provided is not sufficient. The adults who receive education lacks interests due to poor equipment. This problem could be
solved by the Himachal Pradesh Government by giving instructions that no Adult Education Centre or Community Centre could be started till enough equipment is not available. The adults many times fail to attend their classes. Sometimes, it was seen that the attendance was very thin in the class because they were not at all interested in receiving education as they consider it, mere wastage of their precious time. This problem could be solved by making the programme more interesting and by winning the hearts of the adults by their politeness.

Suitable curriculum should be prepared after carefully studying the needs of complete-illiterates, half-illiterates and neo-literates because the aim of adult education should not be simply to expand literacy but also to achieve the complete development of the adults. The following means of education could be adopted i.e. various type of Audio-Visual aids should be used as making use of radio, cinema and dramas by organising group songs and dance so that they may feel the sense of belongingness and by organising various other cultural and other type of programmes.

Curriculum should be made in such a way as would prove useful to them in their daily life. All round development of adults is very essential. The methods of teaching should be made very interesting so that more and more adults are attracted to receive education. Moreover, there is a dearth of honest and hard-working teachers. In order to solve this problem their economic status should be raised. The
workers should be given training in adult education. Another hinderance in the way of progress of adult education was the problem of finances. This problem could be solved to some extent by taking the help from philanthropists, various voluntary bodies and private organisations. They another hinderance is lack of suitable literature. The adults need easy and interesting books. The help of able writers should be taken to solve this problem. They should prepare interesting and useful books. Liquidation of illiteracy should be the aim of education. Every step should be taken for the liquidation of illiteracy in the country. Illiteracy as a mass phenomenon, blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation.\textsuperscript{13}

The social education programme should give a knowledge of "wise parenthood" to the illiterate adult. This has been appreciated by Nai Talim, which begins with adult education i.e., the education of parents and the community. The programme includes sanitation and health and women's problem.

Report of the Education Commission of 1964-66, had pointed out that\textsuperscript{14} no adult literacy drive should be launched without prior planning and careful preparation. Before a programme of adult education is launched, all political and social leaders as well as government should be involved
in awakening interest. The adult illiterate should be motivated for it. The use of radio, television, films and the spoken word should be used for the success of literacy work. The material for the adult education programme should be prepared in advance and should be available in large quantity. Literacy programmes should be well-planned with due regard to local conditions and requirements. Literacy programmes should lead the new-literate to continuing education. Literacy programmes cannot be left to the teachers alone. The work of teachers should be supported by extension services of the universities and of such departments, such as industries, agriculture, public health, co-operatives and community development. Mass media of communication particularly, All India Radio, should be used for awakening the adult illiterates, libraries should be established. Students and educated persons who desires to teach, should be given a short term training in the methods of teaching and dealing with adults. Those involved in the literacy programmes, should encourage to help one another to continue to learn and thus constitute study groups, clubs, associations and recreational groups. Last of all, public commitment, support and enthusiasm are necessary for the success of the literacy programmes.

It is certain that in the years to come Himachal Pradesh will make further progress in all the fields of education. The issue examined by the researcher is of great importance both for teachers and the Government.
References

1 Information supplied from the statistical branch of the Directorate of Education, Shimla, Himachal Pradesh.

2 Ibid.

3 In 1985 one more University Dr. Y.S. Parmar University of Horticulture was established at Solan.

4 A Regional Engineering College was started at Hamirpur since 1986.

5 Information supplied from the Adult Education Centre of the Directorate of Education, Shimla, Himachal Pradesh.

6 Information obtained from the statistical branch of the Directorate of Education, Shimla, Himachal Pradesh.


8 Ibid., p. 445.


10 Ibid., p. 382.

11 Ibid., p. 378.


14 Ibid., pp. 428-429.