CHAPTER III

EDUCATIONAL DEVELOPMENT OF TRIBAL
3.1 Tribal and Their Educational Development in India

Development, in a very general or common sense may refer to a qualitative change or progress, so far as the material needs are concerned. In a populated and poverty stricken country like that of our fulfilment of basic material need may occupy the top most position on the way to qualitative change or progress. Subsequently, it may allow the wholesome living condition in respect of education, consciousness, participation in the national or regional progress etc. to be incorporated. Therefore, development may be basically said to imply creating required condition in a particular society for whole some living of its members (Behura, 1982: 17).

The term development is also used for the process of allowing and encouraging people to meet their own aspiration. And main aim of development is:

- to increase national per capita income;
- to raise the standard of living of the people;
- to secure justice, freedom, equality and security for them in the society.

In the case of tribal population, development has to be perceived in terms of re-organisation and re-
orientation of the entire economic and social system. The condition of the tribals in India has worsened and are termed as victims and refugees of development. Therefore, the planners, especially those entrusted with the task of planning for the tribals have to a great extent, analysed the problem in depth.

At present there are 427 tribal communities in India, comprised of only 8.08 per cent of tribal population. The growth of tribal has been given in the table 3.1.

TABLE 3.1

POPULATION OF SCHEDULED TRIBES IN INDIA
FROM 1961 CENSUS TO 1991

<table>
<thead>
<tr>
<th>Census</th>
<th>Total Population</th>
<th>Total Population of ST</th>
<th>Percentage of Tribal Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>43,90,72,582</td>
<td>2,98,79,249</td>
<td>6.81</td>
</tr>
<tr>
<td>1971</td>
<td>54,79,47,829</td>
<td>3,80,15,162</td>
<td>6.94</td>
</tr>
<tr>
<td>1981</td>
<td>66,52,87,849</td>
<td>5,16,28,638</td>
<td>7.53</td>
</tr>
<tr>
<td>1991</td>
<td>83,86,00,000</td>
<td>6,77,58,380</td>
<td>8.08</td>
</tr>
</tbody>
</table>


As depicted in Table 3.1 the tribal population in 1961 was only 6.81 per cent. It increased 8.08 per cent in 1991.
The Tribal Communities in India spread over in seven regions as under:

(i) **Central Southern Tribal Region**

It comprises Baster and surrounding tribal areas in Southern Madhya Pradesh, Southern belt of Orissa, Eastern tribal belt of Maharashtra and Northern tribal belt of Andhra Pradesh. The tribal community in the region is the Gonds.

(ii) **Central Northern Tribal Region**

Comprises of Chhhotanagpur belt of Bihar, Eastern tribal belt of Orissa and Western Tribal Belt of West Bengal. This region represents the largest tribal concentration in India. Main tribal community in this region are Santhal, Oraon, Munda and HO in the Eastern part and Gound and Kol in the West.

(iii) **The Western Tribal Region**

This region Comprises the southern tribal belt of Rajasthan, Eastern tribal belt of Gujarat, Western tribal belt of Madhya Pradesh and Gujarat and Northern tribal belt of Maharashtra as well as Dadra, Nagar, Haveli, and Daman. The predominant tribal communities of the region are Bhils in the Northern half and Dhodias, Gamits and Kartis in the South.
(iv) **North-Eastern Tribal Region**

The above region comprises hilly areas in Assam, Meghalaya, Nagaland, Arunachal Pradesh, Mizoram, Minapur, Sikkim and Northern Western-Bengal and the plain areas of Assam and Tripura. This region has a large number of small tribals including the Naga, Khasi, Moro, Hiri, and Tripuri.

(v) **North-Western Tribal Belt**:

The North Western Tribal Belt comprises the tribal belt in hills of Western Uttar Pradesh and Northern Himachal Pradesh. The prominent Tribal Communities of this region are the Botias, Jounsaries, Lahaulies and Kinnauras.

(vi) **South Tribal Pocket**

This comprises the tribal areas on the tri-junction of Tamil Naidu, Kerala and Karnataka. Major tribals are Malayali, Salnga and Kurmba.

(vii) **Oceanic Groups**

Oceanic groups of tribes comprises the tribal communities in Andaman and Nicobar Islands and Lakshdweep. Jarwas, Origes, Sent-enelese and Great Andamain's are the ethnic groups that inhabit these islands.
Identification of Tribal Areas and Constitutional Safeguards:

Before Independence British Government declared some of the difficult terrain and inaccessible areas as tribal areas in the form of extended and partially extended areas. Towards the end of 18th century some of the tribal areas are marked as Munda uprising (1789-1901), Santhal (1855-56), Bhill rebellion (1879-80), Baster Uprising (1910-11) and Gond rebellion (1940), etc.

After independence the special place was assigned to the upliftment of tribal areas. At the onset of constitutional, the tribal areas were classified in 1956 by the act of Parliament keeping in view the 1931 census classification of Scheduled tribe and enacted under article 342. The Government of India was committed to the development of Tribal people who had suffered discrimination and neglected during the British rule. The constitutional safeguards were provided for the development of tribal communities. All these safeguards has apparently, been provided to facilitate the implementation of Directive Principles of State Policy contained in Article 46 of the Constitution which reads as follows: "The State shall promote with special care in the educational and economic interest of the weaker sections of the people and in particular of the scheduled castes and scheduled
tribes and shall protect them from social injustice and all form of exploitation."

The other relevant articles from the constitution are reproduced below:

Art. 15 - Prohibition of discrimination on grounds of religions, race, caste, sex or place of birth.

Art. 16 - Equality of opportunity in matters of public employment.

Art. 19 - Protect of certain rights regarding freedom of speech.

Art. 46 - Promotion of educational and economic interests of SC's and ST's and other weaker section.

Art. 164 - Other provisions as Ministers.

Art. 244 - Administration of Scheduled Areas and Tribal Areas.

Art. 275 - Grants from Union to Certain States.

Art. 330 - Reservation of Seats for SCs and STs in the House of People.

Art. 332 - Reservation of seats for SCs and STs in the Legislative Assemblies of the States.

Art. 334 - Reservation of Seats and special representatives to cease after thirty years.

Art. 335 - Claims of SCs and STs to service and posts.

Art. 338 - Special Officer for SCs and STs.
Art. 339 - Control of the Union over the administration of Scheduled areas and welfare of STs.

Art. 342 - Scheduled Tribes

Art. 244(1) - Provision as to the administration and control of Scheduled Areas and STs.

TRIBAL DEVELOPMENT

As per the constitutional safeguards the development of Tribal Communities became the priorities areas for the Government. The Plan-wise development of Tribal population is as under:

Development During Five Year Plans

On April 1, 1951 the First Five Year Plan was launched. The Community Development Programme and Panchyati Raj Movement were launched on 2 Oct, 1952 and 2nd Oct, 1959 respectively. They were all intended to take the benefits of a new life in Independent India to the last citizen residing in the farthest corner of the country. These small beginnings were good for the welfare and development of the long neglected and deprived tribal population of the country.

The First Plan was of the Order of Rs. 2,356 crores, out of which a lump sum provision of Rs. 39 cores was made for the scheme for Backward classes. Against this
plan, an expenditure of Rs. 25,98 crores was incurred by State Government on the Backward classes during the First-Plan. This included an expenditure of Rs. 17.36 crores on the welfare of Scheduled Tribe and emphasized the schemes of health communication and housing.

- The second-plan was initiated in 1956 and a provision of Rs. 91 crores was made for all Backward classes. The Scheduled Tribes were assigned Rs. 48.33 crores and this plan emphasized economic development.

- The Third-Plan renamed these block as Tribal Development Block with the priorities for economic uplift, education and health, housing and communication. During this Plan 415 Tribal Development Blocks were set up. Each block covered a population of 25,000 with two third tribal population.

- By the end of Fourth Plan, 43 per cent of tribal population was covered in 504 tribal development block. In this period, a number of programmes were taken up for small farmers those who lived in rural areas. With this emphasis on the rural poor some of more backward tribal area also received attention.

- The Fifth-Plan may also be termed as a landmark in the development planning for the tribal people of the country. It will be remembered for this birth and
operation of the concept of sub-plan for the tribal regions of a state, within the overall frame of the State Plan. The objective of the trial sub-plan has been spelt as development of the areas with focus on Scheduled tribes population within the sub-plan areas. The unit of Planning, an Integrated Tribal Development Project (ITDP) comprised an aggregate of development blocks. By the end of Fifth Plan, 18 states sub-plan covering 65% of the tribal population of the country had been divided into 179 projects (ITDPs) sub scheme for schedule tribes was implemented in 19 states/ UTs in the Fifth-Five-Year-Plan with a primary allocation of Rs. 856 crores.

Under the 20 point programme of 1986 development of scheduled tribes was recognized. Central Government was also burdened with the responsibility for developing the scheduled tribes, so that all round development of scheduled tribes can be assured.

The long term objective in the sixth-plan continue to be the same as in the Fifth Plan, viz., narrowing the gap between the level of development of tribal area and other improving the quality of life of the tribal people. In this plan 39.67 lacs scheduled tribe families were provided financial help. Special Central Assistance (SCA) Welfare Ministry has provided Rs. 486 crores in this plan.
In the Seventh Plan Special Development Tribal Sub-Plan for scheduled tribes and specific schemes for the welfare and development of scheduled tribe were implemented. At the end of the plan, the tribal-sub-plan strategy was being implemented through 191 Integrated Tribal Development Projects, 268 projects of Tribal concentration (MADA), 74 clusters and 74 primitive tribal groups projects, resulting in expansion of infrastructure facilities and enlargement and coverage.

In Eight FIVE-Year Plan, there has to be an intensification of efforts to bridge the gap in the level of development of scheduled tribe, schedule caste and backward class. Problems of access for scheduled tribes to programme and services have to be identified and removed.

TRIBAL EDUCATION IN INDIA

Education is the most important single factor in achieving rapid economic development and technological progress and in creating social order founded on the values of freedom, social justice and equal opportunity. It is of late that the role of education as an investment in human resources have been increasingly recognised all over the developing countries. Although the spread of education in India as a whole have been quite fast in the last two decades. But in case of scheduled tribe it is uneven
rather unsatisfactory. A special emphasis has been given for the welfare of tribals in India's National Plans, because education is the only factor which gives them a chance to increase their income and raise their level of living.

**Historical Perspectives**

1. **Ancient Tribal Education**

   In ancient India a Brahmin Guru or Rishi imparted instruction to the students who were admitted to his Ashrama. The major thrust of education was on learning the religious scriptures and character building. Although women had an equal right to education, but women in general remained outside the mainstream of the educational system.

   Buddhism and Jainism came into existence as a revolt against some rigid practise of the Hindu religion. There was no caste distinction in their religious order. The Buddhist educational institutions were generally based on the Brahmanical system, but they were more organised. The medium of instruction was Pali as well as Sanskrit. Education was free. In the beginning only the monks could study, but later other students were also admitted to school and instructed in subjects which was useful to them for their future life. It was open for the persons from the lower castes or of the tribal origin to obtain
education under this system, particularly if they were followers of Buddhism.

During Muslim rule no special efforts were made to spread education among lower caste or aborigines, and education was, by and large, a privilege of middle and higher castes. It seems that the aim of education during this period became a combination of sacred and secular type of knowledge. Women in general did not get any education, only some girls from rich or the royal families could obtain some education.

During British period the socio-economic conditions of tribals changed markedly. The British Government has appointed the Indian Education Commission (1882) which naturally recommended that special efforts must be made to educate the tribals and to train the teachers from the tribal themselves. During this the government started to provide various facilities to the tribal students. It provided free books, slates to all primary students and also gave some scholarships.

After the recommendation of the Education Commission (1887), the British Government as well as Princely States made efforts to educate tribals. But the people were ignorant, timid and superstitions. Moreover, they believed that one who takes education dies early.
Due to the efforts of Christian Missionaries, social workers, some of the progressive native rulers and with some support from the government, spread of education among tribal was gathering a slow but gradual momentum. Some Indian, who were dissatisfied with the western model of education, started experimenting in the field of education. The creative Tagore and Gandhi resulted into institutions, like Visva Bharati. The experiment of Mahatma Gandhi, known as Wardha Yojna, is a unique and even today, it is being efficiently practised at some places.

**After Independence**

After independence education among tribals in formal institutions has made very little impact on tribal societies. Prior to 1950 the government of India had no direct programme for the education of tribals, with the adoption of constitution of Scheduled Tribe has became a special responsibility of the central as well as of the State Government.

The Indian constitution has recognised the significance of education for social transformation of tribal. In this regard the Article 46 states that "the state shall promote with special care the educational and economic interest of the weaker sections of the people, and in particular, of the Schedule Castes and Scheduled Tribes, and shall protect them from social injustice and all form
of exploitation."

Its objective is to promote their educational and economic interest to remove certain social disabilities that they have been traditionally subject to. It provides reservation of seats in the parliament as well as the legislative for the schedule tribe and Schedule caste on the basis of their population. It is the responsibility of both State and central government to co-ordinate in educational facilities, determination of standards of higher education, scientific and technical education and research soon.

The Kothari Commission (1964) observed the development of education in terms of Schedule Tribe and Caste. The provision of providing facilities the tribal education as the primary stage should be improved and Ashram schools should be established in spreadly populated areas. The medium of instruction for the first two year of the school, should be the tribal language, during this instruction in the regional language and, by the third year, the regional language should become the medium of instruction.

In spite of the report of the Commission on the development of Tribal Education, the progress was at Snail’s pace. There are various reasons for the slow
progress of tribal education. Such as, most of the tribal areas remained unapproachable due to weather conditions and during rainy days and winter. Due to uncertainty of weather, the non-tribals do not like to serve in these hard areas. To cope up this problem Kothari Commission further recommended that the teachers posted in Tribal areas should be provided better pay scale and adequate housing facilities.

National Policy of Education (1968) also gave emphasis on the development of education among tribal people. To promote education in tribal areas, the Draft National Policy on Education (1979) laid stress on the provision of incentives such as mid-day meals, free textbooks, stationary and uniforms should be given to the school children in tribal areas. New Education Policy (1986) clearly stated that "the state government would accord the priority in the opening of primary schools in the tribal area, including the construction of school buildings—in order to provide identity to the tribal ethnicity, efforts would be made to develop curricula and devise instrumental material in tribal language—efforts would be made to prepare Schedule Tribe youth to take up teaching job in tribal areas.

The New Educational Policy Documents puts a premium on starting residential schools for tribals
including Ashram schools, looking to the need structure of tribals, special efforts would be made to bring them to accept technical, professional and para professional closes as a new deal for their future. The document also emphasis the introduction of Angan Wadi centres, non formal and adult education on priority basis in areas predominantly in habited by the Scheduled Tribes and it is also planned that curriculum at all stages of education will be designed to create an awareness of the rich culture identity of the tribal people as also their enormous creative talents.

During the Eighth Five Year Plan Period the facilities like schools, hostels and institutional structures for health care, nutrition drinking water supply will be made available. Pre-matric stipends and postmatric scholarships, amount has been increased. The amount of book schemes free supply of uniform has also gone up.

Literacy:

Literacy is one of the important parameter by which the development of education can be measured.
Progress of Tribal Literacy in India

According to the census 1961 literacy rate among tribals was 7.99 per cent. It increased to 23.63 in 1991. The progress of Literacy among tribals in India has been given in Table 3.2.
### Table - 3.2

LITERACY RATES AMONG SCHEDULED TRIBE POPULATION FROM 1961 CENSUS TO 1991

<table>
<thead>
<tr>
<th>Census</th>
<th>Tribal Male</th>
<th>Tribal Female</th>
<th>Rural Tribal Male</th>
<th>Rural Tribal Female</th>
<th>Total Tribal Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>13.04</td>
<td>2.89</td>
<td>8.42</td>
<td>2.62</td>
<td>7.99</td>
</tr>
<tr>
<td>1971</td>
<td>17.07</td>
<td>4.58</td>
<td>13.08</td>
<td>4.06</td>
<td>10.89</td>
</tr>
<tr>
<td>1981</td>
<td>24.52</td>
<td>8.04</td>
<td>17.96</td>
<td>6.81</td>
<td>16.35</td>
</tr>
<tr>
<td>1991</td>
<td>32.50</td>
<td>14.50</td>
<td>30.62</td>
<td>12.74</td>
<td>23.63</td>
</tr>
</tbody>
</table>


The table shows that:

- the literacy rate of the rural tribal is the lowest from tribal groups,
- the female literacy always is lower than the male literacy and
- the literacy rate of the rural tribal female is lowest of all social groups.

#### 3.2 TRIBAL AND THEIR EDUCATIONAL DEVELOPMENT IN HIMACHAL PRADESH

In Himachal Pradesh there were, according to 1991 census, 1,51,433 tribal people constituting 4.22 per cent of
total population. Tribal population of Himachal Pradesh resides mostly in the district of Kangra, Kinnaur, Chamba, Lahaul-Spiti and Kullu. Although, the Scheduled Tribes population is scattered all over the state but three districts, namely Chamba, Kinnaur and Lahaul-Spiti stands distinctly apart from other district in terms of tribal population. The Kinnaur and Lahaul-Spiti districts in their entirely and Pangi and Bharmour tehsil of Chamba district constitute the tribal areas in the state, fulfilling the minimum criteria of 50 per cent schedule tribe population concentration in A.C.D. Block. The most distinguishing mark of the tribal areas in the state is that they are very vast in area but extremely small in population with the result that per unit cost of infrastructural activity is very exorbitants.

The following tribes have been declared Scheduled Tribes in Himachal Pradesh:

1. Gaddi
2. Gujjar
3. Jad, Lamba, Khampa and Bhot (or Both).
4. Lahula
5. Pangwala
6. Kinnaura or Kinnaura
7. Swangla.
TRIBAL AREAS

The five areas Kinnaur, Lahaul, Spiti, Pangí and Bharmour are declared the Scheduled Tribe areas under the Fifth Schedule of the Constitution by the Government of India as per Scheduled Area (H.P.) Order, 1975 dated the 21st November, 1975. The administrative boundaries of five ITDPs are depicted in attached map.

The brief description of each tribal belt is given below:

1. **Kinnaur**

   Kinnaur, the north-eastern frontier district of Himachal Pradesh lies in the western Himalayas on both the banks of the river Sutlej and situated between 31° 05' 50" and 32° 05' 15" North altitude and between 77° 45' and 75° 00 35" east longitude. It adjoins part of western Tibet with which it shares its eastern boundary. Earlier it was known as Chini tehsil of earlier Mahasu district (now Shimla district). It was given the status of an independent district on May 1, 1960. The Kailash peak is the highest peak (21,000 ft) in this district. Its mountain peaks rise between 17,000 ft and 22000 ft.

   Kinnaur is the abode of Kinnaura and Kinnora. The name used in official designation of "Scheduled Tribes".
People of Kinnaur are strudy, simple and hard-working. Their simplicity enshrines within them a great sense of self-respect. They have to face heavy odds of life yet are full of laughter and gaiety.

2. **Pangi and Bharmour**

Pangi and Bharmour are two sub-division of Chamba district lying to the north-eastern side of the district. Pangi sub-division lies between north latitude 32° 33' and 33° 19' and between east longitude 76° 15' and 77° 21'. Thirot Nullah on the eastern side and sansari Nullah on the western side separate Pangi sub-division from Lahaul-Spiti district. There are five passes through which this region is connected with outside world. The highest pass is at a height of about 16,200 feet. Pangi is remarkable in its rugged grandeur and austere beauty. The Chanderbhaga and Chenab river which flows into the valley from Lahaul-Spiti, runs through its entire length.

The main tribes of Pangi are viz, Pangwals, Lahaula and Bhot or Bodh. The majority of the population in habitating Pangi sub-division belongs to Pangwala tribe. There is no restrictions on food and marriages among the high caste's but they do not eat or intermarry with the lower castes and not even with the Bhots. They are mostly engaged in farming, but a few rear sheep and goat too.
Economically they are very backward in view of the fact that area remain cut off from the rest of the world for a major portion of the year.

Bharmour is the other sub-division which has a great historical importance. It was here that the erstwhile Chamba state was founded. This town has founded by Marn (AD 550). Bharmour sub-division is situated approximately between $32^\circ 11'$ and $32^\circ 41'$ north latitude and $76^\circ 22'$ and $76^\circ 53'$ east longitude. Its boundaries touches Lahaul-Spiti and Kangra district. The Scheduled Tribes of Bharmour is known as 'Gaddis'. The Gaddis are the semi-nomadic people who inhabit, the Dhauladhar ranges in the north of Himalayan Beas Basin. The mountainous habitual has strongly influenced their economy. They are handsome and tall, robust and energetic people. Their complexion is fair and 'Gaddans' (the Gaddi women) are well known for their good looking. Traditions connect their origin to those Hindus who sought refuge in thee Dhauladhar mountains range from was and religious persecution in the plains during the mughal period.

3. Lahaul and Spiti

Lahaul and Spiti which is now one of the twelfth district of Himachal Pradesh came into existence as a separate revenue district in the year 1960. Prior to that
it was only ninth sub-tehsil of Kullu Sub-Division. Kullu was part of the erstwhile Kangra district of Punjab. Before 1941 Lahaul-Spiti were separate Himalayan waziries or cantons of the Kullu sub-division. In the distant past Lahaul and Spiti had been changing hand between the rulers of Ladakh, Kullu and Chamba. Lahaul and Spiti the two geographical units beyond Rohtang and Kuzam passes, on Tibet Border was put together to form a new district of Himachal Pradesh in 1966. This district in the western Himalayas is situated between North latitude 31° 44' 57" and 32° 50' 57" and between east longitude 76° 46' 20" and 78° 41' 34". The entire district is full of natural scenery as standing invitation to tourist and visitors to explore and write about its hidden grandeur.

Area and Population

Geographical area of tribal areas continues to be the same in 1991 (23,665 sq. Kilometer), but the population has increased from 1,33,847 in 1981 to 1,51,433 in 1991 and depicted in Table 3.3. Density of population per square kilometers continues to remain constant at 6. The table 3.3 shows the population of Scheduled Tribes (Sub-Division-wise in 1991).
# TABLE 3.3

**SUB-DIVISIONWISE POPULATION OF SCHEDULE TRIBE IN HIMACHAL PRADESH (1991)**

(In Lakhs)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>District</th>
<th>Total Population</th>
<th>Tribal Population</th>
<th>Tribal Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>1.</td>
<td>Kinnaur</td>
<td>6,401</td>
<td>38,394</td>
<td>32,876</td>
</tr>
<tr>
<td>2.</td>
<td>Lahaul–Spiti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lahaul</td>
<td>6,244</td>
<td>11,796</td>
<td>9,907</td>
</tr>
<tr>
<td></td>
<td>Spiti</td>
<td>7,591</td>
<td>5,428</td>
<td>4,163</td>
</tr>
<tr>
<td>3.</td>
<td>Chamba</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pangi</td>
<td>1,601</td>
<td>7,722</td>
<td>7,238</td>
</tr>
<tr>
<td></td>
<td>Bharmaur</td>
<td>1,818</td>
<td>17,717</td>
<td>16,192</td>
</tr>
</tbody>
</table>

Total Tribal area: 23,655 | 81,057 | 151,433 | 69.27

Total H.P.: 56,673 | 1,17,467 | 51,70,877 | 4.22

From Table 3.3, it appears that Lahaul-Spiti district is the largest land mass but it inhabits minimum populated district. This district is one of the most backward and more inaccessible district of Himachal Pradesh. Bharmaur area is mostly thickly populated...
followed by Kinnaur. From the total population 69.27 per cent are scheduled tribes and rest 18 per cent are SC and 13 per cent are others and male and females are in the ratio of 54:46. The entire population in the tribal belt continue to be rural.

**Development of Tribal Areas of H.P. During Tribal Sub-Plan Period:**

Planned efforts for tribal development were an integral part of the sectoral development under different Five Year Plans. In pursuance of the Article 46, the first systematic effort for the development of tribal areas was initiated in 1955 in the form of special multipurpose Tribal Development Blocks. The modified version of this programme was taken up on a larger scale during the second plan, when Tribal development blocks were started. This programme was further expanded during Third plan and covered only 2/3rd tribal concentration. The area coverage remained practically unchanged by the end of the Forth Plan. It was, therefore, decided in 1974 to evolve a new strategy for the development of tribal areas. Thus in the beginning of the 5th Plan item, the new strategy comprises preparation of sub-plan for areas of tribal concentration. Tribal development envisaged a two pronged strategy to cover both the concentrated and dispersed tribals. A special treatment for developmental work was given to two
border districts of Kinnaur and Lahaul-Spiti.

The Fifth-Plan has been regarded as a watershed in the history of tribal development programmes. Initially three Integrated Tribal Development Projects were constituted in place of earlier seven tribal development blocks. These three ITDPs were (i) Kinnaur, (ii) Lahaul-Spiti and (iii) Pangi and Bharmour areas of Chamba district. Thus at present there are five ITDPs, namely Kinnaur, Lahaul, Spiti, Pangi and Bharmour.

The original plan sub-plan for the 5th plan period (1974-79) was approved by Rs. 16 crore (State Plan Rs. 12.81 crores and SCA Rs. 3.19 crore) against an outlay of Rs. 10.94 crore (State plain Rs. 9.05 crore and SCA Rs. 1.89 crore), the actual expenditure was Rs. 9.12 crore which gave utilization at 83 per cent.

During Sixth-Plan emphasis was shifted from welfare family and beneficiary. The general framework of socio-economic programme specifically directed at the Scheduled Tribes. In this period, two pockets of tribal concentration (MADA) were identified in the State in 1981-82 and Scheduled Tribe Population coverage were 63 per cent. For each areas, a target group or community approach was followed for the development of Scheduled Tribe population living therein.
Total outlay for the Tribal Sub-Plan during Sixth Five Year Plan was Rs. 53.96 crores (The State Plan Rs. 47.47 crores and SCA Rs. 6.49 crores). The expenditure was about 14 per cent higher than the outlay, giving the plan fund utilization of 113.97 per cent for the entire plan period 1980-85.

During Seventh Plan period T.S.P. strategy was extended to cover all the tribals including the dispersed tribals in the beneficiary oriented programmes. Total outlay for the Tribal Sub-Plan during Seventh Plan was Rs. 106.50 crores (Rs. 94.50 crores for State Plan and Rs. 12.00 crores for SCA) State Plan flow to the tribal sub-plan was targeted at 9% for the Seventh Plan period and actual achievement had been of the order of 8.78%.

The tribal sub-plan strategy adopted from fifty plan onwards has yielded result and proved beneficial to the socio-economic development of tribal people. This arrangement has been recommended to be continued during the Eighth Plan-Period.

For the Eighth Plan (1992-97) an outlay of Rs. 246.5 crores was proposed for tribal Sub-Plan (State Plan from Rs. 225.18 crores and SCA component was Rs. 21.32 crores). Thus 9 per cent of the total State plan goes to the development of tribal areas. Himachal Pradesh government has put the tribal development as one of the priority area in the allocation of funds etc.
Tribal Education in Himachal Pradesh:

In Himachal Pradesh for centuries no one paid any attention towards tribal education. Before the advent of British rule, system of instruction was mostly connected with the religious institutions. The Scholars of Nalanda and Taxila Universities of the ancient times visited this trans-Himalayan region. Their aim was to spread education in tribal area of Kinnaur and Lahaul-Spiti. But they spread the teaching of Buddhism. Buddhists monks teach and preach religious education and thus, they prepared a band of monks and nuns locally known as lamas and Jomos respectively. Gradually these adventurous pioneers penetrated even the most remote and obscure areas and spread their type of religious education among the people of Kinnaur and Lahaul-Spiti.

The credit of Modern Education goes to a band of foreigners, namely, a Morarian Mission who started school at Keylong (1861), Chini (1890) and in Puh (1899). In 1914, Primary School at Kilba was started. The Chini school was upgraded to lower middle in 1920 and middle in 1944. Thus the educational facilities in this behalf was restricted to the primary and middle level only prior to the independence.
Educational Development After Independence:

After independence rapid strides were made in the spread of educational facilities in the state in general and the tribal areas in particular although it is difficult and costly affair especially in the case of tribal area. Under Article 41 of our constitution, it has been directed that the state shall within the limits of its economic capacity, make effective provision for securing the right to education. Article 45 further guarantee free and compulsory elementry education. Promotion of educational interest of scheduled tribes is also one of the tasks assigned to state under Article 46. Educating these tribal communities and bringing them to the level of other categories of our population has been the prime objective for the government and, yet, we are far from the goal.

A Tribal Advisory Committee was instituted at the State level for the welfare of the tribal classes. During the period of 1965-66 a variety of incentives were provided to encourage education among scheduled caste/ tribes. In addition to mid day meals, free stationary and free hostel facility for about 300 students in Lahaul-spiti was also provided. A separate plan was implemented for education at development in tribal area, in three districts with high tribal concentration (Kinnaur, Lahaul-Spiti and Chamba) in Himachal Pradesh. Monetary assistance for purchase of
books, hostel expenses and other amenities were given to the students belonging to tribal areas. The tribal students were exempted from the payment of tuition fee at primary school even if they failed in their annual examination or were scholarship holders.

As a result of these efforts, many educational institutions were opened in tribal area of Himachal Pradesh. The progress of educational institution in tribal area from the period of 1971 to 1991 was quite encouraging and has been given in Table 3.4.

Table 3.4

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PRIMARY/JUNIOR/BASIC</th>
<th>MIDDLE (UPTO VII CLASS)</th>
<th>HIGH/HIGHER SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>116</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>1970-71</td>
<td>261</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>1980-81</td>
<td>379</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>1990-91</td>
<td>483</td>
<td>61</td>
<td>59</td>
</tr>
</tbody>
</table>

As depicted in Table 3.4 during 1960-61 there were only 116 primary schools, 12 middle schools and 4 high schools in the tribal of Himachal Pradesh. The number of these schools went upto 261, 43 and 17 respectively during
1970-71. In 1980-81 the number of educational institution increased to 379 primary school, 48 middle and 36 high and higher secondary school respectively. According to latest census 1991, the total educational institutions in tribal areas were 603. Number of primary schools had gone up to 483, middle school 61 and high and higher secondary 59.

Thus, there has been substantial increases in the number of educational institutions. In the same way a good deal of progress made in the field of enrolment of students from 1966-67 to 1990-91 as the following statistics in Table 3.5 reveals.
### TABLE 3.5

**CLASS-WISE ENROLMENT OF TRIBAL STUDENTS IN HIMACHAL PRADESH**  
(1966-67 TO 1990-91)

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre-Primary</th>
<th>Primary</th>
<th>Middle</th>
<th>High</th>
<th>Higher Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966-67</td>
<td>-</td>
<td>7081</td>
<td>2036</td>
<td>461</td>
<td>26</td>
<td>9604</td>
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<td></td>
<td></td>
<td>(1703)</td>
<td>(510)</td>
<td>(87)</td>
<td>(1)</td>
<td>(2301)</td>
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<tr>
<td>1967-68</td>
<td>39</td>
<td>8394</td>
<td>2783</td>
<td>672</td>
<td>36</td>
<td>11984</td>
</tr>
<tr>
<td></td>
<td>(15)</td>
<td>(1906)</td>
<td>(457)</td>
<td>(88)</td>
<td>(8)</td>
<td>(2474)</td>
</tr>
<tr>
<td>1968-69</td>
<td>43</td>
<td>7805</td>
<td>2084</td>
<td>560</td>
<td>29</td>
<td>10521</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(1687)</td>
<td>(344)</td>
<td>(81)</td>
<td>(6)</td>
<td>(2130)</td>
</tr>
<tr>
<td>1969-70</td>
<td>59</td>
<td>7781</td>
<td>2011</td>
<td>666</td>
<td>46</td>
<td>10563</td>
</tr>
<tr>
<td></td>
<td>(16)</td>
<td>(1783)</td>
<td>(301)</td>
<td>(102)</td>
<td>(6)</td>
<td>(2208)</td>
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<tr>
<td>1970-71</td>
<td>59</td>
<td>8014</td>
<td>2163</td>
<td>699</td>
<td>97</td>
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<td>(16)</td>
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<td>(5)</td>
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<tr>
<td>1971-72</td>
<td>43</td>
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<td>2420</td>
<td>803</td>
<td>50</td>
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</tr>
<tr>
<td></td>
<td>(14)</td>
<td>(2308)</td>
<td>(447)</td>
<td>(140)</td>
<td>(20)</td>
<td>(2929)</td>
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<tr>
<td>1972-73</td>
<td>58</td>
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<td>2762</td>
<td>862</td>
<td>38</td>
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<td>(19)</td>
<td>(3290)</td>
<td>(497)</td>
<td>(163)</td>
<td>(8)</td>
<td>(3977)</td>
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<td>1973-74</td>
<td>79</td>
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<td>2993</td>
<td>1047</td>
<td>46</td>
<td>16468</td>
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<tr>
<td></td>
<td>(29)</td>
<td>(3469)</td>
<td>(592)</td>
<td>(163)</td>
<td>(7)</td>
<td>(4282)</td>
</tr>
<tr>
<td>1974-75</td>
<td>56</td>
<td>13348</td>
<td>3309</td>
<td>1336</td>
<td>44</td>
<td>18093</td>
</tr>
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<td>(667)</td>
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<td>1975-76</td>
<td>25</td>
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<td>3421</td>
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<td>(17)</td>
<td>(4703)</td>
<td>(678)</td>
<td>(193)</td>
<td>(100)</td>
<td>(5601)</td>
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<tr>
<td>1977-78</td>
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<td>1479</td>
<td>61</td>
<td>20889</td>
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<td>(647)</td>
<td>(229)</td>
<td>(12)</td>
<td>(5735)</td>
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<tr>
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<td>4003</td>
<td>1358</td>
<td>61</td>
<td>21836</td>
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<tr>
<td></td>
<td>(38)</td>
<td>(5161)</td>
<td>(803)</td>
<td>(267)</td>
<td>(22)</td>
<td>(6291)</td>
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(Table contd.)
<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Scientific</th>
<th>General</th>
<th>Total</th>
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<td>4264</td>
<td>1149</td>
<td>34</td>
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<td>(7)</td>
<td>(6187)</td>
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<tr>
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<td>5606</td>
<td>1657</td>
<td>69</td>
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<td>(1259)</td>
<td>(318)</td>
<td>(13)</td>
<td>(7385)</td>
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<td>1981-82</td>
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<td>5837</td>
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<td>26303</td>
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<td>(8031)</td>
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<td>1982-83</td>
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<td>6337</td>
<td>2053</td>
<td>55</td>
<td>29284</td>
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<td>(427)</td>
<td>(13)</td>
<td>(9344)</td>
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<tr>
<td>1983-84</td>
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<td>21360</td>
<td>7117</td>
<td>2599</td>
<td>99</td>
<td>31260</td>
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<tr>
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<td>(7726)</td>
<td>(1889)</td>
<td>(583)</td>
<td>(33)</td>
<td>(10262)</td>
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<tr>
<td>1984-85</td>
<td>49</td>
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<td>7753</td>
<td>2777</td>
<td>62</td>
<td>33005</td>
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<td>(8279)</td>
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<td>(682)</td>
<td>(16)</td>
<td>(11180)</td>
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<tr>
<td>1985-86</td>
<td>57</td>
<td>22465</td>
<td>8486</td>
<td>2864</td>
<td>109</td>
<td>33981</td>
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<td>(8663)</td>
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<td>(11951)</td>
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<tr>
<td>1986-87</td>
<td>-</td>
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<td>9200</td>
<td>2600</td>
<td>207</td>
<td>37033</td>
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<td>(9883)</td>
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<td>(689)</td>
<td>(41)</td>
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<td>1987-88</td>
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<td>24631</td>
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<td></td>
<td>(34)</td>
<td>(10093)</td>
<td>(3177)</td>
<td>(1808)</td>
<td>(81)</td>
<td>(14193)</td>
</tr>
<tr>
<td>1988-89</td>
<td>45</td>
<td>30554</td>
<td>10796</td>
<td>2714</td>
<td>640</td>
<td>44749</td>
</tr>
<tr>
<td></td>
<td>(21)</td>
<td>(13088)</td>
<td>(3531)</td>
<td>(1140)</td>
<td>(165)</td>
<td>(17945)</td>
</tr>
<tr>
<td>1989-90</td>
<td>28</td>
<td>27469</td>
<td>10982</td>
<td>3509</td>
<td>1251</td>
<td>43239</td>
</tr>
<tr>
<td></td>
<td>(11)</td>
<td>(11796)</td>
<td>(3747)</td>
<td>(1134)</td>
<td>(287)</td>
<td>(16975)</td>
</tr>
<tr>
<td>1990-91</td>
<td>122</td>
<td>33121</td>
<td>11078</td>
<td>4264</td>
<td>1249</td>
<td>49834</td>
</tr>
<tr>
<td></td>
<td>(50)</td>
<td>(12159)</td>
<td>(3936)</td>
<td>(1457)</td>
<td>(350)</td>
<td>(17952)</td>
</tr>
</tbody>
</table>

Note: Figures given in parentheses shows female enrolment.

Source: Statistical Outline of Directorate of Education, Shimla
In the year 1966-67 the enrolment in the primary school i.e. from I to V were 7081 students of these the boys were 5378 and girls were 1703. These figures shows that the enrolment of boys outnumbered that of girls. In middle class, the enrolment from VI to VIII were 2036, of these the boys were 1526 and girls were 510 only. With regard to high school stage the enrolment of boys were only 374 whereas the girls were 87 (total 461). In the Higher Secondary stage only one girl was enrolled as compared to 25 boys.

The total enrolment from I to XI class was 9604 out of which the girls were only 2301.

In 1990-91 the total enrolment of students rose to 49834 (i.e. 31882 boys and 17952 girls). These figures show that the enrolment progress of tribal students in Himachal Pradesh growing very rapidly.

In an efforts to bring all eligible children to the school system and also retain them in the school, a variety of incentives schemes were introduced, such as free text books, free clothing, free stationery, attendance scholarship for girls, post matric scholarship, pre-matric scholarship, etc. The state also spending on other different types of education like, adult education, university education, physical education, and art and
culture education also. Emphasis has also been laid on the creation of better facilities within the school complex, like classrooms, toilets, science laboratories, science equipment etc. also received attention.

Literacy:

Literacy percentage is an important index of human capital development. Over the successive five year plan, literacy percentage in the tribal areas have been stepped up from 12.85 in 1961 to 53.15 per cent in 1991. However, the impact of educational programmes was more evident in the tribal district of Kinnaur, and Lahaul-Spiti, where the Literacy is 58.36 per cent and 48.02 per cent respectively as compared to two figures of 38.39 per cent in Pangi Sub-division and 44.81 per cent for Bharmour sub-division. The Table 3.6 indicates the percentages of literacy and their progress between 1961 to 1991 census.
### TABLE 3.6

**ITERACY PERCENTAGE OF SCHEDULED TRIBE AREAS OF HIMACHAL PRADESH (1961 TO 1991)**

<table>
<thead>
<tr>
<th>Census</th>
<th>H.P.</th>
<th>Kinnaur</th>
<th>Lahaul</th>
<th>Spiti</th>
<th>Pangi</th>
<th>Bharmour</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(--)</td>
<td>(3.9)</td>
<td>(4.7)</td>
<td>(0.4)</td>
<td>(--)</td>
<td>(1.4)</td>
<td>(--)</td>
</tr>
<tr>
<td>1971 T</td>
<td>31.96</td>
<td>27.70</td>
<td>30.49</td>
<td>23.90</td>
<td>12.54</td>
<td>10.53</td>
<td>21.99</td>
</tr>
<tr>
<td></td>
<td>(20.23)</td>
<td>(10.35)</td>
<td>(12.58)</td>
<td>(4.87)</td>
<td>(2.35)</td>
<td>(1.81)</td>
<td>(7.31)</td>
</tr>
<tr>
<td>1981 T</td>
<td>42.48</td>
<td>36.84</td>
<td>34.29</td>
<td>25.19</td>
<td>19.58</td>
<td>22.53</td>
<td>30.70</td>
</tr>
<tr>
<td></td>
<td>(31.46)</td>
<td>(20.71)</td>
<td>(17.77)</td>
<td>(9.83)</td>
<td>(5.81)</td>
<td>(9.03)</td>
<td>(15.46)</td>
</tr>
<tr>
<td>1991</td>
<td>63.86</td>
<td>58.36</td>
<td>57.7</td>
<td>56.24</td>
<td>38.39</td>
<td>44.81</td>
<td>53.15</td>
</tr>
<tr>
<td></td>
<td>(52.13)</td>
<td>(42.04)</td>
<td>(39.65)</td>
<td>(34.07)</td>
<td>(20.39)</td>
<td>(29.17)</td>
<td>(36.13)</td>
</tr>
</tbody>
</table>

  Tribal Development Department, H.P.

Note: Figures in parentheses show percentages to girls (literacy).
T=Total
The above table 3.6 reveals that in tribal areas the progress of tribal literacy improved from 12.85 per cent (1961) to 53.15 per cent (1991). But female literacy percentage improved at large extent. It was only 7.31 per cent in 1971 and in 1991 it was increased 36.3 per cent in total tribal areas.

Specially in Lahaul-Spiti where the literacy in 1961 was 19.33 per cent in Lahaul and 9.19 per cent in Spiti. In 1971, it was increased double i.e. 30.49 per cent and 23.90 per cent in Lahaul and Spiti. But again 1991, there was a drastic change in literacy of Lahaul and Spiti. It was increased 57.7 per cent in Lahaul and 56.24 per cent in Spiti. Female literacy in comparison to 1961 census, it increased at large extent. Highest literacy was achieved by Kinnaur (58.36%) in 1991.

Growth Rate of Literacy

Growth rate of literacy among tribals in Himachal Pradesh over the decades are shown as under in Table 3.7.
TABLE - 3.7

GROWTH RATE OF LITERACY OF SCHEDULED TRIBES IN HIMACHAL PRADESH

<table>
<thead>
<tr>
<th>Census Decades</th>
<th>Tribal Areas</th>
<th>Himachal Pradesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961-71</td>
<td>71.12</td>
<td>50.3</td>
</tr>
<tr>
<td>1971-81</td>
<td>39.6</td>
<td>32.91</td>
</tr>
<tr>
<td>1981-91</td>
<td>63.60</td>
<td>52.09</td>
</tr>
</tbody>
</table>

Source: Statistical Outline (Tribal Area of Himachal Pradesh).

Educational Development During Tribal Sub-Plan Period

The main efforts for the development of education were taken during Tribal-Sub-Plan period i.e. from 1974 onwards prior to this period the educational development was a piece meal. The educational development triggered after implementation of Tribal Sub-Plan period depicted in Table 3.8.
TABLE 3.8

PLAN-WISE TRIBAL SUB-PLAN OUTLAY FOR EDUCATION

<table>
<thead>
<tr>
<th>Plan</th>
<th>Tribal Sub-Plan Outlay (In Lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Plan</td>
</tr>
<tr>
<td>5th Five Year Plan</td>
<td>55.41</td>
</tr>
<tr>
<td>(1974-79)</td>
<td></td>
</tr>
<tr>
<td>6th Five Year Plan</td>
<td>134.86</td>
</tr>
<tr>
<td>(1980-85)</td>
<td></td>
</tr>
<tr>
<td>7th Five Year Plan</td>
<td>550.00</td>
</tr>
<tr>
<td>(1985-90)</td>
<td></td>
</tr>
<tr>
<td>8th Five Year Plan</td>
<td>2485.00</td>
</tr>
<tr>
<td>(1992-97)</td>
<td></td>
</tr>
</tbody>
</table>


The above table shows that during the first tribal-sub-plan-period (1974-1979) the total outlay stipulated for education was Rs. 55.41 lakhs from the state plan and Rs. 15.00 lakhs from the central sector (SCA). This plan proposed to spend about 71 per cent of the total outlay for the development and expansion of elementary education and 28.06 per cent for secondary education was to be utilized. No expansion was incurred on the construction of buildings under the central sector. The development programmes for education were given much needed push during and after 1974-79. A sum of Rs. 24.50 lakhs from the state plan and
Rs. 14.28 from the central sector were stipulated from the year 1978-79. Actual expenditure for this year was Rs. 14.85 lakh and 14.42 lakhs from the state Plan and central sector.

During sixth Five Year Plan (1980-85) the total outlays for education were much higher than the fifth plan outlays for the same by-sector. Total outlay under the state Plan was Rs. 134.86 lakhs against only Rs. 55.41 lakhs during the previous plan period. Outlay under the central sector was Rs. 100 lakhs against only 15.00 lakhs during the previous plan (1974-79). Mostly the outlay have been allocated for opening of new primary schools and upgradation of primary schools to middle schools and middle to high schools. Construction of building also received high priority.

General Education during Seventh Plan-period (1985-90) amounted to Rs. 670 lakhs as against Rs. 234.86 lakhs for the sixth plan. The share of state plan flows is Rs. 550 lakh and that of the central sector only Rs. 120 lakhs. The seventh plan outlay for education was Rs. 550 lakh out of the State Plan. During the SEventh Plan, no funds, allocated for the construction of buildings. provision of infrastructural facilities like class room, outlets, science laboratories, science equipment, etc. also received attention. During the sixth and the seventh plan, the share
of elementary education was 49.33 per cent and 38.66 per cent respectively. This trend cannot be termed as a healthy one.

Tribal Sub-Plan outlay for General Education during Eight Plan Period (1992-97) amounted Rs. 2485.00 lakhs for State Plan and share of central sector is Rs. 350 lakhs. The share of primary education is Rs. 1000 lakh and secondary education amounted Rs. 1485 lakh. During this plan the provision of Rs. 663.00 lakhs was proposed for elementary education and Rs. 14.00 lakhs was proposed for secondary education for the improvement of infrastructure and incentive schemes in tribal areas. The provision of University education only Rs. 5.00 lakhs was proposed in Eighth Five-Year Plan. For technical education this plan proposed Rs. 140 lakhs for opening ITIs and the construction of hostel buildings.

3.3. Educational Development in Lahaul-Spiti

In order to understand the progress of educational development in Lahaul-Spiti, firstly, it is necessary to study their ecological and sociological perspective.

TOPOGRAPHY:

Lahaul and Spiti though administratively one district, are geographically separate entities having
separate historical background. The Lahaul-Spiti district, as its name suggests, comprises of two different mountain tracts. The Lahaul area includes valley of the Chandra and Bhaga rivers. Lahaul can be divided into five district physical regions, namely:

(i) Chandra Valley,
(ii) Bhaga valley,
(iii) Patten valley,
(iv) Mass of Mountain and
(v) Lingti Maidan.

Spiti includes the valley of main spiti river and the valley of Pin river flows into the Satjuj after travelling through some parts of Kinnaur district.

Lahaul and Spiti Sub-divisions are different from each other in topography. Lahaul abounds in high peaks and narrow river valley. The mountain ranges rise to a mean elevation of about 18,000 feet above the mean sea level. The lowest point is Rohtang Pass, a gateway to Lahaul from Manali in Kullu district, 13,056 feet high and the highest peak in about 21,000 feet high.

Spiti in comparison to Lahaul, is higher in elevation, rugged and difficult in terrain, inhospitable in climate and habitations. There are high mountain peaks all round spiti rising above 6,000 meters from sea level. The
sub-division ties at a mean elevation of about 4,570 meters. The highest village Gette, situated at a height of about 4,240 meters, one of the highest in the world.

HISTORY

Administratively Lahaul-Spiti district have separate historical background. Chinese traveller Hiuen Tasang makes first historical reference to Lahaul. In the distant past Lahaul had been changing hands between the rulers of Ladakh and Kullu. In 1840, Maharaja Ranjit Singh took over Lahaul along with Kulu and these continued under his rule for about six years. In 1846 Lahaul came under the British. From 1846 to 1940, Lahaul formed part of the Kulu sub-division of Kangra district. Spiti also came under the British in 1846, but Honds of spiti were the rulers of Spiti during the Ladakhi rule. In 1941 Lahaul-Spiti was formed a sub-tehsil of the Kangra district with its headquarters at Keylong. Even after independence the status of the area remained as a sub-tehsil till 1960 when the region took the shape of a district. On 14th July 1960 Lahaul-Spiti became a full fledged district with two sub-division, one Lahaul sub-division with headquarters at Keylong and the other Spiti sub-division with headquarters at Kaza. In 1966, at the time of re-organisation of Punjab State, the Lahaul-Spiti district was transferred to Himachal Pradesh.
It again underwent a change and emerged in its present shape when on 14th January, 1975 four Panchayats viz., Tindi, Udaipur, Triloknath and Miyar Nalla of Pangi tehsil of Chamba district were merged with Lahaul sub-division. Now the district with its headquarters at Keylong comprises of two tehsils-cum-sub-division viz., Lahaul and Spiti and are sub-tehsil viz. Udaipur.

Before merger of Lahaul-Spiti district with the Union Territory of Himachal Pradesh on 1st November, 1966, it had the status of a scheduled tribe area of Punjab and there was a Scheduled Tribe Advisory Council to look after the interest of this tribal area. Again on 21st November, 1975 under the constitution of India (5th schedule) it was declared a Tribal area by the President of India and thereafter in 1977 a Scheduled Tribe Advisory Council was established in the State for promoting the interest of the tribal area.

Area and Population

The area of Lahaul and Spiti district is 13,835 square kilometere as per survey of India. The entire population of the district is rural. During 1961 the population of both the valleys of Lahaul and Spiti was 20,453 persons (15,177 of Lahaul and 5,276 of Spiti), out of which 11,519 males and 8,934 females. The census figure
of 1971 recorded a population of 23,538 persons (12,915 males and 10,653 females). In the latest census (1991) population figures of Lahaul Spiti was 31,294 persons in the valley and out of which 17,224 are males and 14,070 are females. The sub-division were population over the census 1961 to 1991 show below in table 3.9.

**TABLE-3.9**

Sub-Division-wise Population of Lahaul and Spiti

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lahaul</td>
<td>Person</td>
<td>15,177</td>
<td>20,372</td>
<td>21,738</td>
<td>21,703</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>8,692</td>
<td>11,111</td>
<td>11,987</td>
<td>11,796</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>6,485</td>
<td>9,261</td>
<td>9,751</td>
<td>9,907</td>
</tr>
<tr>
<td>Spiti</td>
<td>Person</td>
<td>5,276</td>
<td>7,196</td>
<td>10,362</td>
<td>9,591</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2,827</td>
<td>4,057</td>
<td>6,184</td>
<td>5,428</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2,447</td>
<td>3,139</td>
<td>4,178</td>
<td>4,163</td>
</tr>
<tr>
<td>Lahaul &amp;</td>
<td>Person</td>
<td>20,453</td>
<td>27,568</td>
<td>32,100</td>
<td>31,294</td>
</tr>
<tr>
<td>Spiti</td>
<td>Male</td>
<td>11,519</td>
<td>15,168</td>
<td>18,171</td>
<td>17,224</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8,934</td>
<td>12,400</td>
<td>13,929</td>
<td>14,076</td>
</tr>
</tbody>
</table>

Source: (i) Census of India 1961- Punjab District Census Handbook No. 8, Lahaul and Spiti District.

The table 3.9 depicts that sub-division wise, the population were highest in Lahaul sub-division. During 1971 and 1981 the population of Lahaul increased from 15,177 (1961 census) to 20,372 and 21,738. But in 1991 the population of Lahaul decreased from 21,738 to 21,703, males also decreased 11,987 (1981 census) to 11,796 and female increased 9,751 to 9,907. In Spiti sub-division the population increased in decade 1971-81, but in 1981-91 period it is also decreased.

The total population of Lahaul-Spiti during the last three decades it increased but during the period 1981-91 the population rate declining. These figures shows that the population of this tribal area are decreasing. The decline in population may be due to the migration trend among tribal people.

Social and Economic Status

The people of Lahaul-Spiti are a mixed race. The principle community in Lahaul are Bodhs, Swangla, Shipi and Lohar. Rus is the word used to denote a clan or tribe. Bodhs are generally of mongoloid features and follows Buddhism. Swangla, Shipis and Lohars are Hindus.

Joint family system is very strong in Lahaul because a small land holding and polyandry system. Normally a spitian believes in a monogamy, but landowner
to go in for polygamous marriages. The people of Lahaul-Spiti are kind and hospitable beyond meaning kindness and hospitality is as natural with them as the glittres of snow-covered mountain peaks.

Lahauli, Bhots, Pangwal and several other are spoken in the area.

Most of the people are non-vegetarians. Their staple diet is buckle, wheat flour, barley, wheat and meat. Potatoes are also eaten. Thupka—a kind of meat soup, chillar, bhatoru and marchu, made from Kathu and wheat flour are some of the delicacies of Lahaul. Butter tea is generally preferred to the ordinary tea because of the former’s nutritive value. Drinking of local beer called chhang or Lugri is common among both sexes. People are found of a game of stakes called Chholo, which is played with dice.

The traditional dress for both sexes is cholu, a long double breasted coat made from locally spun tweed called Patti. Women are fond of jewellery. Education and exposure to the city life has turned the youth towards new trends in clothing.

The economy of this district is agricultural based. The people of Lahaul are economically very sound rather than Spiti. Most of them own their hotel in and around Kullu and Manali. The entire cultivated land is irrigated
and the chief source of irrigation is khuls and the principal crops are wheat, barley, kathu, kuth and potato. Kuth is important non-food cash crop and is also a foreign exchange earner as it is exported out of the country.

Halda, Phagli and Gotshi are the important festival of the Lahaul people. There are about a score of gompas in Lahaul-Spiti but the most important are Guru Chantal, Kardang Shashur, Tayul and Sisu inspite the important Gompa are kye, Tingued, Dhankar, Tabo and Kungri. Chham or devil dance is a religious dance normally performed in the gompas.

The valley remains cut off from rest of the world from Oct/November to June because of closure of the Rohtang Pass due to heavy snow fall. Snow stays almost through the year above 16,000 feet.

In the past, Lahaul and Spiti district in general and Spiti block in particular has not been as fortunate as Kinnaur in terms of the provision of transport and communication facilities. The main link of Lahaul with outside world is provided by National Highway No. 21 (Manali-Leh Section). The road from Lahaul towards Spiti takes off from the National high Way No. 21 at Gramphoo, near Khoksar, connecting Kaza (Spiti) with Lahaul area.

The Lahaul area has more accessible area than Spiti. Spiti sub-division is more difficult than Lahaul
and is less developed also. The socio-economic condition of Lahaul is much better than Spiti.

According to 1991 census 43.09 per cent were workers comprising 7518 and 1245 cultivators in Lahaul and Spiti respectively. Agricultural labourers were only 538 in Lahaul and 335 in Spiti. Very few (i.e. 104 in Lahaul and 26 in Spiti) are engaged in household activities. In the Government service sector their number in Lahaul is 4661 and in Spiti it is 2527 only. Most of the people in Lahaul and Spiti area prefer government jobs and the economic condition has been improved due to the developmental work in the area.

Educational Growth and Development in Lahaul-Spiti

During the ancient time no attention was paid towards education of the tribal people. Buddhist missionaries traversed the area of Lahaul and Spiti and the scholars of Nalanda and Texila universities of the ancient times visited. Their aim was to spread the teaching of Buddhism. This education in the beginning was considered only essential to the religious part of life. All the scriptures were written and taught in Bhoti language. This type of education in course of time, became the monopoly of the priesthood only. Lohars and Dagis who entered the area in search of livelihood later on were forbidden from entering monasteries and were consequently deprived of learning any language. For many years there was no
educational institution of the conventional type as sprang in other parts of the country. The Morarian Mission, led by Mr. and Mrs. Hyeda, made a beginning by establishing the first primary school at Keylong and Branch School at Tholang in Patten Valley in 1861. Living in tribal primitiveness they could not realise and had no need in fact for the value of modern education. In 1862 the mission opened seven primary schools and engaged Lamas as teachers to spread teaching of Buddhism. All these schools had to be closed down soon for lack of response from the local public and also due to the missionaries feelings of unreliability of the Lamas. The schools at Keylong and Tholang were attended mostly by the Christians only. Even up to 1916 the number of children in these schools did not exceed 17 boys and 2 girls at Keylong and 16 boys and 4 girls at Tholang.

Spiti are of the district remained altogether neglected in the field of education until 1932, when a teacher, for the first time, was deputed from Lahaul for the purpose of establishing a regular school at Kaza.

The district Board, Kangara opened its first school at Keylong in 1919 and in 1937. The number schools increased to three. By 1947 the Board had 6 primary schools and one middle school with 90 boys and 20 girls on rolls in Lahaul-Spiti district. The educational facilities within the district remained thus restricted to the Primary level only prior to independence. By 1956, the District
Board had 22 Primary Schools and 3 Middle Schools. Majority of the teachers were local people and all the schools were financed by the central government through the agency of District Board, Kangra.

At the time of merger of Lahaul-Spiti district with Himachal Pradesh in 1966, the region had 36 primary schools, 7 middle schools and 2 high schools. Now there are 174 primary schools, 20 middle schools and 19 High/Hr. Secondary schools (1990-91) functioning in the district. There is no college in the district and as such the students have to go to the neighbouring district of the state for higher education.

The detailed descriptions of different types of education in Lahaul-Spiti are given below:

3.3-1 Pre-Primary Education

Pre-primary education is necessary, if we want children to grow into healthy, intellectually alert and spiritually awakened citizens. It is known fact that first six years of a child's life can be moulded in any way one desires. Pre-primary education extends from the birth of the child to his entrance, at the age of five or six into the first year of primary school. "The real education begins from the conception as the mother begins to take up the responsibility of the child" (Gandhiji).
These institutions are known by different names in India, such as Nursery School, Pre-Basic schools, Happy Schools, Bal Mandir, Balkavji Bari, Balwari, Bal Shikshan Sangh School, Infant, Pre-Primary, etc.

In Lahaul-Spiti apart from Balwadis, there were no pre-primary schools. The Project Implementation Committee for the district has been in existence since September, 1963 in order to implement welfare programme for women and children. Also Bharatiya Grameen Mahila Sangh was set up in January, 1964. These organisations are aided by the Central and State Social Welfare Boards. Three balwadis attended by about 75 children have been organised at Keylong, Kardang and Thotang under the Project Implementation Committee. Four balwadis viz., Teeno, Jundha, Sirsu and Ghushal were started by the Bhartiya Grameen Mahila Sangh in May, 1964. Two more balwadis have been set up at lower Keylong and Lote and these are being aided out of Block Agency funds.

The main objectives of these Anganwaris were:

- to improve the nutritional and health status of children up to 6 years of age;
- to lay the foundation for proper psychological, physical and social development of the child;
- to achieve effective, co-ordinated policy;
- to enhance the capability of mother to look after
the normal health and nutritional needs of the child through proper nutrition and health education.

During 1980 there were 151 Balwaris being run through various voluntary organisations in the Pradesh. Welfare Department releases grant-in-aid for running these institutions. Upto 1991 there were 2009 Balwaris centres opened in 1749 villages of Himachal Pradesh, and specially in Lahaul-Spiti 64 Balwadis opened in 56 villages.

3.3.2 Primary Education

Primary education occupies an important place in the education of an individual. The primary education starts from the age of six plus and terminates at the age of ten plus. The primary education includes the classes from 1 to V class.

The State Government framed rules under the Himachal Pradesh Compulsory Primary Education Act, 1953 (Act No. 7 of 1954). But primary education was never compulsory in Himachal Pradesh. It was only pursuassive. Subsequently this target was revised to 1970 and then to 1976. To achieve this objective the programme of universalisation of elementary education was included in the successive five year plan and also in new 20 point programme launched in 1982.
Special measures were taken for the education of backwards classes like, SC and ST. A Tribal Advisory Committee was constituted at the State level for the welfare of ST. During the period 1965-66 to 1975-76 a variety of incentives were provided to encourage education among ST. In addition to mid-day meals, free stationary etc., the facility of free hostels also provided for children of Lahaul-Spiti. To achieve the goal of universalisation of Primary Education in Lahaul-Spiti, the State Government has provided some incentives in this area to encourage education among tribals of Lahaul-Spiti, the State schemes included mid-day meals, free books and stationary, scholarships, etc., the facility of free hostels for about 300 children in Lahaul and Spiti was also provided during 1975-76.

In 1957, the facility of primary education was spread in 27 villages i.e. 19 primary schools in Lahaul and 8 primary schools in Spiti. The students had to go 2 to 15 Kms. to attend the school. During the period 1966-67, there were 66 primary schools in the district of Lahaul-Spiti and increased to 77 in 1970-71. The progress made towards the opening of primary schools since 1967-68 is indicated in the table below:
### Table 3.10

Progress of Educational Institutional and Students Enrolment at Primary Stage of Education in Lahaul-Spiti

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Enrolment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967-68</td>
<td>74</td>
<td>1,055</td>
<td>-</td>
</tr>
<tr>
<td>1968-69</td>
<td>75</td>
<td>1,147</td>
<td>-</td>
</tr>
<tr>
<td>1969-70</td>
<td>75</td>
<td>1,113</td>
<td>-</td>
</tr>
<tr>
<td>1970-71</td>
<td>77</td>
<td>1,213</td>
<td>-</td>
</tr>
<tr>
<td>1971-72</td>
<td>79</td>
<td>1,180</td>
<td>95</td>
</tr>
<tr>
<td>1972-73</td>
<td>80</td>
<td>1,206</td>
<td>97</td>
</tr>
<tr>
<td>1973-74</td>
<td>83</td>
<td>1,255</td>
<td>96</td>
</tr>
<tr>
<td>1974-75</td>
<td>87</td>
<td>1,337</td>
<td>103</td>
</tr>
<tr>
<td>1975-76</td>
<td>101</td>
<td>1,447</td>
<td>124</td>
</tr>
<tr>
<td>1976-77</td>
<td>101</td>
<td>1,514</td>
<td>121</td>
</tr>
<tr>
<td>1977-78</td>
<td>108</td>
<td>2,284</td>
<td>128</td>
</tr>
<tr>
<td>1978-79</td>
<td>113</td>
<td>2,361</td>
<td>102</td>
</tr>
<tr>
<td>1979-80</td>
<td>116</td>
<td>2,370</td>
<td>200</td>
</tr>
<tr>
<td>1980-81</td>
<td>134</td>
<td>2,370</td>
<td>200</td>
</tr>
<tr>
<td>1981-82</td>
<td>145</td>
<td>2,400</td>
<td>198</td>
</tr>
<tr>
<td>1982-83</td>
<td>146</td>
<td>2,714</td>
<td>211</td>
</tr>
<tr>
<td>1983-84</td>
<td>148</td>
<td>2,894</td>
<td>221</td>
</tr>
<tr>
<td>1984-85</td>
<td>154</td>
<td>3,107</td>
<td>226</td>
</tr>
<tr>
<td>1985-86</td>
<td>160</td>
<td>3,168</td>
<td>245</td>
</tr>
<tr>
<td>1986-87</td>
<td>161</td>
<td>3,500</td>
<td>239</td>
</tr>
<tr>
<td>1987-88</td>
<td>-</td>
<td>3,595</td>
<td>238</td>
</tr>
<tr>
<td>1988-89</td>
<td>160</td>
<td>3,588</td>
<td>323</td>
</tr>
<tr>
<td>1989-90</td>
<td>173</td>
<td>3,577</td>
<td>286</td>
</tr>
<tr>
<td>1990-91</td>
<td>174</td>
<td>3,545</td>
<td>310</td>
</tr>
</tbody>
</table>

**Source**: Statistical outline of Education, Directorate of Education, H.P.

- Gazetters of Lahaul-Spiti.
The figures given in Table 3.10 reveals that the number of primary schools and teachers increased tremendously in the year 1990-91 as compared the figures of 1967-68. In the same way a good deal of progress made in the field of enrolment of students from 1967-68 to 1990-91. The number of schools increased to 80 per cent in 1990-91 as compared to 1967-68. And the walking distance to attend the school was reduced to one kilometer.

The availability of teachers in primary schools are also increased between the year 1971-72 to 1990-91. The teachers pupil ratio in primary schools came to be 1:10 in Lahaul-Spiti.

3.3-3 Secondary Education

Secondary education comprises of two stages i.e. Middle and high stage. Middle stage consists of three classes i.e. VI, VII and VIII while high consists of IX and X classes. Higher secondary consists of an additional class of XIth.

Secondary education is the corner stone of the Indian Educational system and it connects the primary education to higher education system. Secondary Education provides teachers for primary schools, students for college and universities and prepares many for other careers in life.
The progress in secondary education in Himachal Pradesh was low because of the parents preferred to send their wards to fields and engaged them in domestic affairs rather than to school. When the entire areas of Punjab were merged with Himachal Pradesh on 1st November, 1966, 55 higher secondary schools, 93 high schools and 179 middle schools were in existence in those areas.

The upgradation of Primary schools to middle standard and middle schools to high standard during the various plan period from 1961 to 1990 was quite encouraging.

In an efforts to enrol and retain the maximum number of children at the secondary stage, a variety of incentives were offered to the poor children. Great care was taken to attract scheduled castes and scheduled tribes children to schools. A number of incentives included: free text-books, free-stationary and mid-day meals and the facility of free hostels to the children living in Lahaul and Spiti area. Even a separate plan was implemented for educational development in tribal areas. As a result of these facilities to the children of scheduled tribes, their enrolment figures showed signs of great improvement.

Prior to the Independence there were no educational facilities of secondary education within the district of
Lahaul–Spiti. This was restricted to the primary level only. After independence rapid strides were made in the spread of educational facilities of secondary education in this area. By 1947, the Board opened one middle school in Lahaul area and by 1951 there were only one middle school in the area.

By September 30, 1957, i.e. the date of provincialisation of schools, the District Board Kangra had four middle schools, and one high school in Lahaul sub-division and one middle school was also opened in the Spiti Sub-division. The first and the only high school of the area was opened in 1955 at Kaylong. Later on during 1962, it was converted into higher secondary school. For the first time in 1957, three students appeared in the Matriculation examination from Keylong higher secondary school. The number of students appearing for Matriculation from this school has not increased upto a dozen in many year. This is because the students from this area usually preferred to study at Government High School Kullu, and later on from 1958, the Lahaul students were attracted to study in the Government Middle School, Manali, which was then upgraded to a high school with a free hostels and other educational facilities for students from Scheduled Tribe areas of Lahaul and Spiti. The number of seats reserved for them was hundred which was raised to 120 in
1963 to 200 in 1964 and 300 in 1971-72 in the hostels attached to higher secondary Keylong, high school manali and Rangrik and middle-school Tabo. The entire expenditure on boarding, lodging, clothing, books, etc. for students from the scheduled tribe area is borne by the government. Admission is given purely on the basis of income of their parents. Preference is given to the children of the lamas.

An idea of development of middle and higher secondary education in Lahaul-Spiti can be had from table 3.11 with regard to the number of middle and high/higher secondary schools/institutions.

**TABLE 3.11**

Year-wise Growth of Middle, High and Higher secondary Schools in Lahaul-Spiti

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Middle Schools</th>
<th>Number of High Schools</th>
<th>Number of Higher Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966-67</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1970-71</td>
<td>14</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1974-75</td>
<td>14</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>1978-79</td>
<td>18</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>1982-83</td>
<td>17</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>1986-87</td>
<td>15</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>1990-91</td>
<td>22</td>
<td>18</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Statistical Outline of Education in H.P., Directorate of Education, H.P.

Gazeteers of Lahaul-Spiti.
The table 3.11 reveals that the number of middle, high and higher secondary institutions increased considerably in the year 1990-91 as compared to the position in 1966-67. During 1966-67 there were 7 middle schools, 2 high schools and one higher secondary school in the district. According to the general policy the primary schools are upgraded to the middle school, and middle school upgraded to high school, every year in the district. In 1986-1987, the progress of middle, high and higher secondary schools were increased 15, 17 and one respectively. During 1989-90, 22 middle school, 18 high school and 2 senior secondary schools were opened in the area. One senior secondary school was opened in Spiti in 1989-90, which is situated in Kaza. In the year 1990-91 the progress of institution was same as in the year 1989-90.

The progress of enrolment in the high and higher secondary stage of education in Lahaul-Spiti (1969-70 to 1990-91) has been given in Table 3.12.
Table 3.12
Progress of Enrolment in the Middle, High and Higher Secondary Stage of Education in Lahaul-Spiti

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Middle Stage Enrolments</td>
<td>High/Higher Secondary</td>
</tr>
<tr>
<td>1969-70</td>
<td>614</td>
<td>653</td>
</tr>
<tr>
<td>1970-71</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1971-72</td>
<td>614</td>
<td>667</td>
</tr>
<tr>
<td>1972-73</td>
<td>723</td>
<td>635</td>
</tr>
<tr>
<td>1973-74</td>
<td>708</td>
<td>802</td>
</tr>
<tr>
<td>1974-75</td>
<td>778</td>
<td>978</td>
</tr>
<tr>
<td>1975-76</td>
<td>793</td>
<td>978</td>
</tr>
<tr>
<td>1976-77</td>
<td>860</td>
<td>1112</td>
</tr>
<tr>
<td>1977-78</td>
<td>840</td>
<td>300</td>
</tr>
<tr>
<td>1978-79</td>
<td>880</td>
<td>325</td>
</tr>
<tr>
<td>1979-80</td>
<td>932</td>
<td>328</td>
</tr>
<tr>
<td>1980-81</td>
<td>940</td>
<td>340</td>
</tr>
<tr>
<td>1981-82</td>
<td>1000</td>
<td>380</td>
</tr>
<tr>
<td>1982-83</td>
<td>856</td>
<td>392</td>
</tr>
<tr>
<td>1983-84</td>
<td>921</td>
<td>436</td>
</tr>
<tr>
<td>1984-85</td>
<td>884</td>
<td>424</td>
</tr>
<tr>
<td>1985-86</td>
<td>1073</td>
<td>550</td>
</tr>
<tr>
<td>1986-87</td>
<td>1300</td>
<td>500</td>
</tr>
<tr>
<td>1987-88</td>
<td>1380</td>
<td>510</td>
</tr>
<tr>
<td>1988-89</td>
<td>1405</td>
<td>574</td>
</tr>
<tr>
<td>1989-90</td>
<td>1506</td>
<td>647</td>
</tr>
<tr>
<td>1990-91</td>
<td>1470</td>
<td>827</td>
</tr>
</tbody>
</table>

**Source**: Statistical Branch of the Directorate of Education, Shimla Himachal Pradesh.
The table 3.12 shows that in the year 1969-70 the total enrolment of students were 614 and in 1990-91 the total enrolment increased to 1,470. The progress of enrolment in the higher and high secondary stage of education was also increased. During the period 1969-70 total enrolment was 653 and which was decreased in 1977-78 and after that it went upto 827 in the year 1990-91 and showed a rise in students enrolment. These figures shows that more and more students were interested to join middle and high school education.

The total number of teachers in the district from 1971-72 to 1990-91 were also increased. At middle stage in the year 1971-72 there were only 73 teachers and they went upto 106 in the year 1990-91. In case of secondary teachers, during the year 1971-72, the number of teachers were 65, whereas in the year 1990-91 it was increased to 188. Only 128 teachers were trained who were working in these middle and high schools and 15 trained teachers were working in senior secondary schools in the same period.

3.3.4 Higher Education

Higher institutions prepares the students for higher learning in his or her chosen field. These institutions are colleges, universities, etc. After independence higher education became much popular in Himachal Pradesh. With the establishment of the Himachal
Pradesh University on 22nd July, 1971 the State has made a great progress in the field of higher education. Many more colleges were opened in the state.

But in the district of Lahaul-Spiti there was no single institution for higher education upto 1990-91. Due to non-availability of facilities for higher education, the students were forced to go to Kullu, Mandi, Shimla and Chandigarh for higher education i.e. college and university education.

3.3-5 **Non-Formal Education/Adult Education:**

Over eighty per cent of our tribal population is outside of the formal system of education. This clearly indicates that the present formal education system is not sufficiently suitable for the tribal people. The different educational programmes for the tribals is the need of the hour. Non-formal and other relevant education (vocational education) to life is required to meet their day to day needs.

In the name of non-formal education upto the age of 14 years there was no provision to start non-formal education centres in Lahaul-Spiti area upto 1990-91. Only Adult Education programme is running in this area.
Adult Education

Adult education is a package of education programmes for out of school youth and adults. Outside apart from the political justification to the problems, adult education is needed because it is a powerful auxiliary and an essential incentive to primary education. No programme of compulsory universal education for children can succeed without the active support and co-operation of adults.

Adult education include social education, non-formal education, continuing education programme which was launched in India, and followed by State. Adult education programme is confined to the age groups of 15-35 years.

Adult literacy problem in Himachal Pradesh is rather more serious as compared to other states of India. Investment in adult education would yield return in terms of socio-economic development of tribals need special approach. Thus, to facilitate the scheduled tribe adults, a various specific programmes were launched for the education of children of different tribes. In 1978, some adult education centres were also started in the tribal regions of the Pradesh so as to provide literacy to tribal adults. After opening these centres literacy percentage also increased among scheduled tribes from 15.89% to 25.93% respectively, during the period of 1971 to 1981. The target
was to cover 100% literacy in the age groups of 15-35 years, by 1990. There were 100 adult education centres sanctioned and distributed in all 12 districts upto 1980. There were about 50-100 centres in one district, where 4,000 people were to be imparted literacy, whereas Kinnaur could boast to only 65 such centres. During the 1990-91 there were 2153 adult literacy centres situated in the state (1728 for boys and 425 for girls). The number of adult who received education were 53,827 (16,939 boys and 36,888 girls).

In the district Lahaul-Spiti during 1962 one adult literacy centre was started at Ropang on voluntary basis. In 1966, there were 8 adult literacy centres and only 12 males and 127 females adults received education there. During the 1966, 8 new more centres were started in the district and the number of adults increased to 152 i.e. 44 male and 108 female. The number of centres and their enrolment from 1984-85 to 1990-91 is given in Table 3.13.
### TABLE 3.13

**Adult Literacy Centres in Lahaul-Spiti District (1984-85 to 1990-91)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Centres</th>
<th>No. of Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984-85</td>
<td>49</td>
<td>848</td>
</tr>
<tr>
<td>1985-86</td>
<td>42</td>
<td>701</td>
</tr>
<tr>
<td>1986-87</td>
<td>37</td>
<td>743</td>
</tr>
<tr>
<td>1987-88</td>
<td>40</td>
<td>548</td>
</tr>
<tr>
<td>1988-89</td>
<td>59</td>
<td>821</td>
</tr>
<tr>
<td>1989-90</td>
<td>53</td>
<td>716</td>
</tr>
<tr>
<td>1990-91</td>
<td>47</td>
<td>590</td>
</tr>
</tbody>
</table>

*Source: Directorate of Education, Shimla, H.P.*

The table 3.13 depicts that up to 1984-85 there were only 49 adult literacy centres in Lahaul-Spiti area which had enrolled 848 adults. These were reduced to 40 during 1987-88 and only 548 adults were enrolled. It may be due to non-cooperation of adults to attend adult education centres. During 1990-91 we observed the same trend and only 590 adults were attending in the 47 adult education centres.

### 3.3-6 Technical Education

The progress and prosperity of a country is directly dependent upon the type of technical education.
This education solve the problem of unemployment and poverty. Himachal Pradesh has made rapid progress with regard to technical and vocational education.

Technical education programmes are being undertaken in the tribal areas by the Technical Education and Rural Development Department.

For providing vocational training to the trainees of tribal area, the Rural Industrial Training Institute at Reckong Peo was upgraded to Industrial Training Institute in 1984. Besides this, one ITI for women has also been established at Reckong Peo. The out house of ITI, Shamshi (Kullu) functioning for Spiti has been closed and the proposal to open new RITIs/ITIs in Bharmour and Lahaul has been dropped and instead seats for candidates from Lahaul-Spiti district have been additionally provided and reserved for them at the nearby ITIs, i.e. Chamba, Shamshi (Kullu) and Shahpur, starting 1984-85. The total admission capacity of trainees in all the ITIs of the State are reserved for Scheduled Tribes Trainees of the total strength of trainees admitted in the rate of 7.5%. The reserved seats are further allotted in the tribal area on the basis of population.

All the students belonging to scheduled caste/tribes were also awarded scholarships by the
Education Department and Welfare Department. Previously it was Rs. 50/- per month but was later on increased to Rs. 100/- for day scholars and Rs. 125/- for hostlers and this amount remained same until 1980.

It was not considered feasible to set up an institution of technical education in the district of Lahaul-Spiti. However, every type of encouragement is given to individuals from this area seeking admission in technical institutions in the other parts of Himachal Pradesh and even outside the State. The State there 1825' seats reserved during the year 1993-94, out of which 137 seats were reserved scheduled tribe at the rate of 7.5%. These seats are allotted in tribal areas, i.e. Lahaul (14), Spiti (5), Pangi (9), Bharmour (20) and Kinnaur (33).

The ITI Recong Peo was provided a hostel facility. The enrolment of students in the year 1983-84 was 67 (62 boys and 5 girls). During the year 1990-91, 61 students (55 boys and 6 girls) were provided hotstel facility.

In these institutions the following benefits for the students are available:

- No tuition fee,
- Free training,
- Free hostel facilities,
- Free First-Aid.
- Stipends for all students and free dangri to students,
- Free educational tours, etc.

During the seventh plan period 50 lacs additional funds were provided to equip the ITI's of Rekong Peo, Shamshi and Chamba to accommodate more students from Lahaul-Spiti area.

3.3.7 Educational Administration, Supervision and Financing

Himachal Pradesh was constituted as a separate administrative unit of the union of India on the 15th April, 1948 with the merger of thirty one hilly states and the states of Sirmaur, Chamba and Suket into the India Union, with the merger of new areas of Punjab in Himachal Pradesh in the year 1966. The State now comprises of 12 districts. There are three universities including an agricultural university and a Horticultural University. Besides, there is a Board of School Education with its Headquaters at Dharmashala.

With the formation of a popular ministry in 1952, the organisational set up for education in the Pradesh was strengthened and streamlined. Control of the state education department was vested in the Education Minister, a deputy director of education continued to the head of
the education department. He was, however, assisted by five district Inspectors of school in respect of boys schools and a lady supervisor for the girls schools, the headmasters of the high and training schools were directly under the control of the deputy director of education except for purposes of annual inspector by the District Inspection of Schools and a lady supervisor.

In 1963, the Territorial Council was converted into Vidhan Sabha and a popular ministry was formed in July, 1963. With the abolition of the territorial Council, the Directorate of Education was also assigned the job of Education Secretary and held that charge till 1970. At that time, the Director of Education was the head of Education Department with one Deputy Director, four education officers, one Planning and Development officer, two divisional inspectors of school and one physical training supervisor to assist him at directorate level and six District Inspectors of Schools at the District level. At one point of time, the B.E.O and the Headmaster of high schools had common cadre having same pay scale. Subsequently, the B.E.O's were appointed from amongst trained graduate teachers.

With the reorganisation of the erstwhile state of Punjab in 1966, Himachal Pradesh was divided into two zones. North and South with one Deputy Director of
Education in zone who is responsible for school inspection, control and supervision of education.

At present the State is divided into three zones—North—Dharamshala, South—Shimla and Central Mandi, each under the control of Deputy Director of Education. Whole Educational Administration has been divided into different levels i.e., State level, district level and Block level etc. For a clear idea of the complete structure, a brief description of organisational set up at different levels is being discussed as under:

Department of Education at State Level

In Himachal Pradesh both school and University education is under the charge of education minister. According to Indian Constitution, education is both a union and a State subject. Both Centre and state are responsible for its growth and expansion. The state government is responsible for the following types of education:

- Primary education,
- Secondary education,
- University education,
- Professional education,
- Social education,
- Technical education,
- Education of the women,
Education of Socially and Educationally Backward people.

The State Government is vested with the responsibility of spreading universal free and compulsory primary education, financing, supervising and inspection, training of the teachers are the chief functions of the State Government in this connection, the organisation set up of Education Department is given below:
ORGANOGRAM OF EDUCATION

DEPARTMENT

Education Minister

F.C-cum-Secretary (Education)

Dy. Secy. (Edu)  Director of Education  Director of Primary Education

U.S. (Edu.)  U.S. (Edu.)

Colleges  D.E.O's  Zonal Dy. Director (Edu.) (3)
(25)  (12)  (12)

B.E.O's  High Schools  Senior Secy. Schools
(69)  (759)  (119)

Middle Schools  Pry. Schools
(11,169)  (7,384)

Source: Fifth All India Educational Survey, H.P. (1986).
Organisation at Directorate Level

The Director of Education is the Chief Executive Officer in Educational Administration. He is assisted by three Zonal Deputy Directors of Education who are posted in their respective zones. In Himachal Pradesh, there are two Directors of Education. One is for Primary Education and other one is to look after the secondary and college education. At the headquarter, Director of Primary Education is assisted by a Deputy Director, two Assistant Directors and a Registrar. The Director, Education is assisted at headquarter by two Joint Directors, seven Deputy Directors, seven Assistant Directors, one Administrative Officer and two Officers on Special Duty.
Organisation at the District Level

The district level administration is headed by a District Education Officer (D.E.O.) who is assisted by Deputy District Education Officer in matters concerning inspection of middle and high schools. There are Block Education Officer at headquarters who supervise and inspect the work of Primary schools in their blocks. The middle schools are inspected by Deputy District Education Officer or the District Education Officer.

One District Education Officer is posted in each district who looks after secondary education. At present, there are 12 District Education Officers, 12 District Primary Education Officer, 114 Block Primary Education Officers.

Duties of District Education Officers

The main responsibilities of District Education Officers are given as under:

i) The compilation of statistics and reports of various types at the district level,

ii) Conduct of examination at high and middle schools level,

iii) Appointment of teachers on ad-hoc basis,
iv) Assessment and release of grants to schools,

v) Supervision and inspection of secondary schools including enquiries etc.

vi) He is also responsible for implementation of all the schemes.

vii) Guidance to educational authorities in the district.

viii) He also grants leaves to the Headmaster/Principals of the secondary schools and verifies their tour programmes.

ix) He is also responsible for all cases which are to be submitted to the Director of Education.

Organisation at the Block level

At the block level, the Block Education Officer, who holds the charge of the educational administration, his main functions are as under:

i) Compilation of statistics and reports of various types at block level,

ii) Conduct of examination at primary level,

iii) Supervision and inspection of primary schools,
iv) He is the disbursing officer of employees of schools.

v) provides guidance to the primary school teachers,

vi) All cases which are to be submitted by the Primary Schools employees to the D.E.O's are routed through them.

**Educational Administration at the School Level:**

The Education Administration has improved both for structural and functional point of view. At school level principal or headmaster is a administrator. The head of an educational institution holds a pivotal and important position in school administration. The brief description of their role are given below:

- He has to be an able organiser and tactful disciplinarian. This principle applies to heads of Institutions of all levels from Primary to Secondary Education.

- The head of a school must also act as a philosopher, friend and guide to the teaching staff.

- He must be an expert in matters of teaching method and evaluation.
- He must perform the role of an effective democratic supervisor in the field of education.

- He has to keep healthy contact with the public also for the better working of the institution.

- He is also a representative of the state which finance the institutions.

- It is the primary duty of the head of school to see that every rupees sent out of public funds is utilized for the purpose for which it is intended.

**Supervision**

It is a continuous process undertaken to encourage and direct self-activated growth. The ultimate aim of course, improvement of instruction for obtaining better education. It concerned itself more with facts, finding, fault, reporting, rectifying, guiding and directing. For the purpose of supervision the state also has been divided into the zones, each zones being under the supervision of each Zonal Deputy Director of Education.

At the District level District Education Officer is incharge of supervision and Inspectional work in the district. Frequent visits by inspecting and supervisory staff inspecting is considered helpful for reducing stagnation and wastage as well. The guidance and direction
received for Inspecting Officers also help improvement of standards of attainment which reduce failure and result out stagnation. Now Block Education Officer are responsible for inspection, supervises and controlling of primary education. In the case of high schools, the District Education Officer has only inspecting authority. The three Zonal Deputy Directors are responsible for school supervision and control. They are assisted by the respective District Education Officer in their tasks.

**Financial Administration:**

The educational system in any country makes a considerable claim on the country's financial resources. The annual expenditure on education generally represents anywhere from 2 to 6% of the gross national income and from 10 to 25% of the public budget. This rate of growth in the educational budget makes the financing of education one of the most important complex and intricate problem facing our policy makers. The tasks of financing education is divided into three parts:

1. Planning,
2. Budgeting,
3. Controlling.

The planning of educational programme is generally done by the Ministry of Education. Once an educational
plan is agreed upon, estimates have to be prepared indicating the probable costs and sources of the plan. In short, a budget has to be prepared. In the preparation of budget estimates are issued to all heads of educational institution by the Directorate of Education in this area. Thereafter, consolidated budget proposals are submitted to the Government. Then these proposals are scrutinized in the education secretariat. Then they are sent to the Finance Department for incorporation in the State Budget.

The Commissioner-cum-Secretary, Education is the controller of funds. Heads of department is solely responsible for accurate budgeting and to exercise effective control on the expenditure side as well.

At present, financial powers for incurring contingent expenditure to the extent indicated in Himachal Pradesh Financial Rules 13.1, 1971, Vol. I. These revised financial guidelines delegating financial powers to the officers of the education department. They are primarily responsible to ensure compliance of these instructions and guidelines. There are following financial powers to the field officers of education department including officers of directorate:
Delegation of Financial Powers to the Field Offices of Education Department Including Officers of Directorate

1. Salaries:

Full powers to DDO level for payment of salaries & allowances of all staff in position against both permanent & temporary posts subject to the condition that:

i) No vacant post shall be filled by direct recruitment without concurrence of F. D.

ii) No new post is to be created without prior concurrence of Council of Ministers.

iii) No payment of any allowances shall be permitted without prior approval of Chief Minister with concurrence of Finance department.

2. Wages:

i) Full powers upto DDO level for all daily wages/part time employees in position as on 28th February of the preceeding financial years.

Provided that this power shall not confer the right to fill up any vacancy in daily waged/personal resulting from any cause whatsoever without concurrence of Finance department. Provided further that this restriction will not apply to sanctioned posts of part time sweepers.
ii) No new post on daily wage/part time shall be created without prior concurrence of Finance Department.

Provided that any temporary posts created for fixed period such as coal boys shall continue to be paid only for the specified periods within the sanctioned limit of engaging such personnel fixed once with prior concurrence of Finance Department.

Provided further that the instructions issued by the Department of personnel vide their letter No. PER(AP-II)B(2)5/86-II dated will remain the guiding principle for governing the service conditions of daily waged personnel.

3. Travel Expenses

i) Full powers to the designated Controlling Officers for tours within State (for this purpose tours upto Chandigarh/ Pathankot will count as tours within the State).

ii) Full powers to Administrative Secretary for tour outside the State but within the country.

iii) Secretaries to the Government will inform the C.S. about their tour programme.
iv) All foreign tours shall be subject to clearance by Finance Department through the A.D.

v) Touring by private vehicles shall be governed by instructions already issued shall continue to apply till such time they are revised.

Provided that the delegation provided here may at any time be curtailed by Administrative instructions such as the instructions issued by department of personnel regarding restrictions on touring during the Vidhan Sabha session.

4. Liveries

Full powers to the Controlling Officers for purchase of livery articles on the rate fixed pattern approved by Government.

Office Expenses

I) Furniture:

1) Total ban on purchase of furniture except in the following cases. In these cases, purchase of furniture will be according to the norms to be fixed by the Finance Department:

I) Opening/creation of new offices.
II) Creation of additional posts/ staff.
In above cases, the following powers are delegated to the officers of Education Department:

i) Additional Director of Education upto Rs. 15,000/- for any one item.

ii) Joint Director of Education Rs. 14,000/- for any one item.

iii) Principal, Government Colleges/ District Education Officers/ Dy. Director of Education Zones upto Rs. 10,000/- for any one item.

iv) Principal Sanskrit Colleges, Principal, Government Sr. Sec. Schools, Administrative Officer, Directorate of Education upto Rs. 8,000/- for any one item.

v) Headmasters of High Schools and all other remaining DDOs upto Rs. 2,500/- one item.

1. In the case of replacements of furniture, powers are delegated as follows subject to the condition that the old furniture is disposed off in accordance with the laid down procedure i.e. after condemnation by the competent authority and the replacement will be as per approval norms:
1. **Additional Director of Education:**
   Upto Rs. 15,000 for any one item.

2. **Joint Director of Education:**
   Upto Rs. 14,000 for any one item.

3. **Principal Government Colleges:**
   Upto Rs. 12,000 for any one item.

4. **Dy Director of Education/ District Education Officers:**
   Upto Rs. 10,000 for any one item.

5. **Principal Sanskrit Colleges/ Administrative Officer Directorate of Education/ Principal GSS School:**
   Upto Rs. 8,000 for any one item.

**II. Postage:**

All drawing and disbursing officers:
Full powers.

**III. Purchase of Office Machines and Equipments:**

1. **Additional Director of Education:**
   Upto Rs. 15,000 for any one item.

2. **Joint Director of Education:**
   Upto Rs. 12,000 for any one item.
3. Principal Government Colleges/ District Education Officer:
   Upto Rs. 8,000 for any one item.

IV. Maintenance Office Machine:
   1. Additional Director of Education:
      Upto Rs. 15,000 for any one item.
   2. Joint Director of Education:
      Upto Rs. 12,000 for any one item.
   3. Principal Government Colleges/DEOs.
      Upto Rs. 5,000 against approved rate contract.
   4. Other Drawing & Disbursing Officers:
      Upto Rs. 1,000/- against approved rate contract.

V. Hot and Cold Weather Charges:
   1. Additional Director of Education:
      Upto Rs. 15,000 against approved rate contract
      rate fixed by the DC concerned.
   2. Joint Director of Education:
      Upto Rs. 12,000 against approved rate contract
      rate fixed by the DC concerned.
   3. Principal Government Colleges/DEOs.
      Upto Rs. 10,000 against approved rate contract
      rate fixed by the DC concerned.
4. Other Drawing & Disbursing Officers:
   Upto Rs. 1,000/- against approved rate contract rate fixed by the DC concerned.

VI. Electricity and Water Charges

1. Additional Director of Education:
   Upto Rs. 15,000 for any one item.

2. Joint Director of Education:
   Upto Rs. 12,000 for any one item.

3. Principal Government Colleges/ District Education Officer:
   Upto Rs. 10,000 for any one item.

4. Other DDO's:
   Upto Rs. 1,500 for any one item.

VII. Telephone Bills

1. Additional Director of Education:
   Upto Rs. 15,000/- subject to the limit of free calls on official phones installed at residence as per instructions issued by the Government.

2. Joint Director of Education:
   Upto Rs. 12,000/- subject to the limit of free calls on official phones installed at
residence as per instructions issued by the Government.

3. Principal Government Colleges/ District Education Officer:
   Upto Rs. 10,000/- subject to the limit of free calls on official phones installed at residence as per instructions issued by the Government.

4. Other DEOs:
   Upto Rs. 2,500/- subject to the limit of free calls on official phones installed at residence as per instructions issued by the Government.

VIII. Carriage of Office Record

1. Additional Director of Education:
   Upto Rs. 15,000 per annum.

2. Joint Director of Education:
   Upto Rs. 12,000 per annum.

3. Principal Government Colleges/ District Education Officer/ Dy. Directors Zones/ Admn. Officer:
   Upto Rs. 10,000 per annum.
4. Other DDO's.
   Upto Rs. 1,000 per annum.

IX. Books and Journals:

1. Additional Director of Education:
   Upto Rs. 15,000 for any one item.

2. Joint Director of Education:
   Upto Rs. 12,000 for any one item. The cost of each book/title should not exceed Rs. 6,00.

3. Principal Government Colleges:
   Upto Rs. 12,000 for any one item. The cost of each book/title should not exceed Rs. 6,00.

4. District Education Officers:
   Upto Rs. 8,000/-. The cost of each book/title should not exceed Rs. 6,00.

X. Stationery other than that received from CP&S:

1. Additional Director of Education:
   Upto Rs. 15,000 per annum.

2. Joint Director of Education:
   Upto Rs. 10,000 per annum.

3. Administrative Officer:
   Upto Rs. 5,000 per annum.
4. Principal Government Colleges/ DEOs/ Dy. Directors of Education Zones:
   Upto Rs. 1,000 per annum.

5. Other DEOs:
   Upto Rs. 500 per annum.

XI. Demurage/ Wharfage:

   All Drawing and Disbursing Officers:
   Upto Rs. 500/- in a year.

XII. Medical Reimbursement:

   All Drawing and Disbursing Officers:
   Full powers subject to instructions/ norms fixed by the Government from time to time.

XIII. Rent Rate and Taxes:

   1. Full powers for payment of rent buildings which have hired by the Department with the prior concurrence of Finance Department.

   2. Full Powers for payment of Rates and Taxes.

   3. For writing of new office/ residential accommodation full powers to the Administrative Department on the basis of norms notified with prior concurrence of the Finance Department.
XIV. Publication:

1. Additional Director of Education/ Joint Director of Education:
   Upto Rs. 7,500/-. Provided that where publications are to be printed from any agency other than through the controller, they shall be subject to NOC from the controller.

XV. Other Charges:

For all other expenditures not classified under any of the SOEs in this List:

1. Additional Director of Education:
   Upto Rs. 7,500 for any one item.

2. Joint Director of Education:
   Upto Rs. 5,000 for any one item.

3. Principal Government Colleges and District Education Officer:
   Upto Rs. 2,000 for any one item.

4. Administrative Officer:
   Upto Rs. 2,000 for any one item.
XVI. Motor Vehicles:

1. Additional Director of Education/ Joint Director of Education:
   Upto Rs. 15,000 for any one item.

2. Deputy Director of Education (Zones):
   Upto Rs. 12,000 for any one item.

3. District Education Officers:
   Upto Rs. 10,000 for any one item.

XVII. Materials Supplied and Store

1. Additional Director of Education:
   Upto Rs. 30,000 for any one item.

2. Joint Director of Education:
   Upto Rs. 25,000 for any one item.

3. Principal Government Colleges:
   Upto Rs. 15,000 for any one item.

4. District Education Officers:
   Upto Rs. 10,000/- for any one item.

5. Principal, Govt. Sr.Sec. Schools:
   Upto Rs. 5,000 for any one item.

6. Headmaster of High Schools:
   Upto Rs. 5,00 for any one item.
Note:

The above officers will be competent to effect purchases under this SOE up to the amount as shown against each from sources and at rates duly approved by the government through COS, H.P. DGS'D and any specific orders in this regard.

XVIII. Scholarships/Stipends:

1. Additional Director of Education/ Joint Director of Education:
   
   Upto Rs. 1,00,000/

2. Other DDOs:
   
   Powers will be the same as already delegated to them from time to time by the Government under the scheme concerned.

Note:

1. All the above delegated financial powers are subject to availability of budget provisions.

2. The available budget should also be spent in a proportionate/ phased manner so that demands for additionally in the budget allocation are not created.
3. The powers delegated are subject to fulfilment of all codal formalities.

Educational Administration in Lahaul and Spiti

The administration of the schools in this district differs from that obtaining in the other districts. There is a single line administration in the District. Lahaul-Spiti district falls in the administrative jurisdiction of Deputy Director of Education at North Zone with headquarters at Dharamshala. There are separate post of District Education Officer for secondary and primary education in Lahaul-Spiti district. The District Education Officer holds the Lahaul:Sub-division and District Primary Education Officer holds the Spiti sub-division. Some time the charge of District Education Officer holds by Deputy Commissioner or Sub-Divisional Officer, Lahaul likewise the sub-divisional officer at Kaza holds the additional charge as District Primary Education Officer, Spiti. The Block Education Officers are empowered to inspect middle and primary schools. The District Education Officer controlled the 124 primary schools, 11 middle, 13 high and 3 senior secondary under the Lahaul sub-division and the District Primary Education Officer, Kaza holds 50 primary schools, 11 middle, 5 high and 1 senior secondary schools of Spiti sub-division. Because in this Spiti Sub-division whole charge of education is hold by District Primary Education
Officer (DPEO). The District Education Officer of Lahaul and Spiti are assisted by the following staff at the district level.

**Establishment of District Education Officer (Lahaul Sub-Division)**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Designation</th>
<th>Number of Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.P.E.O's (Keylong)</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Superintendent</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Assistants</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Clerks</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Steno</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Section Officer (Audit)</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Peon, Class IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Establishment of District Primary Education Officer (Spiti) Sub-Division**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Designation</th>
<th>Number of Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.P.E.O's (Kaza)</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Section Officer</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Superintendent</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Assistants</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Steno</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Clerks</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Peon</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: District Education Office, Lahaul and Spiti.
Supervision

In Lahaul-Spiti District Education Officer and District Primary Education Officer are the incharge of supervision and Inspection. Three B.P.E.O's have also been provided in Lahaul Sub-Division for the help of District Education Officer; likewise, one B.P.E.O. in Spiti sub-division. All these officers have their offices located at the district headquarters. District Education Officer, Lahaul supervised all the schools of Lahaul sub-division and District Primary Education Officer (Kaza) supervised the schools which are located in Spiti sub-division. The Deputy Commissioner or Assistant Deputy Commissioner are empowered to inspect the schools of Lahaul-Spiti.

Financial Powers:

All financial powers which are given under the Rules 19.1 of Himachal Pradesh Financial Rules, 1971, Vol. I, to the District Education Officer, Principals and Headmasters incurring contingent expenditure are also enjoying by the District Educational Administrator of Lahaul-Spiti.

In the field of expansion of educational facilities in the tribal areas, it is difficult and costly affair especially in the case of Lahaul-Spiti district. At present expenditure incurred government on the educational
facilities and concessions in the district, to reduce the
number of drop-outs and to increase the enrolment of girls
students. The expenditure incurred by government in 1996-
97 on educational facilities in the district is given
below:

Expenditure on Primary and Secondary Education in Lahaul-
Spiti (1996-97):

Under the Tribal Area Sub-Plan (1996-97) the
expenditure on education in different respective:
<table>
<thead>
<tr>
<th>Head of Development/ Schemes</th>
<th>Tribal Sub-Plan (1996-97)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Plan</td>
</tr>
<tr>
<td>(A) Primary Education</td>
<td></td>
</tr>
<tr>
<td>i) Opening of Primary Schools and Additional Staff (156 trs)</td>
<td>60.54</td>
</tr>
<tr>
<td>ii) Free Text Books (Class I-V)</td>
<td>1.70</td>
</tr>
<tr>
<td>iii) Incentives</td>
<td>3.53</td>
</tr>
<tr>
<td>iv) Infrastructure Improvement</td>
<td>3.00</td>
</tr>
<tr>
<td>v) Cold Weather Charges</td>
<td>11.80</td>
</tr>
<tr>
<td>vi) Volunteer Trs. (37C)</td>
<td>19.87</td>
</tr>
<tr>
<td>vii) IRDP Scholarship</td>
<td>2.60</td>
</tr>
<tr>
<td>viii) Inservice Trs. Training</td>
<td>0.25</td>
</tr>
<tr>
<td>ix) Part-time Water Carrier (198)</td>
<td>2.43</td>
</tr>
<tr>
<td>x) Creation of Posts in D.P.E.O. Office (5 posts)</td>
<td>6.72</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Primary Education</td>
<td>112.44</td>
</tr>
</tbody>
</table>
### B. Secondary Education

| i) Opening Middle Schools(12) | 52.10 | 4.00 | 56.10 |
| ii) Opening of New H.S. (6) | 26.65 | 7.83 | 34.48 |
| iii) Infrastructure to Schools |  |
| a) Science Material | 2.42 | - | 2.42 |
| b) Furniture | 4.73 | - | 4.73 |
| c) Matting/Craft/Sports | .74 | - | .74 |
| d) Library Books | .06 | - | .06 |
| iv) Free Text-Books (VI-X) | 5.88 | - | 5.88 |
| v) Part Time Water Carriers | 1.05 | - | 1.05 |
| vi) Volunteer Teachers | .89 | - | .89 |
| vii) Expansion on +2 Schools (4) | 48.71 | - | 48.71 |
| viii) Add.Trs. in Sec. Schools | 1.60 | - | 1.60 |
| ix) Expansion on Educational Blocks (D.E.O) | 1.12 | - | 1.12 |
| x) Scholarship: |  |
| a) Tribal Girls (XI to VIII) | - | 3.40 | 3.40 |
| b) Tribal Students of (IX and X Class) | - | 1.16 | 1.16 |

**Total Secondary Education**  
145.95  16.39  162.34  
(100.00) (100.00) (100.00)
C) Expansion on College Education (Kukumseri)  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Expenditure on Public Libraries</td>
<td>1.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Grand Total Education** | 283.21 | 27.18 | 310.39 | 100.00 | 100.00

Source: Directorate of Primary and Secondary Education, Shimla-1.

A look at Table 3.14 show that the total expenditure for General Education during Tribal Area Sub-Plan (1996-97) amounted to Rs. 310.39 lakhs. The share of State Plan flow is Rs. 283.21 lakhs and Central Sector only Rs. 27.18 lakhs. The table also shows that much higher expansion have been allocated for opening new primary schools and upgradation of primary schools to middle to high schools and high to +2 schools.

Besides opening quite a number of primary and secondary schools, the government have also been liberal concessions and facilities to the children belonging to Scheduled Area of Lahaul and Spiti. These facilities include free education upto Secondary level; payment of monthly stipends to every tribal students, mid-day-meal to primary class students, scholarship for girls and tribal students. Now they also provided the facility of college education in the area. Recently government opened one
college in Kukumseri in Lahaul-sub-division and spent 24.82 lakh on college education.

For the educational development of this district, the single most important programme had been that of opening of new schools and promotion of higher level of education in the district. Emphasis has also been laid on the creation of better facilities within the complex. Provision of infrastructural facilities like classrooms, hostels, science laboratories, library, sports, etc. also received attention. To provide all these facilities in the area, financial support of government is very important.

**Government Efforts to the Development of Tribal Education in Lahaul-Spiti at Various Stages:**

In order to achieve the constitutional directive of free and compulsory education for all children in the age group of 6-14 years, the government has provided many incentives, especially for girls and children belonging to the weaker sections of the society and that of tribal and backward areas. In Lahaul-Spiti district, besides free education upto 11th class, the following incentives have also been granted to all the children belonging to this area:

i). Free Text Books are provided to all students studying in tribal areas from classes I-X. This
scheme was started in 1987-88.

ii). Free Hostels have been established for them where in addition to free board and lodging Rs. 100/- p.a. is also given for purchase of books and stationary.

iii). Education is free to all upto class X level.

iv). Scholarships: Rs. 30 per month with an initial grant of Rs. 100/- per month to those scheduled tribe girls students who were studying in classes VI-XI and whose parents/ guardian’s income does not exceed Rs. 6,000 p.a. This scheme was started in 1987-88 under SCA and the rates of this scheme have now been enhanced to Rs. 50 p.m. with an annual grant of Rs. 200/- p.a.

v). Scholarships of Rs. 8 p.m. with annual grant of Rs. 30 in classes I-V, Rs. 12 with annual grant of Rs. 50/- in classes VI-VIII and Rs. 15/- p.m. with annual grant of Rs. 80 in classes IX-X subject to means test are available to all scheduled castes/tribes.

vi). Post-Matric Scholarship scheme for SCs/STs students, the rates of which vary between Rs. 80/- p.m. to Rs. 265/- p.m. per student.
vii). Scholarships on Lahaul-Spiti Pattern scheme was reviewed by the state Government and revised on the basis of recommendations made by the committee on the welfare of scheduled caste/tribes.

viii). IRDP Scholarships are also given in classes I-XII both for boys and girls.

ix). Educational Allowance for children. As there is no degree college or vocational or professional colleges in tribal areas, wards of the employees have to go outside the tribal areas for higher education imposing a heavy financial burden on the employees. It is, therefore, proposed to provide educational allowance including hostel subsidy of Rs. 200/- per child per month.