

**PROCEEDINGS OF THE COMMISSIONER & DIRECTOR OF SCHOOL EDUCATION,  
A.P., HYDERABAD**

**Proc. Rc. No. 305/D1/C&T/SCERT/2013**

**Dated: 01-07-2013**

**Sub:-** SCERT, A.P, Hyderabad – Curriculum Implementation in Primary Schools and primary section of upper primary schools – Teacher distribution across classes/ grades in primary schools/ primary sections of upper primary schools – Order issued – Reg.

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All the Regional Joint Directors of School Education (RJD SEs) and District Educational Officers in the state are here by informed that at present the system of class wise responsibility to the teachers (teacher teaching all the subjects for the class allotted) is being implemented in the primary schools and primary sections of upper primary schools in the State.

During training programmes and School Complex Meetings teachers suggested to do away with the existing system of teacher distribution i.e. class wise responsibility and introduce subject wise distribution of teachers at primary level. Following are some of the problems/ issues experienced by the teachers while implementing the system of class wise responsibility.

- Students are exposed to a single teacher throughout the day.
- If the teacher is absent due to CL / other kinds of leaves there will be no classes for that particular class.
- Teachers naturally are interested to teach particular subjects based on their expertise, qualifications and may not be equally competent to teach all the subjects effectively.
- Change of teachers from period to period brings in new ways of dealing with the classes/ children depending upon the teacher.
- Continuity in terms of children progress subject wise need to be focused during the primary stage.
- Teacher absenteeism/ teachers on leave/ teachers on duty affects a class completely as there will be no teacher to teach any subject.

In view of the above, the existing system of teacher distribution class wise was reviewed keeping in view of suggestions from teachers and it is proposed to provide subject responsibilities to the teacher instead of entire class responsibility. Following is the rationale for the subject wise distribution of teachers at Primary Level

- Teacher selects the subject based on his / her interest and expertise.
- Capacity building of teacher with a focus on one or two subjects, so that he can teach the same subjects effectively for all classes.
- Training can be focused on one or two subjects for more number of days for their capacity building instead of focusing on all the subjects in the limited period.
- Teachers can collect subject specific TLM in a focused way in their subject.
- Teachers can plan and take up remedial teaching to improve the basic competencies in their subjects.

Therefore, it is proposed for adapting subject specific responsibilities to the teachers and the nature of distribution of subjects in a multi grade situation is suggested here under.

Sl. No.	No. of Teachers	Subject Distribution
1	Single teacher schools	All subjects all classes
2	Two teacher schools	T1 – 2 subjects – Telugu and English for classes I to V T2 – 2 subjects – Maths and EVS for classes I to V
3	Three teacher schools	T1 – 1 & 2 classes – T2 – 2 subjects – Telugu and English for classes III to V T3 – 2 subjects – Maths and EVS for classes III to V (or) T1 – Language Telugu for classes I to V T2 – Maths for classes I to V T3 – English and EVS for classes I to V
4	Four teacher schools	T1 – 1 & 2 classes T2 – Language Telugu for 3,4,5classes T2 – Maths for 3,4,5 classes T3 – English and EVS for all 3,4,5 classes (or) Each teacher should take one subject for all classes i.e class I to V.

5	Five teachers schools	T1 – class I T2 – class II T3 – Language Telugu for 3,4,5 classes T4 – Maths for 3,4,5 classes T5 – English and EVS for all 3,4,5 classes  (or) T1 – class I and II T2 – Language Telugu for 3,4,5classes T3 – Maths for 3,4,5 classes T4 – English for all 3,4,5 classes T5 –EVS for all 3,4,5 classes
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Therefore, all the DEOs in the state are here by informed to issue the instructions as above to all the Head Masters of primary schools and upper primary schools in the districts to implement the subject specific teacher responsibility in all primary schools and primary sections of upper primary schools in the districts while preparing the timetable. The RJD SEs in the state are also requested to monitor this change for effective implementation of curriculum and textbooks. The training to the in-service teachers shall be focused on the subjects chosen by the teachers.

  
**Commissioner & Director of**  
**School Education**  


To  
All the RJD SEs in the state  
All the DEOs in the state  
All the pbs in the state