

Organizational Structure Of Elementary Schools In Himachal Pradesh

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Abstract: Early period of formal education is known as primary education and its duration extends to five years. In the present paper an attempt has been made, to give you an overall idea of the structure and organization of primary/elementary education in Himachal Pradesh. A lot of pressure has been exerted on the primary education system in India at two levels. First, to accommodate the drop-out, rate of student population and, secondly, to maintain the quality of education imparted through the system. These two aspects always linked with the effective and efficient management system. The study being undertaken is exploratory in nature. Secondary data has been used according to the requirement of the study. There are certain ministers and agencies which are concerned with primary/elementary education. The sources of income for elementary education are generally based on the grants by the federal and State Governments, student fees, endowments, donations etc. The Union and State Governments are the major contributors to the funding of elementary education. The organizational of education at primary level is under the charge of education minister. Primary education is administered by state governments, local bodies or private agencies. The agency for administration differs from state to state. Expenditure on primary education is met by the state government and local bodies through taxation. The government also helps by giving grants for development and improvement of existing facilities.

Keywords: Elementary Education, Organizational Structure, Management

I. INTRODUCTION

Primary education is followed by upper primary education and its duration extends to three years. Primary and upper primary education constitutes the elementary education which is the foundation for a child to build up his/her career. It has two functions to perform.

- ✓ One is to prepare child for higher formal education and thereby to lay the foundation for his/her future life;
- ✓ And other is to make the individual literate and bring the minimum required development in different aspects, which is essential and helpful to become a good and useful citizen in later life.

The expansion of the system normally refers to one, or a combination, of the following:

- ✓ an increase in the number of institutions;
- ✓ a growth in student enrolment;

- ✓ an increase in the number of teaching and non-teaching staff;
- ✓ the diversified structure in term of course, institutional structures and management styles;
- ✓ An enhancement of expenditure on the operation and development of the system.

Elementary education means education of children from the age of 6 to 14 years. In the present content, elementary education refers to education being implied from class 1 to VIII. Education from class I-V is termed as 'primary education' and from class VI-VIII is termed as 'upper primary education'. In Five Year Plans elementary education is divided into two stages (i) A five year course comprising the age group of 6 to 11. (ii) A three year course comprising the age group of 11 to 14.

II. CONCEPT OF ORGANISATION

Organisation building is extremely important in the field of public administration. No administrative performance is possible without a suitable organisation. Building on organisation is, therefore, the starting point of any administrative performance.

According to Pfiffner and Sherwood, "An organisation is the pattern of ways in which large number of people, too many to have intimate face to face contacts with all others, and engaged in a complexity of tasks, relate themselves to each other in the conscious, systematic establishment and accomplishment of mutually agreed purposes".

Schein, "An organisation is the rational coordination of activities of a number of people for the achievement of some common explicit purpose or goal, through division of labour and function, and through a hierarchy of authority and responsibility."

Robbins, defines an organisation as, "a consciously coordinated social entity, with a relatively identifiable boundary that functions on a relatively continuous basis to achieve a common goal or set of goals."

Now we can define an organisation as a purposeful system with several subsystems where individuals and activities are organised to achieve certain predetermined goals through division of labour and coordination of activities."

According to Mooney, "Organisation is the term of every human association for the attainment of common purpose."

III. SIGNIFICANCE OF THE STUDY

The present study was carried out to know the organizational set-up of elementary schools of education in Himachal Pradesh. This study highlighted the growth rate of enrolled students and also knows the literacy rate. The present study is helpful to know the status of literacy rate of child girls, SC, ST and minority students and urban student.

IV. ELEMENTARY EDUCATION STRUCTURE AND INSTITUTIONS

Elementary Education in India is primarily a public funded activity. However, its structure and organization are complex and varied. There are different agencies and departments involved in its operation. The agencies are mainly the Ministers and the Federal and State levels, autonomous organizations set up by the minister and the private organizations or trusts. There are also Ministers, other than those responsible for education, which are involved in elementary education in India.

V. STRUCTURES OF ELEMENTARY EDUCATION IN HIMACHAL PRADESH

Elementary education means education of children from the age of 6 to 14 years. In the present content, elementary education refers to education being implied from class I to

VIII. Education from class I-V is termed as 'primary education' and from class VI-VIII is termed as 'upper primary education'. In Five Year Plans elementary education is divided into two stages (i) A five year course comprising the age group of 6 to 11. (ii) A three year course comprising the age group of 11 to 14.

The department of education has been one of the four constituent units of the Ministry of Human Resources Development. The Ministry was reorganized in October 1999, placing the department of culture and youth affairs & sports under a separate ministry. In order to give thrust to the activities relating to elementary education and literacy, the erstwhile department of education has also been reorganised, creating a separate department of elementary education and literacy. The remaining activities of the Department of Elementary Education and Literacy. The remaining activities of the Department of Education are to be handled in the re-designated department of secondary education and higher education. In the matter relating to these two department. The minister for Human Resources Development is assisted by a minister of state. Each department is headed by a secretary. Department of secondary and higher education is also incharge of the department of elementary education and literacy. He is assisted by a special secretary and an Additional Secretary. The department is organized into bureau, branches, desk, sections and units. Each bureau is under the charge of a Joint Secretary or Joint Educational Advisor, an Officer of equivalent Rank.

VI. DISTRICT LEVEL ADMINISTRATION

The District level Administration is headed by a Deputy District Education Officer who is assisted by a Deputy District Education Officer in matters concerning inspection of Middle and High Schools. At the block level BEO supervise and inspect the work of primary schools. There are no prescribed norms about the number of institutions to be inspected by various officers. However, the Deputy Directors who are incharge of high and higher secondary and training schools conduct inspection of the school once in a year.

VII. ORGANIZATIONAL SET UP OF EDUCATION DEPARTMENT

The Education Department is under the charge of Education Minister who is political head of the Department. All policy matters and major administrative decisions are generally taken by Education Minister who is assisted by an Education Secretary who enjoys full administrative and financial powers regarding department such as sanctioning of various schemes projects and budgeting. All schemes of expansion of education, plan and non plan are first approved by Education Secretary, and then submitted to planning and Finance Department for approval. Education Secretary in addition is overall administrative head of the education department for all purposes.

- ✓ Directorate of Elementary Education came into existence in the year 2005 after restructuring of primary education in the state. It has the following organisational structure:
- ✓ Directorate at the state level
- ✓ Office of the Deputy Director of Elementary Education at the District level
- ✓ Office of the Block Elementary Education Officer at Block level.
- ✓ Centre Head Teacher at cluster level.

VIII. FUNCTIONS AND DUTIES

- ✓ To manage the Elementary education system in Himachal Pradesh.
- ✓ To exercise Administrative and Financial control over its various functionaries/offices comprising of District/Block Offices, DIETS and Primary and Upper Primary Schools/Units in the state
- ✓ To implement policies relating to elementary education in the state.
- ✓ To implement centrally sponsored schemes as well as the state plan and Non- Plan schemes in the field of Elementary Education.
- ✓ To manage and control service matters of teaching/non-teaching staff of Elementary Education Department.
- ✓ To exercise financial control over privately managed Government aided primary and upper primary schools in the state.

IX. THE POWER AND DUTIES OF ITS OFFICERS AND EMPLOYEES

- ✓ Director

He/she is the Head of the Department of Elementary Education in the State. All the Administrative and Financial powers of the Department are vested in him. The powers and duties of the Director are as per Chapter V of the Office Manual.

- ✓ Additional/Joint /Deputy Director (Admn.)

He is looking after/assisting the Head of the Department in the discharge of day to day administrative affairs of the Department as per Chapter XIV of the Office Manual.

- ✓ Joint/Deputy/Assistant Director (Schools)

They are looking after/assisting the Head of the Department in the discharge of day to day Educational affair of the Department as per chapter XIV of the Office Manual.

- ✓ Joint Controller (Finance and Account)

He is looking after/assisting the Head of the Department in respect of the financial matters of the Department as per Chapter XIV of the Official Manual.

- ✓ District Autonomy (Education)

He is looking after/assisting the Head of the Department in respect of the Legal matters of the Department as per sections Chapter XVI of the Office Manual.

- ✓ Registrar Administrative Officer

He is the Drawing & Disbursing Officer of the Directorate' Establishment.

Deputy Director Elementary Education at District level

- ✓ They are the appointing and disciplinary authorities of junior Basic Teachers & C & V.
- ✓ They are controlling and inspection authority of Block Elementary Education Offices, Govt. Primary Schools and Govt. Middle Schools of their districts.
- ✓ They are performing the duties and functions as per Chapter XIV of the Office Manual.

X. BLOCK ELEMENTARY EDUCATION OFFICER

- ✓ They are drawing and disbursing officers in respect of all the establishment of primary schools as well as of their own respective education block.
- ✓ They are performing the duties and functions as per Chapter XIV of the Office Manual.
- ✓ They are the controlling and inspection authority of Block Elementary Education Offices, BRCCs Offices, Govt. Primary Schools. of their Districts.

- Centre Head Teacher

He is the controlling/inspection officer of all the Primary Schools under his centre.

- Head Teacher/Junior Basic Teacher

They are transacting curriculum of primary classes

- Headmaster/TGTs/C & V

They are transacting curriculum of upper primary classes

- Superintendent Grade- I & II

As per Chapter XV of Office Manual

- Senior Assistant/Personal Staff

As per Chapter XV of Office Manual

- Junior Assistant/Clerk

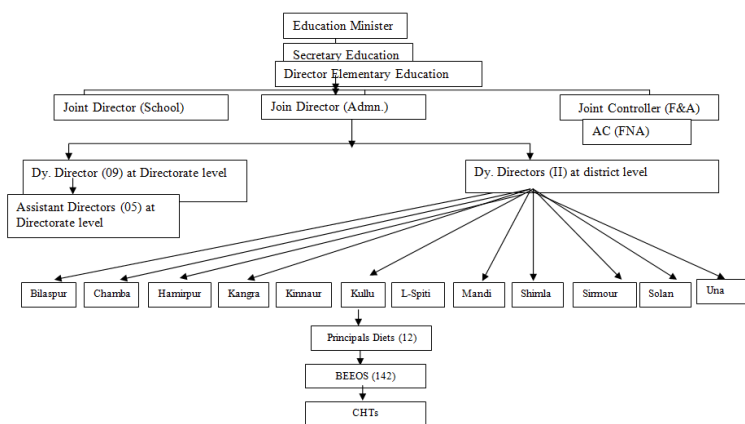
As per Chapter XV of Office Manual

- Class IV Employees

As per Chapter XV of Official Manual

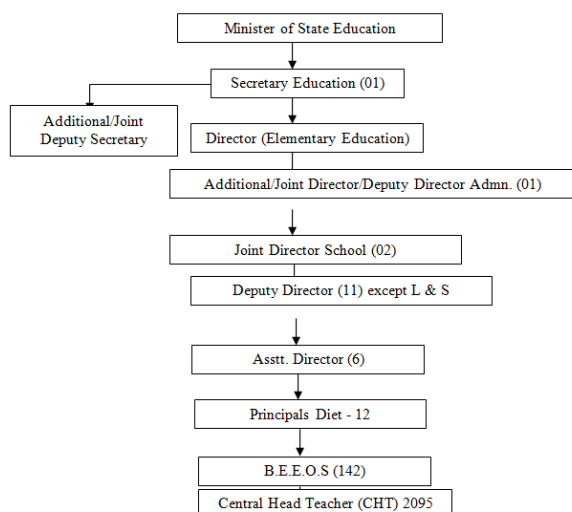
XI. DECISION MAKING PROCESS

The Department is responsible for the formulation of policy, programme, plans, rules etc., which are submitted to the Administrative Department for approval or received from Government from time to time. These policy, programme, plans, rule etc. are implemented in the field of Elementary Education through the district and block offices headed by Dy-Director Elementary Education and Block Elementary Education Officers.



Note: Post of Dy. Director does not exist in L & S district
Source: Directorate of Education Himachal Pradesh (2008), Shimla

Figure 1.1: Hierarchical Chart of Education Department



Source: <http://www.educationhp.org>.

Figure 1.2: Hierarchical Chart of Primary Education Department

XII. EDUCATIONAL LADDER IN HIMACHAL PRADESH

The Educational structure in the state is based on the national guidelines as followed in other states and union territories of India. The system of schooling consist of three years of pre-primary, eight years of compulsory elementary education (I-VIII), two years of secondary (IX-X) and two years of senior secondary (XI-XII), the eight years of elementary have been divided into five years of primary and three years of upper primary, in the age-group 6-11 and 11-14 years respectively.

To achieve total literacy in the state, a literacy has been started in each district with the co-ordination between primary school education department and the District Saksharta Samiti under the chairmanship of Deputy Commissioner. The State Government is formulating a policy to recruit Gram Vidya Upasaks under 'Himachal Gram Vidya Upasak Yojana' in view of large number of vacancies in the remote/difficulty in accessible areas of the state.

Sarva Shiksha Abhiyan launched by the Government of India for achieving the goal of Universal Elementary Education (UEE) in the country has also been adopted by the State Government.

Dist ricts	General			SC			ST			OBC			All		
	Bo ys	Gi rls	Tota l	Bo ys	Gi rls	Tot al	Bo ys	Gi rls	To tal	Bo ys	Gi rls	Tot al	Bo ys	Gi rls	Tot al
Bila spur	43	57	100	27	13	40	29	8	37	49	5	54	78	81	159
Cha mba	87	32	119	48	55	103	45	81	126	28	31	59	18	45	63
Ham irpur	37	92	129	25	67	92	89	95	184	12	12	24	77	35	112
Kan gra	53	69	122	71	75	146	12	49	61	60	66	126	19	21	40
Kinn aur	66	59	125	53	61	114	44	44	88	14	9	23	16	16	32
Kull u	63	67	130	43	47	90	14	13	27	33	32	65	11	11	22
L- Spiti	63	55	118	44	59	103	52	54	106	7	5	12	61	65	126
Man di	10	10	20	86	90	176	39	44	83	13	14	27	20	21	41
Shi mla	10	10	20	66	66	132	19	17	36	64	89	153	16	17	33
Sirm our	64	67	131	78	77	155	50	51	101	21	23	44	16	17	33
Sola n	91	86	177	54	55	109	32	40	72	43	38	81	15	14	29
Una	46	42	88	36	36	72	28	24	52	31	31	62	11	11	22
Tota l	69	71	140	54	56	110	90	96	186	15	16	31	14	15	29

Source: U-DISE (2018) Statistics of School Education, Unified District Information System for Education, Directorate of Elementary Education, Shimla.

Table 1.1: Social Category wise enrolment (Department of Education) 2017-18

Districts	PTR (Deptt. of Edu.)			PTR (Deptt. of Edu.)		
	Primary	Upper Primary classes	Total	Primary	Upper primary classes	Total
Bilaspur	1228	1060	2,288	13.04	10.91	23.95
Chamba	2646	1685	4,331	14.34	15.52	29.86
Hamirpur	1070	1094	2,164	14.43	9.51	23.94
Kangra	3687	3092	6,779	11.14	10.15	21.29
Kinnaur	469	397	866	7.07	5.31	12.38
Kullu	1762	1079	2,841	13.12	15.36	28.48
L-Spiti	395	297	692	3.23	2.39	5.62
Mandi	3682	3013	6,695	11.45	10.95	22.40
Shimla	3444	2518	5,962	10.02	9.37	19.39
Sirmour	2379	1473	3,852	14.43	16.15	30.58
Solan	1835	1090	2,925	16.56	18.32	34.88
Una	1315	1047	2,362	17.69	14.93	32.62
Total	23912	17845	41,757	12.66	12.04	24.70

Source: U-DISE (2018) Statistics of School Education, Unified District Information System for Education, Directorate of Elementary Education, Shimla.

Table 1.2: Teacher's Profile and Pupil Teacher Ratio

H.P.	Bilaspur	Chamba	Hamirpur	Kangra	Kinnaur	Kullu	L-Spiti	Mandi	Shimla	Sirmour	Solan	Una	Total	%age
Total Schools	84	165	754	252	26	10	25	24	23	145	10	76	154	100
Boundary Wall	46	112	587	195	24	86	12	21	10	896	58	67	107	69
Drinking Water	84	163	754	251	26	10	25	24	23	144	10	76	153	99
Girls Toilet	84	165	753	252	26	10	25	24	23	145	10	76	153	99
Boys Toilet	84	165	752	251	26	10	25	24	23	145	10	76	153	99
Electricity	84	151	752	247	26	97	17	23	20	132	10	76	146	94
Library	83	153	753	247	26	97	17	23	22	133	10	75	147	95
Playground	71	141	752	223	26	92	17	21	20	100	71	72	130	84
Ramps for disabled children	67	139	754	240	25	94	19	18	21	114	10	64	132	86
Medical check-up	81	142	736	245	25	99	17	23	20	129	10	73	143	93
Computers	18	248	746	442	86	16	70	34	38	206	23	22	277	18
SMC	84	164	753	251	26	10	25	24	23	143	10	76	153	99

Source: U-DISE (2018) Statistics of School Education, Unified District Information System for Education, Directorate of Elementary Education, Shimla.

Table 1.3: Equipment/Facilities available in Elementary school under department of Education

Social Category Wise Enrolment: The table 1.1 shows the enrolment of primary school students in all schools of Himachal Pradesh. In twelve districts the enrolment of students at primary schools is 302813 (total) that of boys is 148906 and girls enrolment is 153907. There is tremendous growth in the number of schools, teachers and enrolment of students from 2017-2018.

This impressive expansion of education at elementary school stage is mainly due to the extension of facilities of education especially in rural areas and the general awakening among the backward sections of the population for the need to send their children particularly girls to the schools.

Teacher-Pupil Ratio: In above mentioned table 1.2 shows that the total PTR (Pupil-Teacher Ratio) in all schools of Himachal Pradesh in year 2017-2018 is 41, 757. And the total enrollment in schools under education department is recorded as 24.7.

At primary level, District Una has highest PTR of 17.69 at upper primary level District Solan has highest PTR of 18.32. L-Spiti and Kinnaur has lowest PTR of 3.23 and 7.07 at primary school stage. L-Spiti has lowest PTR i.e. 2.39 at upper primary stage.

Equipment/Facilities Available in Elementary School: Every school is provided with many faculties like blackboard, playground, toilets etc. Table 1.3 shows the facilities available in the elementary school of Himachal Pradesh.

From the table 1.3 it can be inferred that during the academic year 2017-2018.

- ✓ District Kangra has many facilities in the elementary schools and their number is 2522 (total schools), 1954 (Boundary Wall), 2513 (Drinking Water), 2522 (Girls Toilets), 2513 (Boys Toilets), 2234 (Play Ground), 2472 (Library), 2404 (Ramps for disabled Children), 2454 (Medical Check-up), 442 (Computer).
- ✓ Minimum facilities are available in L-Spiti which has school (256), Boundary Wall (127), Girls Toilets (255), Boys Toilets (254), Play Ground (92), Ramps and disabled children (19), Computer (70), also furniture is not adequate in most of the schools.

Thus, the table 1.3, it can be concluded that most of the elementary school of Himachal Pradesh are with adequate infrastructural facilities. Only in few schools these facilities are inadequate.

Districts	Sanctioned Posts			
	Arts	NM	M	Total
Bilaspur	456	275	166	897
Chamba	786	504	241	1531
Hamirpur	487	289	166	942
Kangra	1530	926	541	2997
Kinnaur	142	87	53	282
Kullu	456	319	162	937
L-Spiti	66	42	23	131
L&SKaza	45	30	15	90
Mandi	1268	793	436	2497
Shimla	1194	739	415	2348

Sirmour	711	437	257	1405
Solan	560	335	217	1112
Una	533	290	193	1016
Total	8234	5066	2885	16185

Source: U-DISE (2018) Statistics of School Education, Unified District Information System for Education, Directorate of Elementary Education, Shimla.

Table 1.4: District wise Sanctioned/Filled/Vacant Post of TGT's as on 28-02-2018

The total population of the state is 68,56,509 as per census of India 2011, and the density of population is 123 per square kilometres. As compared to many other states of India, Himachal Pradesh has an average GDP which amounts to 2,54,350 millions. The per capital income of the state is 45,391 (INR) 2010, as per the data provided by the state compiled by the VMW analytic services. The sex ratio in Himachal Pradesh is 974 females per 1000 males. The literacy rate is 83.78.

NCERT (1992): the fifth All Indian Educational Survey reported the Gross Enrolment Ratio (GER) is 93.63 percent in 1986 at the primary stage, an increase of 11.92 percent over the GER of the fourth educational survey completed in 1978. The increase in the total Gross Enrolment Ratio of girls from the fourth survey to the less than half of the fifth survey was only 4.69 percent. It was increase in the total Gross Enrolment Ratio, a clear indication of less progress in enrolling girls.

Mehta Committee Arun: in his study education for all in India which focus on elementary education: current status, recent initiatives and future prospects concluded that:

- ✓ The enrolment at the primary and upper primary level of education overtime improved significantly, but still more girls are out of school than there boy out part. The enrolment ratio at the upper primary level is much lower than at the primary level.
- ✓ The efficiency of primary education system has direct implications on upper primary system has direct implications on upper primary system to expand.
- ✓ A large number of children continue to drop out from the system before completion of an education cycle which severely affects the efficiency of the education system.

XIII. ELEMENTARY SCHOOL EDUCATION SCHEMES IN HIMACHAL PRADESH

Himachal Pradesh Government has made provision for the short term training course from primary school teachers under Sarva Shiksha Abhiyan (SSA). At present these training programmes are conducting under ADHAAR Programmes. More emphasis is being given to (CCE) continuation comprehensive evaluation (Samagra Mulyankan). It means that the students are to be evaluated without conducting examinations. The implementation is largely the responsibility of the State Project Director (SSA), District Institute of Education and Training (DIET's)-12 Diets in 12 Districts and Deputy Director of Education.

Himachal Government has made primary education compulsory by promulgating "Compulsory Primary Education Act, 1997" with effect from April, 1998. To encourage enrolment and reduce the dropout rate in these schools various

scholarships and other incentives are being provided to the students of primary schools in the state, which include:

- ✓ IRDP Scholarship @ 150 per student per annum free writing material and free text books for all students in tribal area.
- ✓ Free clothing/ uniform to girl's student in tribal area.
- ✓ Free text-book to IRDP/SC/ST and OBC students in non tribal areas.
- ✓ Girls attendance scholarship @ Rs. 20 per student per annum
- ✓ Poverty stipend scholarship @ Rs. 4 per month, scholarship @ Rs. 8 per month on Lahaul- Spiti pattern for all students of tribal area, Rs.150 per month scholarship to the children of army personnel. In the year 2006-2007, Rs. 539.07 crore was spent on the primary school education.

SCHEME:

- ✓ Mid-Day-Meal Scheme
- ✓ District Saksharta Samiti
- ✓ Saraswati Bal Vidya Sankalap Yojna
- ✓ Himachal Gram Vidya Upasak Yojna
- ✓ Sarva Shiksha Abhiyan
- ✓ Sarva Shiksha Abhiyan in Himachal Pradesh.

XIV. CONCLUSION

From all the above studies, it is concluded that as a result to the initiatives taken and various centrally and state sponsored schemes and programmes launched in the state there is a rapid expansion in the field of elementary education. Himachal Pradesh is known to be the second least corrupt state in the country. In fact, Himachal Pradesh is the first state in the country that has made elementary education possible as well as accessible for every child. It has been revealed that literacy rate is increasing day by day in terms of enrolment number, reduction in dropout rate of students. This educational development due to promotion of ground level requirements. The most of the studies indicates the poor

condition of elementary education because of poor infrastructure, teachers performance, parents illiteracy, social and economic discriminations. Overall condition of primary and upper primary education in India still in need to consider the whole education system. There is a need to monitor the programmes running for school going children. A serious monitoring and an effective information system are required for implementation and progress of any programs.

This study helps those people who ensure the importance of government schools. The results of present study would be beneficial to the planners and policy makers to frame a policy to make government schools strong so that enrollment increase and quality education may be imparted to all the children.

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