

**GOVERNMENT OF ANDHRA PRADESH  
EDUCATION DEPARTMENT**

**From:** K. Sandhya Rani, I.Po.S.,  
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**To:** The Principal Secretary to Government,  
School Education Department,  
Government of Andhra Pradesh,  
Hyderabad.

**Rc.No.4102/Estt-III/2015, Date: /04/2016**

Sir,

**Sub:-** School Education - Rationalization of Schools, Posts and Staff- Under various managements viz., Government, Zilla Parishad, Mandal Parishad - proposals submitted Reg.

**Ref:-** 1. G.O.Ms.No.55 Education (Ser.III) Department, Dated:23.04.2011  
2. G.O.Ms.No.61 Education (SE-SER-III) Department, Dated: 16.05.2011  
3. This Office Lr.Rc.No.25/Estt-III/2015, Dated:30.06.2015 addressed to Government.  
4. G.O.Ms.No.39 Education (Ser.II) Department, Dated:07.08.2015 to G.O.Ms.No.51 Education (Ser.II) Department, Dated:07.08.2015 pertains to respective districts.  
5. This Office Proc.Rc.No.4102/Estt-III/2015, Dated:01.01.2016.setting up the Committee on Rationalisation of Schools  
6. Committee report Dated:10/04/2016.

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I wish to inform that, Government vide G.O.Ms.No.55 Education (Ser.III) Department, Dated:23.04.2011and G.O.Ms.No.61 Education (SE-SER-III) Department, Dated: 16.05.2011 have issued norms for Rationalization of Schools, Posts, and Staff under various management viz., Government, Zilla Parishad, Mandal Praja Parishad, Municipal Schools.

It is found that, there are some schools with higher student strength vis-à-vis the sanctioned teaching posts and on the other hand some schools with uneconomic strength of students have more teachers. While the Teacher-Pupil Ratio at the State level is better than the National Average, it is found that at the School and Class level, there are wide variations.

In the above context the School education department constituted a Committee under the Chairmanship of Sri.M.R. Prasanna Kumar, Principal, I.A.S.E., Rajahmundry. The members of the Committee are Teacher MLCs and representatives of Teacher Unions and Associations. The mandate of the Committee was to study the existing G.Os and suggest revised norms taking a realistic approach, RTE norms, subject weightage, allocation of periods, workload, accessibility, viability of schools, present sanctioned strength, examine Teacher - Pupil Ratio (TPR) at the State, District level and at School level and recommend on rationalization and resource redistribution. The Report of the Committee has since been submitted.

The Committee examined the following before making specific recommendations discussed below:

- ❖ The existing norms and rules issued for Rationalization of Schools / Posts and Teachers working under Govt. / MPP / ZPP Managements issued in G.O.Ms.No. 55 Edn., Dated: 23.04.2011 and G.O.Ms.No.61 Edn., Dated: 1.05.2011

- ❖ The G.O.Ms.No.39 Education (Ser.II) Department, Dated:07.08.2015 to G.O.Ms.No.51 Education (Ser.II) Department, Dated:07.08.2015 read with G.O.Ms.No.86 Education (Ser.II) Department, Dated:03.11.2015 to G.O.Ms.No.98 Education (Ser.II) Department, Dated:03.11.2015 and the Model Primary Schools norms.
- ❖ The proposals submitted by the Commissioner of School Education to the Government with regard to the revised norms and proposed amendments to the G.O.Ms.No.55 Education (Ser.III) Department, Dated:23.04.2011 and G.O.Ms.No.61 Education (SE-SER-III) Department, Dated: 16.05.2011.
- ❖ The provisions of Right to Education Act, 2009.
- ❖ A detailed study of the integrated UDISE 2015-16 covering various aspects i.e., (a) the Aadhar Mapped U-DISE and Child Information Data (b) children yet to be enrolled in new academic year (c) No. of Schools (d) No. of Teachers (e) No. of Gram Panchayats, (f) Schools in each Gram Panchayat (g) the scope of positive consolidation of the schools within the Gram Panchayat where the enrollment is less than 30 in each school (h) availability of Schools within 1 Km radius in respect of Primary Schools, 3 KM radius in respect of Upper Primary Schools, 5 Kms radius in respect of High Schools/Success Schools, (i) the scope for Resource Redistribution - Rationalization in terms of infrastructure and human resources etc.
- ❖ The Committee also took into consideration the performance of Andhra Pradesh in terms of Key Education Indicators. It also studied the key findings relating to the learning levels of students in Government schools in the State as per the National Achievement Survey, 2014-15, Annual Status of Education Report 2014 (ASER), State Level Achievement Survey 2014-15 (SLAS), Annual Assessment Survey, 2015, etc..
- ❖ The status of the number of Primary Schools, Upper Primary Schools and High Schools including Success Schools with reference to enrolment and availability of teachers.
- ❖ Representations received, rules issued in different G.Os the norms issued under RMSA, RTE, TPR Work load, subject weightage, accessibility, allocation of periods, viability of the schools.

#### **Observations of the Committee**

1. The Committee noted that while the Teacher - Pupil Ratio (TPR) at the State and district level is higher than the national average, at the School level it needs to be improved. Further, it found that there are some schools with higher student strength vis-à-vis the sanctioned teaching posts and on the other hand some schools with uneconomic strength of students have more teachers.
2. The Upper Primary Schools particularly upgraded over the years have not been provided adequate Teachers, resulting in overall low enrolments and poor performance of students in Class VIII as seen from the various Assessment Surveys.

3. Further, as per the National Achievement Survey 2014-15, State Level Achievement Survey 2014-15 and Annual Assessment Survey 2015, the learning levels of students' in Primary, Upper Primary and High Schools is not up to the expected levels.
4. The consolidation of Primary Schools within one Km.radius, creation of the Model Primary Schools and allocation of 5 Teachers during 2015-16 is a positive development in School Education department.
5. For improving enrolment and performance of English Medium Sections in Success Schools, there is a need for allocating required number of Teachers.

#### **Key Recommendations of the Committee:**

- i. Continue the consolidation and resource redistribution of Primary Schools as envisaged in G.O.Ms.No.39 Education (Ser.II) Department, Dated:07.08.2015 to G.O.Ms.No.51 Education (Ser.II) Department, Dated:07.08.2015 read with G.O.Ms.No.86 Education (Ser.II) Department, Dated:03.11.2015 to G.O.Ms.No.98 Education (Ser.II) Department, Dated:03.11.2015 issued orders indicating norms for Establishment of Model Primary Schools in the State
- ii. Revise the rules issued in G.O.Ms.No. 55 Education (Ser.III) Department, Dated:23.04.2011 and G.O.Ms.No.61 Education (SE-SER-III) Department, Dated: 16.05.2011
- iii. For the purpose of enrolment, the Aadhar Seeded Child Info shall be taken into consideration.
- iv. Recommended the norms and guidelines in two parts .i.e. Part-1 Staff pattern and the Part-2 the Guidelines for effective implementation and quality education.

### **PART - 1**

#### **1. Norms for Model Primary School:**

- (a) The Committee felt that the minimum strength in Model Primary School shall be 100.
- (b) However, the norm of having 80 enrolment in Model Primary School with 5 SGTs may continue for the year 2016-17.
- (c) Primary Schools may be converted into Model Primary Schools under continuous positive consolidation as per norms for the year 2016-17. As per the integrated U-DISE 2015-16, there are 656 Primary Schools with over 100 enrolment that are yet to be designated/converted into Model Primary Schools and allocated 5 Teachers. This exercise may be taken up immediately.
- (d) The recommended staff pattern for Model Primary School is at Table-I-A

#### **2.Primary Schools (Which are not Model Primary Schools):**

There are 31,218 Primary Schools in the State, out of which 5690 schools are having enrolment less than 19.

- (a) Any primary school with less than 19 enrolment within 1 Km radius may be treated as Non-Viable and consolidated with nearby existing school within 1 Km radius.
- (b) However, the Primary Schools with less than 19 enrolment within 1 Km radius where there are no other schools and the single teacher schools may be continued with a provision of one regular teacher.
- (c) In the Primary Schools having 20-60 enrolment the 2<sup>nd</sup> Teacher shall be provided after crossing 30 enrolment..
- (d) In the Primary Schools having 60-99 enrolment, the 3<sup>rd</sup> and 4<sup>th</sup> Teacher shall be provided after crossing 70, and 80 enrolment respectively.
- (e) Consolidation of Primary Schools within 1 Km radius <30 may also be taken up so as to pave the way for eventual conversion as Model Primary Schools and/or allocation of required Teachers to improve quality of education imparted in such schools.
- (f) To provide transport facility, if need be, as per RTE norms under SSA.
- (g) The recommended staff pattern for other Primary Schools (Non-Model Primary Schools) is at Table-I-B

### 3.Upper Primary Schools

As per the RTE, 2009 and RMSA norms, access is to be provided for Class I to X for all children including Out of School Children duly providing qualitative elementary and secondary education. There is need to achieve effective enrolment, retention and age specific transition. This requires action to be taken on various fronts including provisioning of schools keeping in view the distance norms, implementation of CCE, ensuring proper academic standards and Teacher Accountability as prescribed under the state under AP RTE, 2010, etc.

There are 4720 Upper Primary Schools and 4998 High Schools providing Upper Primary stage education for Classes VI to VII/VIII, with enrolment of 3,12,813 and 15,58,000 respectively. The Committee observed that as per the study of the provision of schools in the catchment area in the state, on an average, there is a High school for every village/Habitation within about 2.8 k.m from a habitation. There may be about 10% exceptions for this distance based provisioning.

The Upper Primary Schools are functioning upto Class I to VII and Class I to VIII in some cases. For Classes VI to VIII one (1) teacher is teaching two (2) subjects i.e., one teacher teaching science and Maths and one teacher teaching Social Science and English apart from Language Pandits. However, from practical point of view, the science teacher cannot teach mathematics effectively and vice versa.

Keeping the above observations in view, the following recommendations are made by the Committee.

- i) To ensure good quality of education to the Students a Two Tier System of Schools i.e., Primary School and High School may be implemented.
- ii) The RTE norm is 3 KM radius for Upper Primary School and 5 KM radius for High School. Thus wherever a High School is available within 3 KM radius from the existing UP school point, the Upper Primary classes shall be consolidated with the nearby High School. Required subject teacher or SGT qualified may be provided as per the recommended norms.
- iii) Elementary cycle Upper Primary Schools having VI to VIII classes with enrollment 60 and above can be straight away upgraded into a full-fledged High School from 2016-17 year onwards by opening classes IX & X classes. The staff pattern will be that of High School as per Table-III-A.
- iv) Similarly Upper Primary School having VI & VII classes with enrollment 50 and above can be straight away upgraded into a full-fledged HS from 2016-17 onwards by opening VIII, IX and X classes. The staff pattern will be that of High School as per Table-III-A.
- v) (a) The Upper Primary Schools VI & VII and VI to VIII Classes which are running less than <40 and < 50 respectively may be downgraded as Primary School and the students may be accommodated in the nearby High Schools.
- vi) However, exceptions may be given in Tribunal areas / natural barriers, mountains, lakes etc.,
- vii) Transport facility may be provided if distance is beyond 3 Km radius.
- viii) On downgrading an U.P. School, if the strength of such a Primary School is 100 and above, it shall be treated as Model Primary Schools.
- ix) The Primary School Head Master posts / persons are to be adjusted in the Model Primary Schools as per need.
- x) Recommended Staff Pattern for Upper Primary Schools that will continue as exception to Upgradation / Downgradation is at Table II-A (VI and VII Classes) & II - B (VI, VII and VIII Classes).

#### 4. High Schools

With regard to the High Schools, the Committee observed the following:

- There are 4998 Government managed High Schools functioning in the State out of which 3351 are Success Schools with parallel English Medium Sections.
- There are 144 High Schools with less than 75 enrolment. And there are about 60 High Schools with <50 enrolment.
- There are 871 Success Schools where the English Medium enrolment is < 75.

- The High School is provided with (8) eight teachers and (1) one Gazetted Headmaster. The RTE norm is 5 KM radius.

Keeping the above observations in view, the following recommendations are made by the Committee.

- A High School with less than 50 strength can be consolidated with nearby High School within 3 KM radius from the existing school Point. Thus about 60 High Schools with <50 may be merged with the nearby High Schools within 3 kms radius.
- However exemption may be given where there is no scope to have High School within 3 Km radius from the existing School Point .
- Subject teachers are to be provided as per requirement to Telugu Medium / English Medium and other Medium duly justifying the work load norms given by SCERT.
- The Committee's recommendations of Norms for the Success Schools is in line with the recommendations of the Committee set up for that purpose. The Report of the Committee on Success Schools is being submitted separately.
- If the enrolment in English Medium in Success Schools is < 60 no additional Teachers will be provided.
- For Success Schools with  $\geq 60$  enrolment in English Medium (678 schools) the following staff pattern shall be adopted:
  - If the enrolment is in English Medium in Success Schools is  $\geq 60$  to <140, additionally 4 Teachers (i.e. 1 S.A. (Maths), 1 S.A (P.S), 1 S.A (B.S) and 1 S.A. (SS)) in addition to Table - III-A.
  - If the enrolment is  $\geq 140$  to 240 the staff will be additionally provided as a separate Unit as per the Table - III-A, except Head Master Post and Physical Education Teacher Post.
- If the enrolment in English Medium in Success Schools is > 500, additionally 1 Head Master Post will be provided exclusively for English Medium Success School for improving academic and administrative monitoring.
- The recommended staff pattern for High School Telugu Medium is III-A. For English Medium the staff pattern will also be the same additionally, except Head Master Post and Physical Education Teacher Post.
- If the enrolment in both media is <50 the school becomes **Non viable**.
- Some Members of the Committee represented to provide teachers section wise in both media separately. If the staff is provided section wise there will be imbalance of Teacher Pupil Ratio and workload of the teacher, hence the request is not considered for Telugu Medium. However, for those classes where the student strength is > 50% of the RTE Norm for that class, one additional teacher will be provided.
- Transport allowance to the students to be provided, if they have to go beyond 5kms in case of non viable and closed high schools.

Other Recommendations related to the following issues:-

1. Subject weightage
2. Workload of the Teacher
3. Guidelines of RMSA / SSA / R.T.E.
4. Allotment of periods
5. Teacher Pupil Ratio
6. Accessibility

**Norms Recommended by the Committee**

The Committee recommended the norms of Rationalization /Staff pattern as indicated in the Tables mentioned below .

**PRIMARY SCHOOLS**

**TABLE - I-A**

**Model Primary School (I to V Classes) - Staff Pattern**

Enrolment range (I to V Classes)	Head Master	No. of SGTs	Total
80-99	-	4	4
100-130	-	5	5
131-160	1	5	6
161-200	1	6	7
201-240	1	7	8
241-280	1	8	9
281-320	1	9	10
321-360	1	10	11
361-400	1	11	12

Note (i) After 400 enrollment, for every 40 students one SGT will be provided.

(ii) For those classes where the student strength is > 50% of the RTE Norm for that class, one additional Teacher will be provided.

(iii) If there are surplus LFL HM posts, they will be allotted in descending order to <130 enrolment schools in place of a Teacher.

**TABLE -I-B**

**Primary School (which is not identified as Model Primary School) - Staff Pattern**

Enrolment range (I to V Classes)	Head Master	No. of SGTs	Total
Upto -19	Non-Viable		
20-60	-	2	2
61-80	-	3	3
81-99	-	4	4

Note: For further increase in the Enrolment the Table-IA is to be followed as the school will be identified as Model Primary School.

**UPPER PRIMARY SCHOOLS**

**TABLE - II-A**

**Upper Primary Schools being continued as Exceptions - Staff pattern**

(For classes VI & VII)

Sl.No.	Range VI to VII Classes	SA M/PS/BS	SA Eng	SA SS	LP I Lang	LP II Lang	Total Posts
1	< 40	Non viable school					0
2	40-100	1	0	1	1	1	4
3	101-140	1	1	1	1	1	5
4	141-175	2	1	1	1	1	6

5	176-210	3	1	1	1	1	7
6	211-245	4	1	1	1	1	8
7	246-280	4	1	1	2	1	9
8	281-315	4	1	2	2	1	10
9	316-350	4	2	2	2	1	11
10	351-385	4	2	2	2	2	12
11	386-420	5	2	2	2	2	13

In scheduled Area, the slab <40 and 40-100 may be read as <30 and 30-100 respectively.

**TABLE II-B**

**Upper Primary Schools being continued as Exceptions- Staff pattern**

(For class VI to VIII)

Sl.No.	Range VI to VIII classes	SA M/PS/BS	SA Eng	SA SS	LP I Lang	LP II Lang	Total Posts
1	<50	Non viable school					0
2	50-140	1	1	1	1	1	5
3	141-175	2	1	1	1	1	6
4	176-210	3	1	1	1	1	7
5	211-245	4	1	1	1	1	8
6	246-280	4	1	1	2	1	9
7	281-315	4	1	2	2	1	10
8	316-350	4	2	2	2	1	11
9	351-385	4	2	2	2	2	12
10	386-420	5	2	2	2	2	13

In scheduled Area, the slab <50 and 50-140 may be read as <40 and 40-140 respectively.

- (I) For classes I to V in Upper Primary Schools the staff pattern stated in the Table I-B is to be followed.
- (II) The senior mot School Assistant in the Upper Primary Schools shall be head of the school.

**HIGH SCHOOLS**

**TABLE III-A**

**HS (Single Medium) (Telugu/English) - Staff pattern  
VI to X classes (designed keeping in view posts required  
as per RTE 2009 and RMSA norms and available posts in the state)**

Sl. No	Range V to X class (Single Medium)	HM	SA M	SA PS	SA BS	SA Eng	SA SS	SA I Lang	SA II Lang	SA (PE)	PET	C1 EM	Total
1	<50	Non viable school											0
2	50-240	1	1	1	1	1	1	1	1	.	1	.	9



3	241-280	1	2	1	1	2	1	2	1	-	1	-	12
4	281-320	1	2	1	1	2	1	2	2	-	1	-	13
5	321-360	1	2	1	2	2	2	2	2	-	1	-	15
6	361-400	1	2	1	2	2	2	2	2	-	1	-	15
7	401-440	1	2	2	2	2	2	2	2	-	2	-	17
8	441-480	1	3	2	2	3	2	3	2	-	2	1	21
9	481-520	1	3	2	2	3	2	3	2	-	2	1	21
10	521-560	1	3	3	2	3	3	3	2	-	2	1	23
11	561-600	1	3	3	2	3	3	3	2	-	2	1	23
12	601-640	1	3	3	3	3	3	3	2	-	2	1	24
13	641-680	1	3	3	3	4	3	4	3	-	2	1	27
14	681-720	1	4	3	3	4	3	4	3	-	2	1	28
15	721-760	1	4	3	3	4	4	4	3	-	2	1	29
16	761-800	1	4	4	3	4	4	4	3	-	2	1	30
17	801-840	1	4	4	3	4	4	4	3	1	2	1	31
18	841-880	1	4	4	4	5	4	5	3	1	2	1	34
19	881-920	1	5	4	4	5	4	5	3	1	2	1	35
20	921-960	1	5	4	4	5	5	5	4	1	2	1	37
21	961-1000	1	5	5	4	5	5	5	4	1	2	1	38
22	1001-1040	1	5	5	4	5	5	5	4	1	2	1	38
23	1041-1080	1	5	5	5	6	5	6	4	1	2	1	41
24	1081-1120	1	5	5	5	6	5	6	4	1	2	1	41
25	1121-1160	1	6	5	5	6	6	6	4	1	2	1	43
26	1161-1200	1	6	6	5	6	6	6	4	1	2	1	44
27	1200-1240	1	6	6	5	6	6	6	4	1	2	1	44

(a) The recommended staff pattern for additional provision of subject teachers in Minor Medium / Parallel Medium High Schools is Table III-B in addition to Table III-A.

(b) For major medium enrolment for calculation of requirement of Teacher posts Table III-A and for Minor Medium enrolment Table III-B are to be followed in the Minor Medium / Parallel Medium High Schools.

**TABLE III-B**  
**Minor medium, enrolment of a Parallel Medium HS - Staff pattern**  
(Urdu/Hindi/Kannada/Marathi/Oriya/Tamil etc.)

Sl.No.	Range VI to X Minor Medium	SA M	SA PS	SA BS	SA SS	Total Posts
1	< 50	Non viable school				0
2	50-280	1	1	1	1	4
3	281-320	2	1	1	1	5
4	321-360	2	1	1	2	6
5	361-400	2	1	2	2	7
6	401-440	2	2	2	2	8

**Note:** There shall be minimum one SA 1<sup>st</sup> Language in Minor Medium.

The Committee also recommended the Guidelines for effective implementation of the scheme of Rationalization etc as PART -2.

## PART - 2 GUIDELINES

### Subject wise weightages (No of periods per week for each of classes VI to X):

A) Curricular subjects	for classes VI & VII	for classes VIII to X
1) I Lang	6	6
2) II Lang	4	4
3) III Lang (English)	6	6
4) Mathematics	6	8
5) General Science including Environmental studies projects	7	6 (PS) 5 (BS)
6) Social studies	6	6
<b>B) Activity and other co-curricular Subjects</b>		
• Work Education/computer Education	2	1
• Art & cultural Education	2	1
• Health & cultural Education	3	3
• Value Education/Life skills	3	1
• Library periods	3	1
<b>Total(periods per week per class)</b>	<b>48</b>	<b>48</b>

### General Guidelines for implementation of the Recommendation on Rationalisation of Existing staff/schools- and implementation of proposed staff patterns

#### 1) Time Table:

HM of a school has to prepare time tables as per the Part I of the Table shown wherein subject-wise weightages are given for each class. As on the basis of these weightages, the staff patterns are designed, he has to plan for effective implementation of the curricular and curricular subjects on daily basis.

Time tables teacher wise, subject wise, class wise are to be prepared by Head of the institution keeping in view the optional subjects studied by the teacher at Table 2, graduation/Post graduation level and methodology subjects studied in Teacher Education course. The following examples would make the point clear.

#### 2) Strength of a class, Additional sections:

The optimum strength of a class in a High School (for each of VI to X classes) is 40. The maximum strength of a class is 60. Hence the sections to be formed for a class shall be as per the table given below.

Strength of a class No of sections

(VI/VII/VIII/IX/X)

Upto 60

61-100

101-140

141-180

181-220

221-150

1 section (A)

2 sections (A & B)

3 sections (A,B&C)

4 sections (A,B,C&D)

5 sections (A,B,C,D&E)

6 sections (A,B,C,D,E&F)

3) Teaching workload of HM of a HS:

HM of a High School has to handle minimum 8 periods per week which includes handling one curricular subject of part I of Table for either class X or class IX in accordance with his optional subjects of study in graduation/post graduation and his methodology subjects in B.Ed course.

4) Teacher workload:

HM has to distribute periods of workload equally to all teachers as far as possible keeping in view not only subject designation of the teacher in question but also actual optional subjects of study of the teacher at graduation/post graduation levels, and methodology subjects at B.Ed,B.P.Ed,TP/LP. If necessary group subjects of her/his study at +2 levels also to be kept in view.

For better comprehension, certain examples have been given under item 16 below, as guidance for the HM to frame the time table.

All teachers can be allotted the activity subjects/co curricular subjects of Part I of the Table like work education/computer education, art and cultural education/Health and physical education, value education/Life skills/Library periods etc.

5) Additional Teachers for SUCCESS SCHOOLS:

According to staff patterns in Table III-A, teachers are provided to SUCCESS schools. The medium in the tables is mentioned only for the purpose of provision of teachers. But the HM can utilize services of all teachers for both media. No teacher can refuse to handle English medium classes.

6) Specialist teachers like PET, Craft etc are common for both media/parallel media schools. The provision of such common teachers shall be according to total enrolment of the school.

7) Vocational instructors available are to be rationalized into C.I.Posts. Still on requirement as per staff pattern, the SMC of the school may engage part time instructor in accordance with provisions available in the schedule of the RTE ACT 2009. CSE may give guidelines in this regard for engaging part time Art Education / PETs / Craft instructors.

8) The second P.E.T post in a coeducation High School shall be exclusively for a woman.

9) Where school assistants (Languages) are deficit Language pandits can be posted against S.A (I Language/II Language) posts. Surplus LP/SGT posts are to be upgraded to S.A.cadre for posting them in a High School.

10) It is recommended that Rationalisation of schools/staff may be considered to implement these realistic staff patterns now proposed. If on account of Rationalisation, if there is still need of additional SA posts (deficit posts), it is recommended to upgrade existing surplus SGT posts to the cadre of SA (without any additional financial commitment to Government)

**11) Computation of Teacher posts required for a school as per staff patterns now proposed.**

- i) In respect of a High School having only one medium, (Single Medium) straight away Table III-A is to be followed for calculating teacher posts required for the school.
- ii) In respect of Parallel Medium Schools where there are two media, the total teacher posts required are to be calculated in 3 steps (which are to be added eventually).

**Step 1:**

Number of posts required for non language curricular posts for major medium enrolment from relevant enrolment slab of Table III-A.

**Note:**

Table III-A shall be taken for major medium enrolment for calculation of teacher posts.

**Step 2:**

Number of posts required for non language curricular posts for minor medium from relevant enrolment slab of Table III-B.

**Step 3:**

The remaining posts required to be calculated are as per the combined enrolment of both media from relevant combined enrolment slab of Table III-A. Combining the posts in step 1,2 and 3 will give the total posts required for that Parallel Medium High School. The following example would make the methodology clear.

**I. Examples for Calculating requirement of Teacher posts in Parallel Medium High Schools.**

**Example for Parallel Media High Schools:**

**Example (A):**

MEDIUM	ENROLMENT VI TO X	SA (M)	SA (PS)	SA (BS )	SA (SS)	TOTAL
Telugu (Table III-A)	241	2	1	1	1	5

Kannada (Table III-B)	62	1	1	1	1	4
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Common Posts required on Combined Enrolment

	ENROLMENT VI TO X	HM	SA (ENG.)	1 <sup>ST</sup> LANG.	II LANG.	PET	C.I.	TOTAL	GRAND TOTAL
Table III-A	303	1	2	2	2	1	-	8	17 POSTS

**Example (B):**

MEDIUM	ENROLMENT VI TO X	SA (M)	SA (PS)	SA (BS)	SA (SS)	TOTAL
Telugu (Table III-A)	116	1	1	1	1	4
TAMIL (Table III-B)	54	1	1	1	1	4

Common posts required on Combined Enrolment

	ENROLMENT VI TO X	H M	SA (EN G.)	1 <sup>ST</sup> LANG	II LANG	PE T	C.I.	TOTAL L	GRAND TOTAL
FROM (Table III-A)	170	1	1	1+1	1	1	-	5	13 POSTS

### **PART - 3**

#### **Guidelines for Preparation of Time Table/Allotment of workload**

Suppose a High School (Single Medium Telugu) has class wise enrolment as follows:

Class	Enrolment	Sections
VI	40	1 (A SECTION)
VII	41	1 (A SECTION)
VIII	42	1 (A SECTION)
IX	43	1 (A SECTION)
X	44	1 (A SECTION)
TOTAL	210	

From Table III-A, the Teacher Posts required for the School as per the above enrolment.

HM	SA (M)	SA (PS)	SA (BS)	SA (ENG.)	SA (SS)	SA 1 <sup>ST</sup> LANG.	SA 2 <sup>ND</sup> LANG.	PET	C.I	Total Posts
1	1	1	1	1	1	1	1	1	-	9

Further, all 9 teacher posts are filled. Their qualification and subjects studied are given below, designation wise

SL. NO.	NAME OF THE TEACHER WITH DESIGNATION	DESIGNATION	OPTIONAL SUBJECTS STUDIED BY TEACHER AT GRADUATION / P.G. / + 2 LEVEL ETC.	METHODOLOGY SUBJECTS AT B. Ed / Other Teacher Edn.
1	A	HM	B.Sc (BZC)	B.Edn. (Biological Science & Telugu)
2	B	SA (SS)	B.A. ( History, Economics, Pol. Sci.)	B.Ed. (Social Studies, English)
3	C	SA (BS)	B.Sc. (B.Z.C)	B.Ed. (Biological Science, English)
4	D	SA (Maths)	B.Sc., (M.P.C.)	B.Ed. (mathematics, Physical Science)
5	E	SA (PS)	B.Sc. (MPC)	B.Ed (Physical Science, Mathematics)
6	F	SA (Eng.)	B.A. (History, Philosophy, Eng.) M.A.Eng.	B.Ed. (social Studies, English)
7	G	SA (1 <sup>st</sup> LANG.)	B.A. (TELUGU)	T.P.T.
8	H	SA ( 2 <sup>nd</sup> LANG.)	B.A. (HINDI)	H.P.T.
9	I	P.E.T.	B.A. (H.P.P.)	B.P.Ed.

How to prepare Time Table/Allot workload:

1. For the school, there are 5 classes / Sections (VI to X), with workload = 6 days X 8 periods X 5 classes = 240 periods per week. Then the question is how to divide these 240 periods amongst 9 staff (including HM members)
2. Subject wise periods per week per class are given in Part I of the Table which is to be followed scrupulously in the distribution of work. Teacher wise distribution can be made as follows:

Suggested Time Table for the above

Sl. No.	Name of the teacher with Designation	Subject/Class	Allotted Class Wise Curricular	Subjectwise Activity / CCA	Total	REMARKS
1	A (HM)	X (Biol. Sci. 5) VI (value Edn. 3) VIII (Value Edn. 1)	5	4	9	

2	B (SA SS)	VI to X SS IX & X Library	30	2	32	
3	C (SA BS)	VIII, IX B.S; VI, VII GEN. SCI. VII ENG.	30	-	30	
4	D (SA MATHS)	VI, VIII, IX, X MATHS	30	-	30	
5	E (SA PS)	VIII, IX, X PS, VII MATHS	24	7	31	
6	F (SA ENG.)	VI, VIII, IX, X ENG; Library for VI, VII, VIII	24	7	31	
7	G (SA 1 <sup>st</sup> LANG.)	VI - X 1 <sup>st</sup> LANG.	30	-	30	
8	H (SA (2 <sup>nd</sup> LANG.)	VI TO X HINDI VI TO X ART & CULTURAL EDN.	20	7	27	
9	I (P.E.T)	VI TO X Phy.Edn., VII, IX & X Value Edn.		15 +5	20	Other job chart outside schools hours as entrusted by H.M.
					240	

I further wish to state that earlier rationalization of Primary schools within one kilometer radius in a Grampanchayat is undertaken and the Rationalization in Upper Primary Schools and High schools is not taken up. There is a need to take up rationalization of Primary schools as per norms already defined in GOs No.39 to 51 for the current year. Rationalisation and Resource Redistribution of the Upper Primary and High Schools also may be taken up as per the norms recommended by the Committee.

I enclose herewith the report of the Committee and the tentative schedule for Rationalization and adjustment of teachers/transfers.

I therefore request the Government to issue necessary orders at an early date.

Encl : (1) Committee Report  
(2) Tentative Schedule  
(3) Draft G.O.

Yours faithfully  
Sd/- K. SANDHYA RANI  
Commissioner of School Education

//TRUE COPY ATTESTED//

  
Assistant Director (Ser.)

