CHAPTER I

INTRODUCTION

LAND

Himachal Pradesh, as the name implies, lies in the lap of Western Himalaya extending from the plains of the Punjab and Haryana to the snowy mountains separating it from Tibet. Most of the tract lies in the Himalayan region with only some of the lower areas being in the Shiwalik ranges. The elevation varies from 350 metres in foot hills to 6975 metres in high hills. Between these elevations, there are a number of mountain ranges of different heights and traversing that tract and enclosing between them valleys of varying widths. The topography varies from the undulating hills in lower valleys to lofty and precipitous mountains in the interior of the Pradesh. Himachal Pradesh is, thus, a picturesque state with lofty mountains, perpetual snows, beautiful valleys, extensive forests, alpine pastures and a number of perennial streams and rivers. It is rightly called the Dev Bhumi. Starting with an area of 28,192 Sq. Kilometres at the time of its formation as a part C state, the Pradesh now has an area of 55,673 Sq.Kilometres. The Pradesh consisted of four districts in 1948 having a population of 9.83 lacs (1951 Census). It has been enlarged and comprises 12 districts.
with a population of 42.80 lacs (1981 Census). The percentage of literacy in the year 1951 was 4.8 per cent (1951 Census) and it was raised to 42.48 per cent in the year 1981 (1981 Census).

Himachal Pradesh has the unique distinction of providing water to both the Indus and Ganges basins. While three great rivers of Indus basin, i.e., Beas, Ravi and Chenab originate within the territory of Himachal Pradesh, other mighty rivers like Sutlej and Yamuna pass through its territory and are fed by a number of tributaries originating in this Pradesh. With these large number of snow-fed rivers, through steep slopes and serpentine curves, there is great hydro-electric potential.

The majesty of the snow clad peaks, visible from afar, the inaccessibility of even the lesser ranges, the mysteries of the gigantic glaciers and the magnificence of the great rivers that emerge, impart to this land a majesty which no other mountain range anywhere can claim. The Hindus have invested in with an element of the divine; it is Devta – a fraction of divine majesty. It is indeed the abode of the gods to the people living in this region. The Manimahesh and Kinnar Kailash are considered the eternal abodes of Lord Shiva. The Himalayas also find mention in the epics of Ramayana and Mahabharata and in the drama of Kalidasa. The Puranas describe them with awe and veneration. These mountains have indeed formed an essential part of the country.
PEOPLE

Himachal Pradesh is thus a veritable cornucopia of nature. It has been the homeland of various people since the dawn of history. According to Sanskrit epics like Ramayana, Mahabharata and Puranas, which are a storehouse of the values that sustain India's life and culture, the Kuninda, Kirata, Kinnara, Khasa and other tribes inhabited the Himachal Hills in ancient times. There have been migrations of people from time to time for a number of reasons. The most important of these reasons in the location of holy places in and around Himachal, so the people both from Indian plains and Central Asia have always felt drawn to this part of the Himalaya. High caste Hindus like Khatris, Mahajans, Kaisthas, Vohras, Girths and Gaddis migrated to the southern part of these hills during the Muslim invasions of North India from 12th Century to 15th Century. The Bhotyas in the northern parts of Himachal Pradesh perhaps migrated from western Tibet under adverse political conditions in the 9th and 10 Centuries. There exists evidence of the migration of people from Zanskar and other parts of Ladakh to Spiti. The other important reasons of migration are trade and politics.

Besides, there are scores of scheduled castes and tribes in Himachal Pradesh. Those belonging to these groups constitute a portion of the Pradesh population. The majority of the population of Himachal Pradesh consists of Hindus but Buddhists, Jains, Sikhs, Muslims and Christians also have
respectable place here. The people of all groups enjoy perfect freedom to pursue their own way of life, customs, conventions and beliefs, perhaps here we find the best example of mutual co-operation, religious tolerance and cultural harmony.

Except for a few towns, there is hardly any urban life in the hills, though of late urbanisation has become a fast growing trend, the people live mostly in the villages consisting of a few hamlets dotted over the fields. In the lower hills, houses are usually single storeyed with thatched roofs while in the upper regions, these are generally two and more storeyed houses with slate roofs. In the highlands, however, the houses are double storeyed, the ground floor or basement being used for keeping cattle. The roofs are flat here.

The people of Himachal Pradesh, as a rule, depend on agriculture for living and keep big herds of goats and sheep. More than ninety per cent of the people living in the villages earn their livelihood directly or indirectly from agriculture. Mostly there are terraced cultivated fields in the altitudinal zone. Kangra, Balh and Paonta are the famous valleys. The agriculture is supplemented by animal husbandry and trade. The main products are wheat, maize, paddy and millets. Potato, ginger, Kuth and apple are main cash crops of the Pradesh. The State is also producing vegetables, vegetable seeds and mushroom in good quantity.
The villages are generally self-sustaining units. Every village has a temple where people congregate for common worship. The village deities are carried in planquins, on a number of occasions to the places of religious interest or village fair. When in trouble, the people go to the village deities to seek their guidance and help. The village god is supposed to watch over the destiny of the village. He protects, rewards, threatens and punishes the people, while they in turn, worship him by singing and dancing.

In the sphere of social relations, an important feature is strong family affinities. They are firmly attached to the joint family system. Their environments have in fact greatly influenced the social status of woman. The sturdy and self-reliant woman of the Pradesh enjoys a greater degree of freedom than her counterparts elsewhere in India. She marries a man of her choice and lives a happy life. The striking feature of the women is their heavy costumes and jewellery. They enjoy a greater variety of fashion and usually have a bigger wardrobe than men. Jewellery is almost an article of dress. The styles vary from village to village.

The people of Himachal have their pleasures too. Young men and women in this Pradesh enjoy themselves much more freely by singing and dancing than those in the plains. The folk-songs are melodious and full of romanticism. They reflect the hopes and aspiration of the people, their pain
and sorrow.

The majority of the population understand and speak the common lingua franca—pahari which is akin to Hindi. But in the tribal areas, like Kinnaur, Lahaul and Spiti etc., they have their own dialects. However, the main dialects that combine to make Pahari are Sirmuri, Keonthali, Baghati, Kuluvi, Mandiali, Kangri and Chambiali. Linguistically, Pahari language has some characteristics of its own, which distinguish it from its neighbouring languages like Hindi, Punjabi and Dogri.

The richness of the Pahari language is to be found in its folklore and literature. The folk literature of Himachal Pradesh is rich in folks songs, ballads, folktales, proverbs and riddles. In olden times the rulers of princely states and their own courtiers and other civil servants used to issue orders and make policies with regard to the administration of their principalities. The records of those princely states contained certain useful writings. The Raj Gurus and Purohits of these rulers also wrote poems and composed other literacy pieces for the entertainment of their patrons. These works were in Tankri and Sanskrit. In recent times, however, quite a substantial work has been done on Pahari literature and more books are likely to come out in the near future.
HISTORY

Before the coming of Gurkhas, Sikhs and Britishers to these hills in the early decades of 19th Century, the region now known as Himachal Pradesh was divided into several small and large Rajput States. Broadly speaking these states were divided into two main groups each consisting of 11 states, one group being to east and other to the west of the Ravi. They are respectively named as the Jalandhar Circle and the Durga Circle.

The Jalandhar Circle States:

1. Kangra
2. Jaswan
3. Guler
4. Datarpur
5. Siba
6. Nurpur
7. Kutlehar
8. Chamba
9. Suket
10. Mandi
11. Kulu
12. Kotla
13. Bengahal

The Durga Circle States:

1. Chamba
2. Basohli
3. Bhadu
4. Mankot
5. Bandrelta
6. Jasrota
7. Samba
8. Jammu
9. Chanehni
10. Kashtwar
11. Bhadrawah
These states occupied the hilly area. Kangra State was the oldest state of the region. Jaswan, Guler, Datarpur and Siba were its off shoots. Next was Kulu founded by Behangamani some where in 3rd or 4th Century A.D. Chamba was founded in 550 A.D. by Maru Verma. Suket was founded by Vir Sen in the early 12th century and Mandi its off shoot founded in the 14th century. Nurrur state was established by Jeth Pal Tanwar Rajput in the early 11th Century.

The tract of the country lying between the Sutlej and Yamuna river, the former bounding it to the north-west and north and the latter to the south-east, was divided into a variety of large and small states, governed by chiefs more or less independent, in proportion as they were powerful. Of these though far from being equal in population and resources, four may be considered as of first rank, viz., Bashahr, Sirmur, Kahlur (Bilaspur) and Hindur (Nalagarh). These occupied by far the largest portion of the tract in question. Whilst the remainder was divided into great number of petty states all of which were recognised under the appellation of the Barar Thakurais or twelve lordships and Athara Thakurais or Eighteen lordships.

The Barah Thakurais were:

1. Keonthal
2. Baghal
3. Baghat
4. Dhami
5. Koti
6. Mehlog
Keonthal was founded by Giri Sen in the first decade of 12th century and Baghal and Baghat by Ajai Dev Panwar and Vijay Dev Panwar respectively in the 13th century A.D.

Athara Thakurais were located in mid-Himalayan valleys of Sutlej, Giri and Fabar rivers. These principalities were:

1. Jubbal
2. Sari
3. Bawingash
4. Balson
5. Ratesh
6. Ghund
7. Madhan
8. Theog
9. Kumharsain
10. Kaneti
11. Delath
12. Karangla
13. Kotkhai
14. Darkoti
15. Tharoach
16. Dhadi
17. Sangri
18. Bharoli (near Balson)

Among the Athara Thakurais, some were of considerable size and importance, particularly Jubbal. Tradition has it that before the 12th century the ancestors of the chiefs of Jubbal were the rulers of Sirmur. The Jubbal principality was founded by Karan Chand in C.1195 A.D. His younger brothers Duni Chand and Mool Chand founded the states of Sari and
Ravingarh. Balson was the off shoot of ancient Sirmur and descended from the old Rathore family of Sirmur that ruled there before 12th century. Alak Singh is stated to be the founder of Balsan. The founder of Madhan, Ghund and Theog principalities sprang from a common progenitor. They are Chandel Rajputs. The eldest, Jais Chand became according to tradition, the ruler of Theog, the second, the ruler of Madhan and the third son Janjan Singh, the ruler of Ghund. Tradition has it that Kumharsain, Khaneti, Delath, Karangala and Kotkhai states also had a common origin. Their ancestors came from Gaya in the 11th Century.

Kahlur (Bilaspur) state was established in C 900 AD by one Bir Chand Chandel who came to these hills from Chanderi. Hindur (Nalagarh) was an offshoot of Kahlur. It was founded by Kalyan Chand in C 1100 A.D.

Like Kashmir, the early history of Bashahr Kinnar is generally based on legends and traditions. According to a tradition, the Bashahr dynasty was founded by one Purdhuman, but on the calculation of the genealogy the state had been founded in the 3rd century B.C. The Sirmur State was founded by a prince of Jaisalmer House in C 1195 A.D. Salvahan II, the raja of Jaisalmer was on a pilgrimage to Haridwar. Here he learnt that the capital of Sirmur had been washed away by Giri River and its raja had also been drowned in it. He asked his son prince Sabha to march to Sirmuri Tal and conquer the land. As a result of this the Sirmur came under his sway.
Lahaul was under a local Rana but Kulu claimed supermacy over it. Spiti was under Nono or say Spitian Chieftain. Thus we see that the region which is now called Himachal Pradesh was divided into several big or small states ruled by Rajput princes who came from time to time from Indian plains.

In the end of 18th century Gurkhas rose to power in Nepal. They occupied Kumaon and Garhwal in 1803 A.D. In 1805 they captured Kangra. In 1809 A.D. Raja Sansar Chand with the help of Maharaja Ranjit Singh of Punjab pushed them beyond Sutlej. With this Kangra fort fell in the hands of Ranjit Singh. After the defeat the Gurkhas turned their face to the Northern hill states and by 1810 A.D. they occupied whole area between Tons and Sutlej. This area included Bilaspur, Nalagarh, Bara and Athara Thakurais, Bashahr and Sirmur. The people were tired of their harsh and tyrannical rule. They united themselves and took stand against them. The Britishers also came to their help and in 1815 A.D. the Gurkhas were compelled to leave the country. The help by the Britishers turned out to be a trap for them. They compelled the local rulers to sign certain treaties, according to which the paramount power from the hand of these rulers passed on to the British Government in India.

On the other hand the First Sikh war of 1845 put the Punjab hill areas under the British. Consequently Kangra, Nurpur, Kullu, Lahaul and Spiti became a part of the British
India whereas the states Jhamba, Mandi and Suket were returned to their rulers.

This caused great resentment among the Katoch and Pathania chiefs. In 1857 A.D. they revolted along with some other princes, one of whom was Raja Shamsher Singh of Bashahr. The Britishers succeeded in suppressing the revolt but not the mind, and the volcano of freedom movement erupted in the twenties of our century and assumed the name of Praja-Mandal movement. The forerunners of this movement were Bhag Mal Sautha, Pandit Padam Dev, Swamy Krishnanand of Mandi, Dr. Y.S. Parmar etc.

Praja Mandals were formed openly and secretly in the hill states which led to rapid political awakening among the hill people. The movement began in Mandi in 1919 and in Dhami in 1939, and in Pajotha area of Sirmur state under the leadership of Mian Chu-Chu and Vaid Surat Singh in 1942 to protest against the tyranny of state officials. In Kangra District the National movement developed in the early 20s led by Thakur Pancham Chander and Comrade Ram Chandra, followers of Mahatma Gandhi. The atrocities committed by the rulers to suppress this movement was condemned by all the great national leaders like Gandhi and Nehru. The chief aim of the Praja Mandal was to liberate the area from the yoke of these rulers so that they could march along with the rest of the country.
At last the fateful day arrived when the British said goodbye for ever to India and the tri-colour was unfurled on the ramparts of the Red Fort in Delhi on the mid night of the 15th August, 1947. But that was not the end of the drama for the hill people. The national leaders invited the princes to join the ocean of masses. They left the pulse of the time and signed the instrument of accession. On 8th March, 1948, thirty odd princes of Simla and Punjab hills met in Delhi and inscribed their signatures on the document and surrendered their centuries old Raj to the masses and thus Himachal Pradesh in the form of a Union-Territory came into existence on the 15th of April, 1948. On this day Punjab hill states, numbering 21 with their tributaries were unified under the name of Himachal Pradesh with its head quarters in the historical building of the foreign office (destroyed by fire on May 5th 1957) at Simla. It was also the capital of Punjab. The name Himachal Pradesh was proposed by Mr. Satya Dev Bushehri, member of the Praja Mandal. The integrating hill states were Bhajji, Bija, Baghal, Baghat, Balsan, Bushahr, Därkoti, Dhami, Kuthar, Kunihar, Kumarsain, Keonthal, Jubbal, Suket, Sangri, Sirmur, Chamba, Mangal, Mehlog, Tharoch. The territory came under the unified administration, as part 'C' state under a Chief Commissioner. Mandi state was added on 1st May, 1948.

Himachal Pradesh was administratively divided into four Districts of Chamba, Mandi, Mahasus and Sirmur. The
individual area and population of the four states was as under:

<table>
<thead>
<tr>
<th>District</th>
<th>Area (Sq. Miles)</th>
<th>Population</th>
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<tbody>
<tr>
<td>Chamba</td>
<td>3134.9</td>
<td>176050</td>
</tr>
<tr>
<td>Mahasu</td>
<td>4695.5</td>
<td>330614</td>
</tr>
<tr>
<td>Mandi</td>
<td>1526.9</td>
<td>310624</td>
</tr>
<tr>
<td>Sirmur</td>
<td>1039.9</td>
<td>166077</td>
</tr>
</tbody>
</table>

The district of Chamba and Sirmur comprised the areas of the erstwhile princely states. Mandi district was formed by grouping the erstwhile states of Mandi and Suket. The rest of the Simla hill states were joined to form the Mahasu district. Himachal Pradesh was then centrally administered by the Chief Commissioner. Nalagarh joined PEPSU Union and on account of the construction of Bhakra Dam, Bilaspur state, was made into a separate Chief Commissioner province and the Raja signed the agreement on 15th August, 1948. This was the first step towards the integration of hilly areas.

In 1950, the enclaves of Solan cantonment, Kotgarh and Kotkhai from the East Punjab (now Punjab), two villages namely Sansog and Bhatter from the Uttar Pradesh and the areas of Kufri, Dhar Khalag, Groila, Jamraha, Natha, Kunjiarah,
Sureta and Baragaon jungle from (Patiala and East Punjab States Union) now Punjab, were transferred to Mahasu district of Himachal Pradesh. From Mahasu district, the following areas were transferred to East Punjab States:

1. built up areas of Sanjauli, Bharari and Chakkar including the Himachal Portion of Prospect hill, and
2. built up areas of Kasumpati and Fatti Rihana were transferred to the East Punjab. Two small portions of Himachal Pradesh consisting of Rampur Venka and Kotah villages lying between Shimla and Bharuli, were transferred to Pepsu (now Punjab).

Bilaspur state, which had signed an agreement to merge with the Dominion of India in August, 1948, had been administered as a separate unit centrally and was previously left out and kept under a separate rule. On 1st July, 1954 the Part 'C' state of Bilaspur comprising of the erstwhile state of Bilaspur was also merged into Himachal Pradesh by virtue of an act of parliament called the 'Himachal Pradesh and Bilaspur (New State) Act, 1954'. Thus Bilaspur was added as the 5th district to Himachal Pradesh in 1954. The area of Bilaspur according to survey of India was 453 Sq.miles as given in 1951 Census reports.

Yet another new district, the sixth one, was created out of the district of Mahasu on the 1st May, 1960. The entire Chini Tehsil and 14 villages from Rampur tehsil of Mahasu-district formed the new Kinnaur district, involving an area of 6,520 Sq.Kms. This district was divided into three sub-divisions of Nachar, Kalpa and Poo. Thus in 1961,
there were following administrative units in Himachal Pradesh:

1. Districts ...... 6
2. Sub-Divisions ...... 3
3. Tehsil/ Sub Tehsils ...... 26

As a result of the reorganisation of the State of Punjab, the following territory of Punjab was transferred to Himachal Pradesh on November 1st, 1966 (Vide Punjab Reorganisation Act 1966) thus doubling both its area and population.25

(a) Shimla, Kangra, Kulu, Lahaul and Spiti districts.
(b) Nalagarh Tehsil of Ambala district.
(c) Lohara, Amb and Una Kanungo circle of Una. (Tehsil of Hoshiarpur district).
(d) The territories in Santokhgurh Kanungo circle of Una (Tehsil of Hoshiarpur district).
(e) The territories of Una Tehsil.
(f) Dhar-Kalan Kanungo Circle( Pathankot- Tehsil of Gurdaspur district).

In every respect geographical, cultural and economic condition, the proper place of the inhabitants of the above mentioned areas was in Himachal Pradesh. Himachal Pradesh had desired their integration with it since long, but the attitude of Maha Punjab elements and the Punjab Congress on the one hand and the indifference of the people of Punjab
Hills themselves on the other hand stood in the way of the fulfilment of this desire. But the strong supporters of Punjabi Subha paved the way of the formation of greater Himachal Pradesh and aforementioned areas was added to Himachal Pradesh.

On December 18th, 1970 the state of Himachal Pradesh Act was passed and the newer state was inaugurated by Mrs. Indira Gandhi, the then Prime Minister of India, in Shimla on January 25th, 1971. With this emergence of Himachal Pradesh as the 18th State of the Indian Union under the able leadership of Dr. Y.S. Parmar, brought to a close the protracted period of struggle which had started, twenty-three years earlier. Thus the long cherished desire of the people of Himachal Pradesh was fulfilled.

The re-organisation of the districts is another mile-stone in the history of the Pradesh which took place on 1st September, 1972 when two more districts viz. Una and Hamirpur were carved out of Kangra district, while the districts of Shimla and Mahasu were reorganised into Shimla and Solan districts. Thus by the creation of two new districts, the number of districts increased from 10 to 12. It was declared to rename Mahasu district as Shimla district after inclusion of Shimla sub-division in it with head quarters at Shimla. The new Hamirpur district comprised the present Hamirpur sub-division, Badsar sub- tehsil and Santala and Kurna Patwar circles of Dehra Tehsil. The new Una district
comprised the present Una sub-division and Dhundla Block of Hamirpur Tehsil.

The re-organised district of Shimla comprised Rampur, Rohru, Jubbal, Theog, Chopal and Kusumtpi tehsil and sub-tehsils of Suni, Kotkhai and Kumarsain of the Mahasu district and Shimla sub-division of the present Shimla district.

The new district of Solan consists of Kandaghat and Nalagarh sub-division of the erstwhile Shimla district and Arki and Solan tehsils of erstwhile Mahasu district.

The district-wise population, area and density of Himachal Pradesh after reorganisation is given in Table

ADMINISTRATION

On the 15th April, 1948, Himachal Pradesh constituted a separate administrative unit of the Indian Union, under a Chief Commissioner. Thus it was eight months after the independence of the country that the people of Himachal Pradesh had their encounter with freedom. N.C. Mehta was the first Chief-Commissioner assisted by his deputy E. Penderal Moon (both of the Indian Civil Service).

With the inauguration of the constitution on 26th January, 1950, Himachal Pradesh became a part 'C' State. Mr. E. Penderal Moon, an Englishman ruled the Pradesh from January 1950 to March 1951, when he was replaced by an Indian Officer, Shri Bhagwan Sahai.
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Bilaspur</td>
<td>1167 (2.10)</td>
<td>247368 (5.78)</td>
<td>212</td>
</tr>
<tr>
<td>2</td>
<td>Chamba</td>
<td>6528 (11.72)</td>
<td>311147 (7.27)</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>Hamirpur</td>
<td>1118 (2.01)</td>
<td>317751 (7.42)</td>
<td>284</td>
</tr>
<tr>
<td>4</td>
<td>Kangra</td>
<td>5739 (10.31)</td>
<td>990758 (23.14)</td>
<td>173</td>
</tr>
<tr>
<td>5</td>
<td>Kinnaur</td>
<td>6401 (11.50)</td>
<td>59547 (1.39)</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Kullu</td>
<td>5503 (9.88)</td>
<td>228734 (5.58)</td>
<td>43</td>
</tr>
<tr>
<td>7</td>
<td>Lahaul-Spiti</td>
<td>13835 (24.85)</td>
<td>32100 (10.75)</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Mandi</td>
<td>3950 (7.09)</td>
<td>644827 (15.06)</td>
<td>163</td>
</tr>
<tr>
<td>9</td>
<td>Shimla</td>
<td>5131 (9.22)</td>
<td>510932 (11.94)</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Sirmaur</td>
<td>2825 (5.07)</td>
<td>306952 (7.17)</td>
<td>109</td>
</tr>
<tr>
<td>11</td>
<td>Solan</td>
<td>1936 (3.48)</td>
<td>303280 (7.08)</td>
<td>157</td>
</tr>
<tr>
<td>12</td>
<td>Una</td>
<td>1540 (2.77)</td>
<td>317422 (7.42)</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>Himachal Pradesh</td>
<td>55673 (100.00)</td>
<td>4280818 (100.00)</td>
<td>77</td>
</tr>
</tbody>
</table>

Simply a change of Commissioner, could not remedy the defects of the system. A struggle was launched for the democratisation of administration. Dr. Y.S. Parmar, along with leaders of other Part 'C' states, waged the battle inside and outside the parliament. This led to the passage, in September 1951, of the Government of Part 'C' States Act, which conceded responsible government of a limited character to Himachal Pradesh along with some other Part 'C' states. In 1952, Himachal Pradesh became a part 'C' State under a Lieutenant Governor. It got a legislative assembly and council of ministers. Elections to the 36 members Vidhan Sabha, created under the new act, were held in November 1951. The Congress won 24 seats and the first popular Ministry headed by Dr. Y.S. Parmar was sworn in on 24th March 1952. A little earlier, on 1st March, 1952 Chief Commissionership as mentioned earlier was replaced by Lieutenant Governor, Major General Himmat Singh who became the first incumbent of the upgraded office.

The State reorganisation Act 1956 reduced the state to an Union territory and under the Territorial Council Act 1956, Himachal Pradesh was given a Territorial Council and the Lt. Governor was administrator of Himachal Pradesh.

The Union Territory could not get a Legislative Assembly, with this reduction in its status, its legislature ceased to exist, the Parliament now directly legislated for
it. It ceased to have any consolidated fund of its own and its budget was merged in the Union budget. There was one difference—the head of the territory was designated as Lieutenant Governor instead of Chief Commissioner as earlier.

On August 15th, 1957, a Territorial Council was formed in place of the Assembly to administer certain transferred subjects.

The Territorial Council passed a resolution unanimously for the restoration of democratic set-up in the Pradesh. The people throughout the state also held meetings. Keeping in view the wishes of the people the Parliament passed the Government of Union Territories Act 1963 which gave legislature to Himachal Pradesh. As a result of this the Territorial Council was converted into a Legislative Assembly and a popular Ministry headed by Dr. Y.S. Parmar was formed. He was sworn in on July 1st, 1963.

The question of the re-organisation of Punjab cropped up in 1965. On the recommendation of Punjab Boundary Commission, the Government of India while re-organising Punjab into the separate states of Punjab and Haryana decided to integrate the Punjab hill areas of the districts of Kangra, Kullu, Shimla, Lahaul and Spiti, Una tehsil of Hoshiarpur district, Nalagarh tehsil of Ambala district and some portion of Pathankot tehsil and Dalhousie and Bakloh area (Gurdaspur
District) with Himachal Pradesh on 1st November 1966. The integration increased the area of Himachal Pradesh to 55,673 Sq.Kms. and population to 28,11,731.

On 31st July 1970 the Prime Minister informed the Parliament that 'the Government had decided to grant statehood to Himachal Pradesh.' On the 25th January, 1971 full statehood was granted to Himachal Pradesh, and the Prime Minister Shrimati Indira Gandhi inaugurated it on that day on the Ridge in Shimla when the sky was overcast with thick clouds and showering snow and thus blessing the land and people of Himachal Pradesh. This was indeed the happiest day in the life of Dr.Y.S.Parmar, who was the creator of Himachal Pradesh and as well as for the people of these hills.

**Education Before 1948**

**Indigenous system:** The education, health and economic conditions are considered the major measurement of determining the standard of socio-economic life of the people of any community or country. In considering the contribution of education, therefore, it would be worthwhile to begin by recalling the main system of education in the former princely states and the area under British upto 1948.

Before the advent of British rule, the system of instruction was mostly connected with the religious institu-
tions. The main emphasis in ancient India, however, was on moral, religious and spiritual education. The education was given in Pathshala, in temples by the Hindus. Like Hindus, the Muslims too had deep respect for learning and referred learned men.

Some sort of schools known as Madaras or Muktab in mosques used to be organised here and there, especially in the centres having comparatively larger population of the particular community. The Brahmanas enjoyed the privilege of imparting instruction in Sanskrit, Hindi or Tankri and the Muslims in Urdu or Persian, the Buddhist priest or Lama in Kinnaur, Lahaul and Spiti in Bhoti. The students were styled as chelas or shagirds and the teachers as gurus, Raj-gurus or Raj-purohits used to teach the children of princely houses. The pupils, after their day's study, would return to their homes and, if they happened to come from far flung areas, they lived with the teachers. There were only a few Pandits running Pathshalas in which students from far off places came for education. These residential institutions were not run by the states. There existed between the pupil and the preceptor a semi-filial relationship and the former owed the latter all obedience and respect. The students were fed by the gurus when they lived with latter.

In some cases the heads of the family used to teach, reading and writing in Tankri or Hindi to his children at his home whenever he got time. In some villages of Kinnaur,
Lahaul and Spiti region the Buddhist monks, during leisure hours used to teach and preach Buddhist religious scriptures in the precincts of the Buddhist temple to those who cared to learn and, thus, they prepared a band of monks and nuns locally known as lamas and jomas respectively. The village lama used to be the religious head of a village or in a particular area. Gradually these adventurous pioneers penetrated even the most remote and obscure areas and spread their type of religious education in Bhoti among the people in Kinnaur, Lahaul and Spiti. Thus education in this area in the beginning was considered only essential to the religious part of life. Subsequently along with the religious education was added indigenous astrology and medicine which were reduced also in writing and taught to the people going for the monastic order. In the course of time curriculum was evolved.

In these hill states before their merger into Himachal Pradesh the educational set up was highly uneven. Some states were much ahead while the others were quite backward with little educational facilities. The grave disparities between different princely states were further aggravated by the fact that educational facilities, were unevenly distributed between the urban and rural areas to the disadvantage of the latter. Not much heed was paid to the education of women. The teachers were mostly untrained and under-paid and different pay-scales existed in different states.

The educational institutions were mostly housed in dilapidated buildings and were ill-equipped and poorly
staffed. By and large, the princely states had remained comparatively very backward in education. The concept of Welfare State was practically unknown to the petty rulers who hardly had any education themselves and so cared little for that of the masses. But some of the rulers were well-educated. They received education in Aitchison College Lahore, Mayo School Ajmer and Bishop Cotton School, Shimla. The education of the subjects was not favoured by some rulers under the apprehension that they may become hostile towards them if enlightened.

But there were some enlightened rulers as well. It cannot be denied that rulers of Sirmur and Mandi had broader outlook on matters - social, religious and on education. The Sirmur State had a high school at Nahan and was liberal in awarding scholarships to children who wished to pursue their studies to degree level.

At the time of Himachal Pradesh's emergence as a separate state, it had only 4.9 per cent literacy according to the Census report of 1951. However, this was far below the national average which was 16.5 per cent. The people were also not interested in sending their children to schools. A number of causes contributed to the educational backwardness of the State. This educational backwardness of the state was due to topographical, climatology, technological and historical factors. It was also due to the ignorance and mainly poverty as the children at an early
age could be employed on meagre jobs to add to the meagre family resources.

As regards topography, Himachal Pradesh consists mostly of steep hills and mountains, criss-crossed by turbulent rivers. This hampered communication and led to the isolation of the people. Geographically, the State forms part of the Western Himalayan range and thus presents the intricate pattern of mountain ranges, hills and valleys. Technologically, the state was extremely backward during this period. There were hardly any motorable roads. It was not possible to move from one place to another as means of communication were not developed. Climatically speaking, major part of Himachal Pradesh experience extremely low season of intense cold with temperature hovering below the freezing point and a low monsoons at period with heavy rains. The hot climatic conditions of the plains also stood in the way. The people from the cold climate were unable to stand the heat of the plains and some of them had to even leave in between due to illness without completing their studies. Poverty of the people was another reason for their educational backwardness. As the children were employed at an early age or engaged in odd jobs adding to the family's income, the parents restricted to their going to school.

Another reason was that schools were not within easy reach of the students. As the people were backward and poor,
they could not afford to put their wards in hostels which were few in number.

The lack of education in these hill states was also due to the indifferent attitude of the petty chieftains. These rulers of Punjab hill states never cared for the welfare of their subjects. So far as their own children were concerned the British government used to persuade them to send their children for education to Chiefs College Lahore or to be educated by private tutors. So far as the public was concerned, the chieftains had practically no sympathy for their children. Barring a few rulers who were modern in outlook others were almost illiterate. They were orthodox. Education was not favoured on the ground that an educated subject may prove hostile to the state.

This was the picture of the region which continued for years together so much so that even after the coming of Britishers there was no educational institution of the conventional type as sprung in other parts of the country.

**Education After the Coming of Britishers:**

On the conclusion of Gurkha war in 1815 A.D., the hill states lying between Yamuna and Sutlej rivers came under the protection of the British Government in India. They granted the Sanads to the hill chiefs and urged them to work for the welfare of their subjects. They paid their attention to the education of masses. Dr. J.G.Gerard of Ist
Nusseeree Ballation submitted a detailed report on education in the hill states to Captain C.P. Kennedy, Assistant Deputy Superintendent, Hill States with his headquarters at Sabathu on 20th November 1824. The report is at Appendix-I.

The credit for modern system of education goes to the Britishers and a hand of foreigners, especially various Christian missionaries. The first British house in the hills was built by Capt. C.P. Kennedy in 1822 in Shimla. Thereafter many British armymen and civilians started visiting Shimla and built houses here. Lord Amerst, the Governor-General came to Shimla in 1827 and held a Darbar of Shimla Hill States rulers.

The British Government started a Government High School at Shimla. They were faced with great difficulties in attracting students to this school. Mr. K.S. Sauhta who himself was the student of this school at that time has stated; that,

"I myself had been the student of this institution and when I was in school the then peon of the school named Moti Ram used to tell me that by order of the High authorities he had to go to the villages of the British part of the Shimla district and persuade the parents to send their children to school. Very often when they pleaded inability of their children to go to school he himself had to lift and carry them. The great attraction which he could give them was that after getting their schooling they will become earning hands for their parents."
With the growth of the hill states the population of the town started increasing. Perhaps the first high school in the hills was opened in Shimla in 1848, to provide teaching up to the matriculation standard. After sometime its two primary schools one in Boileauganj and another on the cart road were started. These branches imparted education up to lower primary standard. There was a boarding house in the main school building which had a capacity to accommodate 35 students. After this many convent and public schools, one after the other came into being in and around Shimla. At Sanawar near Kasauli, Lawrence Military school was started by Sir Henry Lawrence in 1847 for the benefit of the children of British soldiers. He also believed that Indians should hold positions of high responsibility in the British Raj. He argued forcefully for a "Career open to talent," because he thought it both right and good policy.

The school was taken over by the Government of India in 1857. The oldest public school 'Bishop Cotton School' was founded by Bishop Cotton on 28th July 1859 as a "Thank offering to Almighty God for the preservation of British people during the Mutiny of 1857." In 1868 it was shifted to Chhota Shimla. Partition took place in the year 1947. Bishop Cotton School remained by no means unaffected by the events that overtook at the time of political
independence of the nation. Killings and riots took place everywhere but in the school brotherhood bounded the pupils together. The community feeling in the school was further deepened. There was the painful parting of 43 boys including beloved Urdu Munshi and Hockey Coach Mushtaq. Among the boys that left by a convoy soon after the partition were Rivazities and Riwaz Khan and Humayunkhan the Ambassador of Pakistan in India.

In the later nineteenth century and early twentieth century the following schools were founded one after another in Shimla:

1. Christ Church Schools for boys 1877 and girls 1877.
2. St. Michael's Day School for boys.
5. Loretto Convent (Tara Hall) School for girls (1895).
6. Auckland School for girls (1866).
7. The Park's Boys School.
10. Ayrecliff School for girls (1877).
11. Union Church School (boys and girls).
13. Convent of Jesus and Mary School for girls (1864).
Among the convent schools mention may be made about the Auckland School which played and is still playing an eminent role in the spread of education in Shimla. The Auckland House School was founded in 1866 and was first of all called by the name of the Punjab Girls School. It was situated in Holly Lodge on the Jakhu Hill. Later on after a period of 2 years when the number of students increased, the governors bought the old house of Lord Auckland. In the year 1869 some additions and alterations were made and the school took the name of Auckland House School.

From 1904 to 1907 it was felt that Western music was a subject of importance. Lectures were delivered by Miss Strong, the Principal, on Schubert, Schumann, Beethoven and on a few occasions there used to be piano-recitals and songs. Western music was taught and the students took the piano examination of Trinity College, London, but the entertainments included plays and songs in English, Hindi, Punjabi, and Indian dancing as well as Western. Science and Mathematics held equal place with humanities. After Independence in the year 1947, Sanskrit was introduced instead of Latin, but French remained as an examination subject for overseas children. Hindi was taught in the school throughout and the regional language Punjabi was taught in the middle school.

The convent of Jesus and Mary was opened in Shimla in 1869. In the beginning it was for orphans and other children
belonging to the Roman Catholic persuasion. It was a boarding school where children of all creeds were received for tuition. In 1904 along with the school St. Bede's College was also started for the training of teachers. The college also undertook preparation of students for B.A. degree since 1947.

Then the Loretto convent school founded in 1895 at Tara Hall. The Courses of studies were of the standards of the European Schools in Punjab and the school was affiliated to the Trinity College, London.

St. Edward's school was founded in the year 1925 at Shimla. It is a member of the Conference of Heads of Anglo-Indian Schools run by the Society of Christian Brothers.

The other convent school was Loretto Day school situated on the Mall in a building which formerly belonged to the United Service Club and was acquired by the Loretto Sisters in 1945.

The aforementioned English schools were mostly aided by the government. The Indian population of Shimla also opened their own schools with Hindi or Urdu media of instruction in addition to English. Bengali community opened Bengali Boys school and Bengali Girls school. The Arya-Samaj started D.A.V. School for boys and girls, separately. Sanatan Dharam sect also opened their own school. Similarly Muslim community opened Islamia School and Sikhs also opened a Pathshala in Gurudwara on the Cart Road. Besides there
were also government schools viz: Government High School, Mayfield School etc. The British government also opened Vernacular Primary Schools in hill areas like Kotkhai, Kotgarh, Chausha, Dagshai and Sabathu for the benefits of rural population. Later on these schools were raised to higher standards.

With the opening of so many English and Vernacular Schools in Simla, some but not all hill-chiefs sent their children to the schools and encouraged those people who could afford to send their children to schools at Shimla, Kotkhai, Subathu where the government had opened the schools for the natives. Some public school educated princes, encouraged modern education in their states. The bigger states like Bashash, Sirmur, Jubbal, Bilaspur, Baghal, Baghat, etc. took keen interest as these were bigger in area, population and had good source of revenue. The other states were small in area, population and their incomes were very meagre.

Sirmur State was the biggest of all the states. Its Chief Raja Shamsher Frakash (1856-1896) was an enlightened ruler. His policy was to anglicise the administration and education. He opened many schools. There were three primary schools at Tilokpur, Sarahan and Paonta. Primary Schools of Sarahan and Paonta were upgraded to Middle schools and new primary schools were opened at Dadahu, Bhavai, Garahri, Narag, Bassahan, Phagu and Majara. Primary education was free. In these schools mediums of instruction were Urdu
and Persian. In 1886 indigenous and old Madarsa was converted into a middle school based on new pattern and organised on regular lines. Urdu was replaced by English, as official language in 1890. Later on Nahan Middle School was raised to High School and affiliated to Panjab University.

During Shamsher Prakash's time there were also a few indigenous schools, at Banur in Paonta tehsil, where Nagri was taught; Badog in Sain, Tehsil- Rainka, where urdu was taught, at Kufarmand in Pachhad where a Pandit taught Hindi and Sirmuri, and at several places in Nahan tehsil Urdu was taught to both girls and boys.

The shop-keeping class used to teach their sons the Mahajani script. They learnt arithmetic and the rules of interest but their learning was purely mechanical. 51

Attention was also paid to the female education. A school for girls was opened at Nahan during the last decade of nineteenth century which was raised to high school before 1934.

The rulers that followed Shamsher Prakash (1856-1896) were well-educated. They paid greater attention towards the spread of literacy by establishing and strengthening more and more schools in the state. Sirmur had during the year 1943-44, nine schools including three high schools, one for girls, three middle schools for boys. 52 In the year 1946-47 the total number of educational institutions in the state was as under:
1. Training School 1
2. High School 1 (Boys)
3. High School 1 (Girls)
4. Middle Schools 6
5. Primary Schools 50 (Boys)
6. Primary Schools 3 (Girls)

The number of students in all the schools in the State was 4016 at the end of the year 1946-47. Except in the case of the Boys' High School no tuition fee was charged in the State in Government, District Board and Municipal Institutions.

The Sirmur Compulsory Primary Education Act 2003, enabling the Local Bodies to declare Primary Education compulsory within the areas, under their jurisdiction, was passed by the Raj Parishad and assented by the ruling chief.

The total expenditure on education during the year was 1,16,223. Mostly teachers were trained; Literary meetings and clubs were organised and the plays were staged. Mid-day meals were also provided to poor students. Stipends were given to some poor students and scholarships to brilliant students.

According to Census 1951 the literacy figure of Sirmur was 7.5 per cent.

_Bashahr State:_ was the largest state of Shimla Hill states with an area of 3820 Sq.miles (4738 Sq.Kms.). Raja
Shamsher Singh (1850-1914) was a learned man. He had fair knowledge of English and used to speak and write English very well. Many letters written by him in English are available which show his flair for the language. He encouraged modern system of education in the state and opened many schools in the state. At the turn of this century there were three schools in the State— an Anglo-Vernacular Middle School with 112 scholars and Hindi School for religious instruction with 32 scholars in Rampur, the capital, and a Primary school with 27 scholars in Rohru.

The first Primary School in Chini Tehsil of the state was started at Chini (new Kalpa) perhaps in 1890 and another at Pooh in 1899. In 1914 another school was opened at Kilba and in 1920 the primary school of Chini was upgraded to Lower Middle School, to Middle Standard in 1944.

During the reign of Shamsher Singh an Anglo-Vernacular School was opened in 1913 at Arhal in Rohru tehsil. Besides, there were 4 Primary Schools in Rohru tehsil and 3 in Rampur. In the later years the Anglo-Vernacular Schools of Rampur and Arhal were raised to High Schools.

The District Inspector of Schools Shimla District, generally arranged tours to inspect most of the schools except the outlying primary schools of the Rohru tehsil. Divisional Inspector of Schools used to inspect the Rampur School once a year.
The chief difficulty experienced by the State was in the provision of an adequate supply of trained teachers. The State under Shamsher Singh had very largely increased its expenditure on education. Several teachers were sent at the State expense to training colleges and Normal Schools. Thus the education system improved. Education was free and Rs. 10,750 were spent during the year 1914-15.

Raja Padam Singh (1914-1947) took keen interest in education and established many schools in the thickly populated areas. Anglo-Vernacular schools of Rampur and Arhal were raised to High Schools. Urdu was adopted as the medium of instruction at the primary education level. Later on Urdu was replaced by Hindi. Nearly 50% teachers were trained. Besides, adequate provisions were made for the training of teachers. The State used to grant stipends and scholarships to poor and deserving students of the area for the pursuit of their studies. Bashahr state produced many graduates, law-graduates, doctors, engineers and administrators which lateron proved assets to newly born Himachal Pradesh.

Jubbal: Among the Shimla-hill states, some were of considerable size and importance, particularly Jubbal. Rana Karam Chand succeeded to Gaddi in 1849 and reigned upto 1877. He was a lover of Hindi and Urdu and had encouraged the reading and writing of these languages. He made Hindi and Urdu his court languages. He opened a Hindi school at Chopal.
During his reign Lord W.H.Hay was Superintendent of Hill State. He submitted a report to the Secretary, to the Chief Commissioner, Punjab on 17th November 1856 on Jubbal affairs. About schools, he stated that:

"I would propose to purchase with the balance Rs.28894/3/3 Government five per cent paper and devote the interest to the support of a school for the education of the youths of Jubbal and other neighbouring states."

"There is already a convenient building formerly used as a dispensary at Chopal on the hill road to Mussoorie, which would make an excellent school house."

"The want of a school is now severely felt in the remote districts of Jubbal, Throch, Balson and northern portion of Simur and the present opportunity would seem a favourable one for supplying this want."

The successive rulers paid sufficient attention towards the spread of education. At Deohra, the capital of the state a very fine building was erected as far back as 1900 and a boarding house was also attached. In 1909 middle school was started at Deohra which later on was raised to Anglo Vernacular Middle School.

Raja Bhagat Chandra was a great philanthropist. He opened many primary schools in the state and upgraded Chopal school to Anglo Vernacular School and in 1945 A.V.School to High School. There was provision for female education in the Schools and medium of education for them was Hindi. The Primary schools were at Nerula, Sarain, Peontra, Chandna,
Hira and Barhal. Scouting and cubbing was introduced in the middle schools during the year 1944 and 2 teachers were trained for it. This year, a refresher course was held at Jubbal to which teachers of all the schools were invited. For higher studies students were encouraged to go to Shimla or Lahore and they were paid stipends without any consideration whether their parents were poor or well to do. This ruler created a trust of ₹10,00,000 for the propagation of education and providing medical service to the people of Jubbal. For the benefit of hill people he opened a degree college in 1945 at Shimla and named it after his father as "Padam Chandra Sanatan Dharam College". Education in the State schools was free. High Schools and Middle Schools, of the state were affiliated with Panjab University, Lahore. Divisional Inspector of schools Shimla used to visit schools annually. Teachers were trained. During the year 1943-44, ₹11627/- on school expenditure were spent and ₹4898/- were given as stipends and scholarships. The chief used to take personal interest in it and he also appointed Dr. Trivadi as an Education Officer to boost the education in the State. Later on one of his students from Jubbal High School became the Chief Minister of Himachal Pradesh and Governor of Andhra Pradesh. Keonthal State ranked third amongst the Shimla Hill States and 12th among the Indian States in the Punjab. It
consisted of six detached tracts, divided into 18 parganas. No satisfactory information on the education system of Keonthal is available but at the turn of the century when Raja Bijai Sen (1901-1916) was the chief, vernacular primary schools were maintained at Junga, Fagu, Matiana, Rawin and Punar. Later on in 1934 one school was opened at Sawara. Bijai Sen's son Hamendra Sen (1916-42) was educated at the Aitchison College, Lahore. When he resumed power, he brought out many improvements in the state and encouraged education. As Shimla was quite near the state, he, therefore, encouraged his subjects to send their children to Shimla schools.

**Baghal State:** There was one Anglo-Vernacular Middle-school at Arki with 145 pupils; it had a boarding house. There was a troop of boy scouts in the school. There was also a girls school at Arki with 36 pupils. The male teachers were trained. There were also 4 village primary schools at Dhundan, Basantpur, Mangu and Manzir and a private Sanskrit and Hindi School at Batal.

**Baghat State:** This state ranked sixth among Shimla Hill States. Raja Dalip Singh (1860-1911) was well-educated, popular and public-spirited and the state was well administered. During his reign there was one Anglo-Vernacular Middle School at Solan with a staff of four teachers and an average attendance of 80 boys. Dalip Singh's son Raja Durga Singh (1911-1948) was educated in Aitchison College, Lahore. He paid a
special attention towards the education of his subject. Within 35 years the state made phenomenal progress in the Department of Education. The following educational institutions were started by Raja Durga Singh.

1. Victoria Dalip Singh High School, Solan.
2. Tarini Sanskrit Mahavidyala, Solan.
3. Lower Middle School, Deolh.
4. Primary School, Rajari.

The State used to provide aid to:
(a) Uma Girls Middle School, Solan and
(b) Lower Middle School, Solan Brewary.

The education was free throughout the state for state subjects. But all Rajputs of Shimla Hill and other relatives of the State employees were charged half fee. Hindi and Sanskrit were encouraged. Hindi was the medium of instruction in all the schools.

There was a local Boy Scout Association affiliated to the All India Boy Scouts Association. There were 110 boy scouts and cubs. Total number of students were 611 including 158 girls students. Schools were affiliated with the Panjab University. The Inspector of Schools Ambala Division used to inspect the school. Poor students were given stipends and during the years 1944-45, ₹2500/- were spent on it. Nearly 75% students were enjoying fee concession. In Tarini School the students in addition to free education, got free boarding
and lodging and free ks as well. During the year 1944-45 the expenditure on education was Rs.20,362.70p.

**Bhaji State:** Till the reign of Rana Durga Singh (1875-1913) there was no school in the state. He was succeeded by his son Rana Bir Pal Singh in 1913 who received his education in B.C. School Shimla. He opened an Anglo-vernacular middle school at Suni in which during the year 1934 there were seven teachers and about 100 students. There was also a primary school in each of the four Parganas, viz. at Basantpur, Dhaneshwar, Kalnol and at Karyali. For higher studies the students of Bhaji state used to go to Shimla.

**Koti State:** There was no school in Koti State and boys from the state used to attend school at Shimla.

**Dhami State:** There was a primary school at Halog, Shimla. Shimla and Jatog were near so the boys from the state used to attend schools at these places.

**Theog State:** The Arya Samaj of Shimla maintained a boy's school at Shali (opened in 1916) toward the expenses of which the State used to make grants. The village of Dhamandhri and Chikhar maintained their own schools to which the state used to contribute.

The other states of Shimla Hills, e.g. Khaneti, Delath, Madhan, Ghund, Ratesh, Rawingash, Dhadi, Mahlog, Balson, Kuthar, Kumharsain, Beja, Darkoti, Tharoch and Sangri were very small
in area and population. Their income was very meagre. They were not in a position to provide even a primary school to their subjects. The boys from these states used to attend schools in Kotkhai, Kotgarh, Jubbal, Solan and Shimla.

In the lower hills there were two important states—Bilaspur and Nalagarh. In Bilaspur State there were four schools in all. The Bilaspur school was later raised to Anglo-Vernacular middle school and in 1913-14 it was raised to High school. A Vedic Pathshala was also opened in 1904 at Bilaspur. There were primary schools at Ghumarwin and Attapur Bakhra. In Bilaspur by the year 1910 there existed four schools in the State, with 354 students on roll. By 1944 in Bilaspur state there were 28 Elementary schools, five girls schools (including one High School for girls), one senior basic school and one High school. There was special provision for the education of girls and adult education.

Rural education was under the Secretary for education. He was assisted by two inspectors. He also used to look after adult education. During the year 1941-42 handloom weaving was introduced in school at Sadar. Handicrafts like rope, knitting for girls and clay modelling for boys was also taught in the primary schools. Hindi was the medium of instruction, and in the upper classes English was compulsory. The total number of children who received education in the institutions was about four thousands. Refresher courses were conducted for the teachers. According to 1951 Census literacy figure of Bilaspur State was 5.5 per cent.
Nalagarh State: Raja Isri Singh (1876-1911) opened a Middle school at Nalagarh and one Primary School at Kundlu. He was succeeded by Raja Joginder Singh in 1911. He was educated at the Aitchinson College, Lahore. During his reign state made great progress. He raised the Isri School to High School. He also opened eight primary schools at Nalagarh, Manpura, Gullarwala, Bhattian, Burna and Goha Des in the Des, and at Nalbhasra and Rajawaha in the Pahar Tehsil. Education in all the schools was free.

The aforementioned facts give us the bird's eye view of the position of the education in the hill state from 1815 A.D. when they came under protection of the British to the formation of Himachal Pradesh on April 15, 1948.

The First Sikh war of 1846 A.D. brought the hill areas of Punjab lying between Sutlej and Ravi under the British. The British retained the Kangra States, viz., Kangra, Guler, Jaswan, Datarpur, Dada Siba, Nurpur, Kutlehar, Bera and Chhota Bhangal. They also retained Kullu, Lahaul and Spiti. But they returned states of Suket, Mandi and Chamba to their rulers. It would be pertinent here to discuss the position of education in the Punjab hill states e.g., Suket, Mandi and Chamba also.

Suket State: The first school in the state was opened by Raja Dusht Nikandan Sen (1886-1908) in 1893 A.D.
at Bhojpur. Two more primary schools at Dehar and Karsoq were also opened. There was also a private Shastri School at Naggar where Hindi was taught by private persons in the villages.

During the reign of Raja Lakshman Sen (1919-1948) special attention was paid towards the propagation of education. By 1946-47 there were following institutions in the state:

1. High School 1
2. Middle Schools 4
3. Primary Schools 16
4. Private aided schools 5

In the urban area there was one High school at Sundernagar with 15 teachers out of which 10 were trained. There was also one Girls Middle School at Sundernagar, the capital of the State. High School had a good library with periodicals.

Special attention was paid to the rural area. There were three lower Middle schools, one Girl school, fifteen State Primary Schools and five state aided schools. Rural education was under the Inspector of Rural Schools. In the Primary schools there was co-education. In these schools education was free. The annual expenditure on these schools was Rs.18210/-.
Vocational and Technical education was introduced in the Lower Primary Schools during the year 1945-46. Agriculture farms were attached to the rural schools. Expenditure on these activities was Rs.5763/-. Stipends and scholarships were given to the deserving students on the merit of results. Special concessions in fee to the sons and brothers of soldiers were given. Boarding house was attached with high school. Total number of students was 340.

The Mandi State: The Mandi State came under the protection of the British in 1846 A.D. Raja Bijai Sen (1851-1962) took over the administration of the state in 1866. On this occasion he devoted one lakh of rupees for works of public utility like school and hospital. In 1868 A.D. he obtained the service of Mr. Clark, an officer of the Education Department, who was appointed to Superintendent of the Raja's education. He procured the services of many able English officers. These British Officers encouraged education in the state. Towards the end of his reign there were 12 schools in the state including an Anglo-Vernacular Middle school at Mandi. The school at Mandi was efficiently staffed and was popular in the town. Mostly Khatris and Brahmans and a few Rajputs used to take interest in the subject.

Raja Joginder Sen (1913-1948) received his education in Queen Mary's College and Chiefs College Lahore. During his minority days the State was administered by British Officer,
e.g. G.Walkas, H.W. Emerson, J.R.S. Parsons. They took keen interest in the education of the State. By 1920 there were 22 rural schools (seven schools were opened in 1914-15) in which education was either up to the primary standard or consisted of simple instruction in Hindi and Sanskrit. A.V. Middle school building at Mandi was raised to a double storey at a cost of Rs.10,000/- Some of the school buildings were erected by public-spirited individuals and others by public subscriptions supplemented by State grants.

Female education made a good progress. The State budget on education was 22,000/-

In 1921 Mandi town A. V. Middle school was raised to High School standard and the staff was suitably strengthened. The total number of the students in the state that year was 1146. By 1926-27 the number of students increased up to 2500. Primary education was made compulsory in the town and within a radius of 5 miles (7 Kms) from the city. Now the state had one high school, with 29 teachers and 60 students where as 51 rural schools employ 75 teachers teaching some 1,774 students. Raja Joginder Sen was invested with full ruling powers in 1925. He took great interest in education in his subject. He raised Rishan A.B. Middle School to High School, Lower Middle School Janjahati to Middle school, and syllabus of Rattan, Bhushan, Prabhakar and English was introduced.

In 1943-44, there was one high school, four middle
schools, 32 primary schools including one middle school, one lower middle school and primary school for girls. In addition there were 11 aided and 3 private primary schools in the State.94

At the end of 1944-45 year there were following institutions:

(1) High Schools 2
(2) Upper Middle School 3
(3) Lower Middle Schools 12
(4) Primary Schools 37
(5) Government Aided Schools 13
(6) Private Schools 4

Rani Amrit Kaur Girls School, Mandi, Rani Lalit Kumar Girls School at Jogindernagar and one primary school at Annu Pati provided education to girls. Teachers including women teachers were sent for J.A.V. training. There were 50 trained teachers. Number of students were 5539. Agriculture was a special feature of rural education. Land plots were attached to the various schools. At Gohar there was a weaving centre. Tailoring classes were started in Lower Middle School. Pottery work was attached with the Lower Middle School Bhogrotu. In the upper and lower middle schools libraries were provided. Merit and poverty scholarships were awarded. Fee concessions were given to students. Total expenditure on education during the year 1944-45 was 95534/-.95
Chamba State: Chamba State also came under British protection in 1846 A.D. Raja Sri Singh succeeded to gaddi in 1844. In 1862 he requested the Punjab Government for the services of a British Officer. His request was acceded to, and Major Blair Reid was appointed Superintendent and he arrived on 1st January 1863. He devoted attention to the development of the State. Educational work was begun in the same year (i.e. 1863) by the opening of a Primary School, the nucleus of present High School.96

In 1870 Mian Gopal Singh became the Chief of the State and Col. Reid continued in charge. He in 1871 raised the Primary School to Middle Standard and a European Headmaster was appointed.97 Raja Sham Singh was well educated ruler. During his reign education was well fostered and the advanced pupils were encouraged to pursue their studies by the offer of scholarships in Chamba and on the plains.98 By 1906 Chamba town had two schools, one High school maintained by the State, and the other an Anglo-Vernacular Middle School maintained by the Church of Scotland Mission which used to receive a grant-in-aid. There were also several schools for girls in the capital in which the scholars taught to read and sew. Two of the girls schools were maintained by the Mission with a grant-in-aid from the state. All the State schools were well equipped, and Raja Bhuri Singh used to take keen interest in the spread of education, while the town had, by 1906 reached this well developed stage in organised education, there was,
even then almost no school education in the rural areas, there being even as late as that year, but a small pretence of a poorly attended school in Chaurah under the State Control. It was not before the year 1922 or so that the establishment of some regular schools in the villages received mentionable attention in the shape of some regular schools that were opened in the rural areas. The Muslims of Chamba had started an Islamia School in the mosque in the Chamba town where Quranic and other religious education was imparted with stress on Arabic and Persian. Urdu was generally in vogue, being the court language. The Hindus had started a Sanatan Dharam Pathshala to teach Hindi and Sanskrit. For higher education, the rulers of Chamba provided encouragement through stipends and scholarship, to those who wanted to join colleges outside the state.

During the reign of Raja Ram Singh (1919-1935) and Raja Lakshman Singh the state made a great progress in the field of education. The education was organised into urban and rural sector. In urban sector there was a High School in Chamba town with 19 trained teachers and 10 untrained teachers. The number of students was 599. Annual expenditure of High School during the year 1944-45 was Rs. 30,081/-. Free books and stipends and scholarships were provided to poor students. Scouts and medical facilities were provided to the school. It was regularly inspected by Inspector of Schools, Lahore. The State Victorial Girls School was raised to Middle
standard in 1942-43. Girl students were given free books. Expenditure on the school was ₹.4423/-.

The State used to give aid to the:

2. Scotch Mission Girls Middle School.
3. Arya Hindi Pathshala.
4. Arya Middle Vidyala.
5. Sanatan Dharam Sanskrit Hindi Pathshala.

Rural schools were under village schools officer. During the year 1944-45 there were 41 Rural Schools as detailed below:

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td>1</td>
</tr>
<tr>
<td>Lower Middle</td>
<td>4</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>36</td>
</tr>
</tbody>
</table>

Total number of students was 1391 in rural one.

There was co-education in these schools. The expenditure on Rural education was ₹.25257/-. Books were supplied free of cost to the village schools. Scholarships were also granted to poor students. There was also same arrangement for adult education. By the time the State merged with the Himachal Pradesh in the year 1948 there was one boys High School, one Girl's middle school and 46 primary schools.
Kangra, Kullu, Lahaul and Spiti: As a result of First Anglo-Sikh war of 1845-46 Punjab hill area of Kangra, Kullu, Lahaul and Spiti came under the direct control of the British. From the very beginning Kangra and Kullu divisions were administered by British Officers. They took keen interest in the spread of education in this region.

The first school in Kangra was opened in 1854 by Church Mission School and was established at Kangra by Mr. Mork with 30 or 40 boys. Later on it was raised to A.V. Middle School. The school used to get grants from District Boards, Municipal Committee and Provincial Funds. Fee was charged.

The population of Nurpur town between year 1860-1870 increased to 12,000 souls. Therefore a school was started here. At that early stage the staff consisted of eight teachers and a gymnastic teacher. In 1883 a Boarding house was also built for the school.

In 1868 one A.V. School was founded at Palampur. In 1891 this middle school was raised to High School. In 1883 Raja Bijai Sen of Mandi donated Rs.8,000/- to extend the school building. There were six English teachers and six vernacular teachers and also one gymnastic teacher. Attached with the school was a large boarding house with seventy to eighty boys. Sir James Lgell, once Deputy Commissioner of the district founded five scholarships at the school for Rajput, Kanet and Gaddi boys.
There were four Zamindari Schools intended specially for the sons of agriculturists. Two of these were in Kullu, Two Anglo-vernacular Primary Schools existed in Dharamsala, one managed by the Church Missionary Society and one by the Arya Samaj. Each received Rs.100/- annually from the Municipality. Female education was backward. There were no indigenous schools for girls, the seven controlled schools were at Nagrota, Haripur, Nadaun, Nurpur, Gangtha, Indaura and Kotla.

There was an Aided Primary School at Keylong in Lahaul and a small Mission School, Managed by the Maravian Mission, at Nirm and in Saraj. The schools of the district were under the Inspection of the Jullundur Circle.

Thus by the turn of the last century there was a High School at Palampur, A.V. Middle School at Kangra and Nurpur, Vernacular Middle School at Sujanpur, Sultanpur and Nadaun, while the 37 primary schools were divided among the tehsils as follows:

- Kangra 6
- Palampur 9
- Dehra 8
- Nurpur 7
- Hamirpur 5
- Kullu and Banjar 2

In the next 25 years period the education made great stride and number of educational institutions increased seven
times. In 1925 there were five High Schools, namely Government High School, Dharamshala; Arya Samaj High School Kangra; Canadian Church Mission High School, Palampur; Rajput High School, Andaura (opened in 1921); and D.A.V. High School, Sulah, Palampur. Besides there were 16 Middle Schools and 17 Lower Middle Schools. Total number of students were 6594. The position of Primary Schools in Kangra was as under:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Tehsil</th>
<th>No. of schools</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kangra</td>
<td>30</td>
<td>1676</td>
<td></td>
</tr>
<tr>
<td>2. Nurpur</td>
<td>22</td>
<td>1217</td>
<td></td>
</tr>
<tr>
<td>3. Dehra</td>
<td>35</td>
<td>1852</td>
<td></td>
</tr>
<tr>
<td>4. Hamirpur</td>
<td>45</td>
<td>2192</td>
<td></td>
</tr>
<tr>
<td>5. Palampur</td>
<td>48</td>
<td>2444</td>
<td></td>
</tr>
</tbody>
</table>

Total 180 9381

There were 30 schools for girls and number of girls students was 1265. Despite this the District was considered backward in higher education. This was due to poverty of the people and to the military traditions of the higher castes which led young men to seek career in Army. The Rajput preferred sword to the pen. The Brahman was contended with his paternal parcel of land and with the petty priest-hood duties, while the Girths wanted all his dependents to help him in the fields of rice.
In the next 25 years the district made admirable progress. The percentage of scholars to population in 1949 was 8.9. The following facts, regarding the number of schools and scholars, reveal the educational conditions more clearly:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>School</th>
<th>No.</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High</td>
<td>20</td>
<td>10271</td>
</tr>
<tr>
<td>2.</td>
<td>A.V.Middle</td>
<td>8</td>
<td>1910</td>
</tr>
<tr>
<td>3.</td>
<td>Vernacular</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) English opted</td>
<td>20</td>
<td>6519</td>
</tr>
<tr>
<td></td>
<td>(b) Purely Vernacular</td>
<td>20</td>
<td>326</td>
</tr>
<tr>
<td>4.</td>
<td>Lower Middle</td>
<td>48</td>
<td>6798</td>
</tr>
<tr>
<td>5.</td>
<td>Primary</td>
<td>271</td>
<td>18788</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>387</td>
<td>44412</td>
</tr>
</tbody>
</table>

In the above mentioned schools there were only 1440 teachers. It means that for 31 students there was one teacher. The low percentage of students to population was indicative of the fact that demand for education was very limited. In the countryside the influence of literacy was nearly negligible.

In Kullu in 1897 there were only six schools, consisting a vernacular Middle school at Sultanpur, three primary schools and two indigenous schools. In the next twenty years the number of schools increased and figures for the year
1917 was as under:

1. Two Vernacular Middle Schools at Sultanour and Banjar. 2. Two Government primary schools in Kullu tehsil and Seven in Saraj tehsils. Besides there were seven aided schools and four unaided schools in Kullu tehsil and seven aided and two un-aided schools in Saraj tehsil of 66 teachers, 48 were trained and 18 untrained. 59 were native teachers.

Besides the usual literary curricular, practical subjects were taught, including gardening, drawing, weaving of woollen blankets (at Ani Mission School), Knitting. The students in District Board Schools were encouraged by being allowed to sell their own work. At many schools boarding houses were maintained. From the survey of available literature on education it can clearly be deduced that the position of education in the Punjab hill areas which was integrated with Himachal Pradesh in 1966, was far better than in the princely states.

Before the merger of the hilly states on 15th April 1948, the development of education in the various constituent units of the state was very diversified in that certain units were much ahead, while the others were being backward with little educational facilities. There was no proper organisational set up. There were grave disparities between different states with regard to the provision of educational facilities, which came unevenly distributed between urban and rural areas.
to the disadvantage of the latter. The education of women was sadly neglected. The position with regard to teachers was highly unsatisfactory. The teachers were mostly untrained with meagre and different pay scales in different states. With a few exception the educational institutions were mostly in dilapidated buildings, ill-equipped and poorly staffed. There was no college in any of the integrated states, and with exception of 16 states none had even a high school. Not even 5 per cent of the children of school going age attended the schools.

Before the merger, there was no inspection staff maintained by any of the merging states. The inspections of erstwhile Shimla Hill States was carried out by the Punjab Education Department, and the same was the position in regard to Secondary Schools in Mandi, Suket and Chamba. At the time of merger, there was a teachers training school at Nahan with a capacity of 25 trainees and a training class was attached to Government High School Mandi, capable of training 20 candidates every year.

To have the first hand knowledge of the position of education in the pre and post integration era of Himachal Pradesh some personal interview of a number of educationists of Himachal Pradesh were conducted and appended at appendix number II.
Of the traditional education institution that existed in the year 1947, a few may be mentioned, Phagugurukula, residential institution in district Sirmur, Sanskrit Vidyalaya at Sundernagar, Sanatan Dharam Pathshala at Chamba and Tarni Sanskrit Pathshala at Solan. These institutions centred to a very small number of students and provided facilities not always adequate for higher studies in Hindi and Sanskrit.

Credit also goes to the selfless service in the Pradesh by some progressive institutions and imaginative individuals. Among institutions the name of the Arya-Samaj Chamba, the Sanatan Dharam Sabha, Chamba, the Dayanand Vidya Pracharni Sabha and Kalishthan Mandir trust deserve mention. Among notable persons who have contributed to the cause of education in the Pradesh are Pandit Ram Saran who opened a girls school in Chamba, Pandit Jaiwant Ram of Chamba a great educationists, Satya Nand Stoke, an American missionary who embraced Hinduism and gave a fillip to educational working in "Upper Simla Hills". Ram Dayal of Kotgarh, who became the first headmaster of Kotgarh School and Pratap Singh Negi who established a high school and a number of middle schools in Sirmur district. There was no idea of any technical education or professional education in any form, except at the feet of experts who were already in trade.
REFERENCES


2. Ibid., 1977, p. 9.


6. Ibid.

7. Ibid., p. 278.


(b) Also see Punjab Government Records, Lahore, 1911, Vol. I, 256-257.


10. Ibid., p. 497.


15 Ibid.

16 Ibid., p.22.


18 Total area of the merged states according to Survey of India, in 1941 Census Reports was 10,600 square miles.


21 Ibid.

22 Ibid.

23 Himachal Pradesh Notification No.2-1/60(Border)-1, dated the 21st April, 1960.


26. With the formation of a popular Ministry in 1952, the organisational set up for education in the Pradesh was strengthened and streamlined. There has been a steady progress in the primary and middle education.

27. The States reorganisation commission of 1956 had decided to merge Himachal Pradesh in the neighbouring states of the Punjab (of course Fazal Ali, Chairman dissenting). The leaders of the Himachal Pradesh however, were vehemently opposed to the merger and it was agreed to retain Himachal Pradesh as a separate entity in the form of Union Territory under the territorial Council rather than become part of Punjab.


30. On the basis of personal Interview with K.S. Sauhta, who was a native of Jubbal State and an eminent Lawyer of Shimla.


35 The purpose was to raise the standard of education of the lower classes of Europeans and Eurasians. Lord Canning contributed a sum of Rs.10,000 and the school was fully established in January 1863 at Jutog near Shimla.


38 Ibid.


40 Ibid.

41 Ibid.

42 Ibid., p.2

43 Ibid., p.2


45 Souvenir of Jesus and Mary. Shimla Chelsea issued on the occasion of the Centenary of the Foundation 1864-1964, p.2.

47 Ibid.


49 Sirmur State Gazetteer, 1904, Lahore, 1907, pp. 18 and 104.


51 Sirmur State Gazetteer, 1904, Lahore, 1907, p.104.


55 Punjab State Gazetteer: Simla Hill State 1904, Bashahr State, Lahore, 1911, p.79.


57 Ibid.


62. Ibid., Chapter 8.


72 Gazetteer of the Shimla Hill States: Bhaji State, 1934 Lahore, 1935, p.3.

73 (a) Bihari Lal-Report Bandovast Kanuni Rivast Koti, Lahore, 1917, p.11.
   (b) Punjab States Gazetteer: Shimla Hill States: Koti state, Lahore, 1911, p.12.


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79 Anand Chand, Bilaspur Past and Present, Delhi, 1954, p.41.


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84  **Punjab State Gazetteers**: Suket State, 1904, Lahore, 1908, p.43.

85  **Suket State, Annual Administration Report, 2003**
    B.K.S.(1946-47), Printed at Delhi, p.35.

86  Ibid.

    (b) **Punjab Gazetteers- Mandi State**, 1920, Lahore, 1920, p.53.

88  **Punjab States Gazetteer**: Mandi State, 1904, Lahore, 1908, p.67.


91  Ibid., p.148

92  Ibid., p.165.


67


97    Ibid., pp. 331-332.


103   Punjab District Gazetteers: Kangra District, 1904, Lahore, 1907, p.247.

104   Ibid.

105   Ibid., p.246.


107   B.D.Talib, Survey of Small Holding Cultivation in Kangra District, Board of Economic Inquiry Punjab, 1951, p.15.
