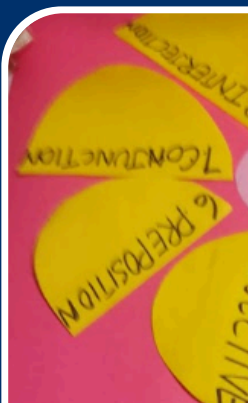


FLN BEST PRACTICES

Medchal-Malkajgiri
District



From the Collector's Desk



Gowtham Potru, I.A.S

With heartfelt gratitude, I extend my sincere appreciation to the dedicated teachers who tirelessly contribute to the growth and development of our students. As we commemorate the invaluable contributions of teachers in shaping the future of our nation, I am delighted to highlight the remarkable efforts we have made in enhancing student learning outcomes.

This publication is a testament to the exceptional efforts of our committed teachers who have successfully implemented effective strategies in their classrooms. Within its pages, you will discover a wealth of invaluable insights and best practices that have proven instrumental in driving positive change.

I would also like to acknowledge the pivotal role of the FLN program, which is dedicated to fostering foundational literacy and numeracy. This program has been instrumental in our journey towards providing a strong educational foundation for all students, ensuring they have the necessary skills to succeed in their academic pursuits.

As you peruse the pages of this magazine, I hope you find it to be a source of inspiration and empowerment. Let it serve as a reminder of the profound impact you have on the lives of your students and the broader community. Your dedication and commitment are vital in realizing our shared vision of a brighter, knowledge-driven future.

Once again, I extend my deepest gratitude to each and every one of you for your tireless efforts and unwavering dedication. Together, we are creating transformative learning experiences that will shape the future of our nation.

Warm Regards,

Collector
Medchal Malkajgiri District

Message from District Education Officer



I. Vijaya Kumari

The efforts demonstrated by our teaching fraternity in submitting responses and sharing YouTube video links of their best practices are both remarkable and commendable. Such dedication and willingness to contribute to the collective knowledge and improvement of our educational system are truly inspiring.

I would like to extend my heartfelt appreciation to all the teachers who took the time to send in their best practices. Your contributions are invaluable and have a significant impact on the continuous enhancement of our teaching methods and student outcomes. Furthermore, I would like to applaud the entire District Project Management Unit (DPMU) of the FLN Mission for their unwavering efforts and commitment.

The practices included here explore important elements of effective teaching, such as meticulous planning through period plans, focused attention on micro-competencies, and the creation of Teaching-Learning Materials (TLMs) tailored to the needs of our students, even in multi-grade classrooms. These are not just strategies but guiding principles for teachers seeking to enhance their teaching skills and nurture effective learning environment.

The influence of these practices, fills us with optimism for the future of education in our district. Each shared practice invites our dedicated teachers to explore, adapt, and integrate these methods into their own classrooms.

Let us travel together on a journey of positive change, with renewed commitment to excellence in education. May this compilation serve as a supportive resource in your efforts to create engaging and impactful learning experiences for our students.

Warm regards,

District Education Officer

Medchal Malkajgiri

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Telugu

Telugu

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Details of the best Practice

Theme:
Language Learning Strategies

School Name:
MPPS Janatha Nagar

Teacher Name:
Y. Lalitha

HM Name:
DY. Vishranthamma

Cluster:
ZPHS Kukatpally

Mandal:
Kukatpally

NURTURING INTEREST AND LEARNING IN TELUGU

A creative idea by Y. Lalitha Ma'am.

At PS Janathanagar, our school has 14 teachers and approximately 600 students. I teach Telugu and EVS to 3rd and 4th classes, facing the challenge of limited individual focus due to class size. To overcome this, I implement creative methods to engage students, particularly those lacking interest or struggling with reading and writing in Telugu.

I use Teaching Learning Materials (TLMs) like flashcards and short word activities to make learning more interactive. Poems are sung collectively, and story lessons are transformed into drama skits, which significantly enhance student interest and comprehension. Additionally, project-based learning tasks stimulate creativity and deepen understanding.

These strategies have yielded remarkable results. Students now exhibit increased enthusiasm for Telugu, eagerly participating in activities and recalling rhymes effortlessly. Role-playing has eradicated stage fear while improving lesson retention, and project works have honed their reading and writing skills.

Through these innovative approaches, PS Janathanagar is not only fostering a love for Telugu but also nurturing well-rounded students who excel in creative thinking and language proficiency.

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Details of the best Practice

Theme:
Language Learning
Strategies

School Name:
MPPS Shamirpet

Teacher Name:
K. Rama Devi

HM Name:
D. Mahesh

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

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ENGAGING LETTER GAMES TO ENHANCE LEARNING

A creative idea by K. Rama Devi Ma'am.

At MPPS Shamirpet, where we have 6 teachers and 166 students in Class 5, we employ innovative methods to teach students who struggle with recognizing letters. For Class 4 students, especially those from disadvantaged backgrounds like Orissa, Bihar, and Muslim communities unfamiliar with Telugu, we use engaging letter games such as Kailasam, Aksharatambola, and Anthyaakshari.

These games make learning enjoyable, fostering interest and participation among students. They begin by identifying letters and gradually progress to reading, writing, and forming sentences with those letters. Tasks are tailored to each student's level, ensuring gradual improvement and minimizing errors in writing.

Through consistent practice, students develop both reading and writing skills effectively. This approach not only aids in language acquisition but also boosts confidence and engagement in learning Telugu. It proves particularly beneficial for students facing initial challenges in letter recognition and language proficiency, ensuring inclusive education practices at our school.



Details of the best Practice

Theme:
Language Learning Strategies

School Name:
MPPS ChinnaCherlapally

Teacher Name:
M Vanitha

HM Name:
T Nandini

Cluster:
ZPHS Kushaiguda

Mandal:
Kapra

EMPOWERING LEARNING THROUGH INTERACTIVE TENSE TEACHING

A creative idea by M. Vanitha Ma'am.

At MPPS Chinna Cherlapally, I teach 5th class Telugu to a group of 50 students. The main objective of this initiative on Tenses is to provide students with a clear understanding using abundant examples. When students initially found the topic confusing, I introduced a teaching tool designed to clarify the concept of tenses comprehensively.

Encouraging the use of teaching aids proved effective as students actively engaged in forming sentences and identifying tenses independently. Through repeated practice, all students gained a solid grasp of tense usage and sentence structure. This approach fostered self-directed learning, empowering students to comprehend the material even without direct teacher involvement.

Furthermore, this method enhanced students' understanding of 'kaalalu' (tenses in Telugu), with every student enthusiastically participating in the learning activities. Overall, the use of interactive teaching tools not only clarified complex concepts but also promoted active student participation and comprehension.

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Details of the best practice

Theme:
Language Learning
Strategies

School Name:
MPPS Suraram W. Sec

Teacher Name:
S. Purushotham

HM Name:
S. Sangeetha

Cluster:
ZPHS Suraram

Mandal:
QUTHBULLAPUR



INTERACTIVE LEARNING THROUGH ROLE-PLAY: THE RAT'S FEAST!

A creative idea by S. Purushotham sir.

At MPPS Suraram W Section, I teach 4th Class Telugu. A standout practice we've implemented involves using the story "The Rat's Feast" to enhance learning engagement. Students listen to the story's song, sing along, and read fluently, fostering independent understanding.

Central to this approach is role-playing, where students act out characters like the cat and mouse. This interactive method deeply immerses children in the story, fostering a genuine connection with its themes and characters.

As a result, students not only enjoy these activities but also improve their Telugu reading fluency. They demonstrate a solid grasp of the lesson's content, confidently answering questions and describing scenes depicted in accompanying pictures.

This practice also cultivates critical thinking; students explain nuances such as why the cat laughed at the mouse's words. Overall, by integrating storytelling, role-play, and interactive learning, we've created a dynamic environment where students actively participate and deeply engage with the curriculum.



ENHANCING READING AND RHYTHM: LEARNING NEETHIPADYALU

A creative idea by M. Shashi Kumar sir.

At MPPS Yadgarpally, Keesara, I teach 4th Class Telugu to a class of 13 students, supported by 1 LFL HM and 4 SGTs. A successful initiative in our classroom involves practicing and singing "Neethipadyalu" (moral verses).

In this practice, I actively engage students in singing eight Neethipadyalu, promoting rhythmic learning. Despite some students initially facing reading challenges, they improve significantly through repeated practice and peer group interaction. This approach not only enhances their reading skills but also cultivates confidence in singing and reciting in unison.

Through this method, students achieve fluency in both reading and singing Neethipadyalu, demonstrating their progress in mastering Telugu language rhythms. This initiative underscores our commitment to interactive learning methods that encourage active participation and skill development among students

Details of the best Practice

Theme:
Language Learning Strategies

School Name:
MPPS Yadgarpally

Teacher Name:
M. Shashi Kumar

HM Name:
D. Venkat Ram Reddy

Cluster:
ZPHS Cheeryal

Mandal:
Keesara

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Details of the best practice

Theme:
Language Learning Strategies

School Name:
MPPS Chinna Cherlapally

Teacher Name:
T. Nandini

HM Name:
T. Nandini

Cluster:
ZPHS Kushaiguda

Mandal:
Kapra



FOSTERING A CULTURE OF READING

A creative idea by T. Nandini Ma'am.

MPPS Chinna Cherlapally accommodates 227 students, employing the FLN method to stimulate learning enthusiasm. Students eagerly engage in various activities: performing in workbooks, independently writing, and reading storybooks during prayer sessions. Singing from textbooks and utilizing library periods for reading further enrich their educational experience.

This holistic approach cultivates competitiveness among students, enhancing their confidence in speaking and improving overall skills. Notably, reading fluency has markedly increased through peer and teacher support groups. Students demonstrate a growing interest in diverse subjects like verses, environmental studies (EVS), and language stories, fostering a habit of reading during prayer time.

This initiative has instilled a love for reading, making students avid readers of both storybooks and textbooks. It has significantly broadened their interests and deepened their engagement with academic content across all subjects.



Details of the best Practice

Theme:
Language Learning
Strategies

School Name:
MPPS Chinna Cherlapally

Teacher Name:
T. Nandini

HM Name:
T. Nandini

Cluster:
ZPHS Kushaiguda

Mandal:
Kapra

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INSPIRING READING THROUGH FLN

A creative idea by T. Nandini Ma'am.

At MPPS Chinna Cherlapally, we educate 227 children, including 43 students in the 2nd class. Within our performer group of 10, 5 students from the 2nd class excel in reciting poems with accented words (Dvitva). One standout student, Jyotsna, has memorized and flawlessly recited 2 verses, becoming a role model for her peers.

This achievement highlights the impact of the FLN method, fostering a habit of liberal reading and increasing interest in diverse content. Students are motivated to learn words and sentences through emphasis and repetition, inspired by Jyotsna's success.

This initiative demonstrates that with effort, students can excel in reading any material. It encourages a culture of learning and self-improvement, empowering children to embrace reading as a lifelong skill.

Details of the best practice

Theme:
Language Learning
Strategies

School Name:
UPS Narapally

Teacher Name:
Shaik.Padma khanna

HM Name:
Shaik.Padma khanna

Cluster:
ZPHS Korremul

Mandal:
Ghatkesar

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ENGAGING FLN APPROACH ENHANCES LEARNING

A creative idea by Padma Khanna Ma'am.

UPS Narapally, located in Ghatkesar Mandal, Korremula Complex, caters to 287 students across classes 1 to 8 in English medium education. With 6 regular teachers and one on deputation, our school emphasizes the FLN program, fostering engaging and effective learning experiences.

Students actively participate in activity-based learning, including Abhinaya Geyalu taught through acting, which enhances their enjoyment and accelerates their learning process. Teacher-supported groups within FLN facilitate easy comprehension of sound and letter recognition.

Moreover, students practice singing harmoniously and engage in acting, integrating creative expression into their learning journey. They demonstrate the ability to identify key words from lesson plans, promptly recognizing them on the board and in their textbooks. This practice enhances their reading comprehension and reinforces vocabulary acquisition.

Furthermore, these methods are instrumental in developing students' writing skills, ensuring holistic skill development. Through the FLN approach, UPS Narapally creates a dynamic learning environment where students thrive academically and creatively.



NURTURING LEARNING AND LOVE FOR TELUGU

A creative idea by P. Sudharani Ma'am.

Our school has 152 students and a dedicated team of 5 teachers, led by our respected H.M., Bathula Srinivas Reddy.

I teach Telugu to 1st class, English to 3rd class, Maths to 2nd class, and EVS to 5th class. In my 2nd class of 35 students, Bhavya Sri, Mouna Sri, and Danush excel in Maths. I cherish my students and treat them like my own children, guiding them not only in classrooms but also during lunchtime.

My passion lies in language learning strategies, focusing on the Telugu lesson "Eetha" for 1st class. I use teaching aids like flashcards, alphabet charts, and song charts to engage students in learning Telugu songs (geyam) and identifying Telugu letters.

Through this approach, students achieve outcomes such as letter recognition, word association, and a deeper understanding and enjoyment of Telugu songs. Teaching is not just a profession but a joy for me, and I am grateful for the opportunity to make a positive impact on my students' lives.

Details of the best Practice

Theme:
Language Learning Strategies

School Name:
MPPS Jaipuri Colony

Teacher Name:
P. Sudharani

HM Name:
Bathula Srinivas Reddy

Cluster:
ZPHS Nagole

Mandal:
Uppal

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Details of the best practice

Theme:
Language Learning Strategies

School Name:
MPPS Kothapet

Teacher Name:
Ch. V. Suseela

HM Name:
M. Padma Rao

Cluster:
ZPHS Nagole

Mandal:
Uppal

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ENGAGING LEARNING THROUGH SKIT: PARAMANANDAIAH SISHYULU

A creative idea by V. Suseela Ma'am.

I am Ch. V. Suseela from MPPS Kothapet, where we have a vibrant community of 360 students and a dedicated team of 9 teachers led by our LFL HM. Teaching Telugu to 4th class is my passion, and today's lesson was about "Paramanandaiah Sishyulu" during the 5th period.

To bring the lesson to life, I organized a skit involving 12 students as "shishyulu" and one student as "Paramanandaiah." Each student contributed with dialogue and action, creatively devising their lines based on the lesson's themes. The skit not only engaged the students but also helped them grasp the lesson's humor and nuances.

Through this interactive approach, students not only enhanced their language skills but also gained a deeper understanding of the lesson's content. They actively participated and enjoyed performing, making learning both enjoyable and effective. Ultimately, the skit enabled all students to comprehend the consequences of Paramanandaiah's actions, reinforcing key concepts in an engaging manner.



Details of the best practice

Theme:
Language Learning Strategies

School Name:
MPPS Singaipally

Teacher Name:
Jayasree

HM Name:
K. Saraswathi

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

ENGAGING LEARNING THROUGH DRAMATIZATION: PARAMANANDIAH'S DISCIPLES

A creative idea by Jayasree Ma'am.

At MPPS Singaipally, with an enrollment of 83 students and 3 teachers, I utilized dramatization to foster active participation and interest in learning. Through dramatizing Paramanandaiah's disciples, students recited dialogues of their characters, enhancing their understanding of the lesson.

This approach proved effective as all children improved their communication skills with clear pronunciation. They were able to narrate the story in their own words, demonstrating comprehension and engagement. Dramatization not only made learning enjoyable but also helped students connect deeply with the content, thereby facilitating effective learning outcomes.

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Details of the best practice

Theme:
Language Learning
Strategies

School Name:
MPPS Oldmeerpet

Teacher Name:
P. Srinivas Goud

HM Name:
R.V.S. Saradhi

Cluster:
ZPHS Mallapur

Mandal:
Uppal

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Link



ENHANCING LANGUAGE LEARNING THROUGH BILINGUAL GRAMMAR TEACHING

A creative idea by P. Srinivas Goud Sir.

I am P. Srinivas Goud, teaching Telugu and Mathematics from First to Fifth grade at our school, which welcomes students from diverse states like Bihar, UP, AP, Odisha, and West Bengal. Recognizing the importance of language learning, especially for students from non-native backgrounds, I integrated their mother tongues into Telugu grammar lessons.

Understanding that familiarity with grammar enhances language comprehension, I introduced a bilingual approach using Hindi grammar (Hindi vyakaran) to teach Telugu. By aligning concepts such as nouns (sangna), pronouns (sarvnaam), and verbs (kriya shabd) in both languages, students can easily compare and grasp the structures. This method enables them to identify and construct sentences effectively.

Through interactive teaching with clear examples like "Rama killed Ravana" or "Rama made a bridge to Lanka," students learn to identify nouns and verbs independently. This approach not only clarifies concepts but also nurtures students' confidence in using grammatical terms correctly.

By bridging language barriers through bilingual instruction, I strive to empower students to understand and express themselves proficiently in Telugu, fostering a deeper appreciation for linguistic diversity and learning.



Details of the best Practice

Theme:
Language Learning Strategies

School Name:
MPPS Shamirpet

Teacher Name:
K. Rama Devi

HM Name:
D. Mahesh

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

REVITALIZING TELUGU POETRY THROUGH SHARED READING

A creative idea by K. Rama Devi Ma'am.

With a total of 6 teachers and 166 students, I observed a growing detachment from reading and writing Telugu poetry, despite its rich values. Understanding that familiarity with these poems is crucial for fostering interest, I dedicated time to teaching poetry.

I introduced a shared reading method during morning attendance, where students recited poems together. Additionally, I incorporated a daily recitation of verses during prayer, praising those who participated. This approach not only boosted confidence but also engaged even non-readers, fostering attentive learning.

The initiative received positive feedback, with all students expressing enjoyment in learning poems. This method significantly enhanced their retention, improved pronunciation, and uplifted their spirits. Beyond pleasure, it also sharpened their listening skills, highlighting the holistic benefits of poetry in education.

By instilling appreciation for Telugu poetry through active participation and praise, I aimed to rejuvenate interest and values among students, ensuring a meaningful connection with their cultural and linguistic heritage.

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Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS JEEDIMETLA

Teacher Name:
V. Karuna

HM Name:
D. Mahendar

Cluster:
ZPHS QUTHBULLAPUR

Mandal:
QUTHBULLAPUR

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EFFECTIVE TEACHING OF SARALA PADALU USING TLM

A creative idea by V. Karuna Ma'am.

At MPPS Jeedimetla, I, V. Karuna, teach Class 5 to 64 students. Recognising the needs of approximately 15 newly joined students in 'C' grade, I developed Teaching Learning Materials (TLM) tailored to their readiness level.

These TLMs are based on readiness lessons for Class 5, focusing on forming "sarala padalu" from letters. Through interactive activities, students engage joyfully in identifying letters and constructing words. This approach not only enhances their letter recognition skills but also fosters a positive learning experience.

The TLMs have proven effective in helping students learn actively and enjoyably. They not only learn to form words but also develop confidence in identifying letters independently. This method ensures that every child, including those new to Class 5, grasps foundational concepts crucial for their academic journey.

By integrating TLMs into my teaching practice, I aim to create a supportive learning environment where all students thrive in mastering Telugu language skills with enthusiasm and joy.



Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Bahadurpally

Teacher Name:
R. V. Rajeswari

HM Name:
M. Chinnamma

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma

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ENHANCING LEARNING THROUGH TLM USAGE IN TELUGU

A creative idea by R. V. Rajeswari Ma'am.

I am RV Rajeshwari, a SGT at MPPS Bahadurpally in Dundigal Mandal, Medchal District. Our school accommodates 346 students with four government teachers across various classes and sections. Collaborations with CF, BT, and Tech Mahendra have provided six computers, enhancing our teaching resources.

In my class of 32 second-grade students, I focus on Telugu language education. Recently, I implemented Teaching Learning Materials (TLM) to teach the topic from the syllabus, "Allo Neredallo," effectively. Despite it being the sixth lesson, students were engaged in writing new words with multiple letters, emphasizing stress patterns.

This approach aims to develop students' skills in identifying and dividing stressed words, thereby enhancing their writing competence. By integrating TLM effectively, my goal is to facilitate quick and efficient learning among students, ensuring they grasp concepts with practical application.

Through these initiatives, I aspire to create a conducive learning environment where every student can excel in Telugu language proficiency, fostering a deeper understanding and appreciation for linguistic skills.

Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS Devrayanjai

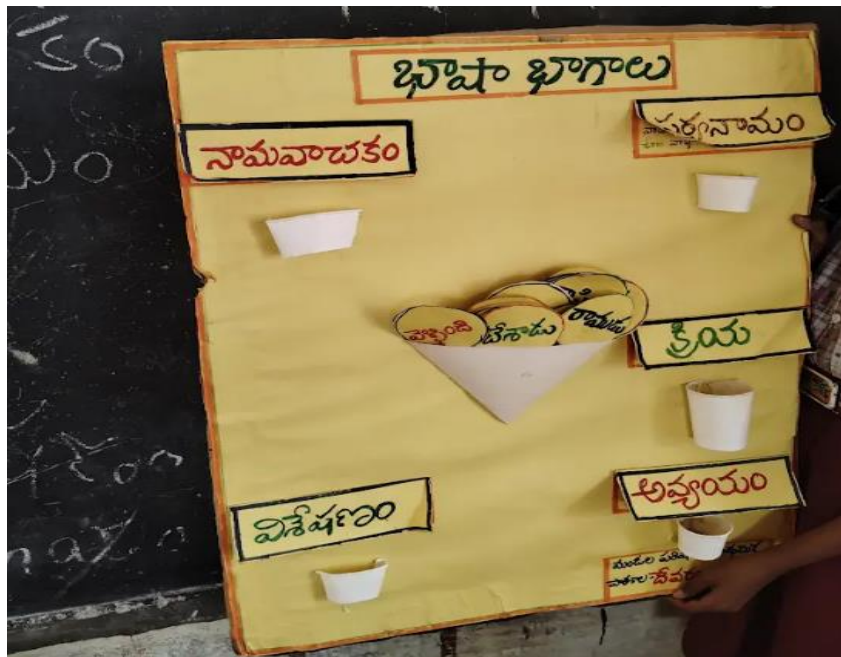
Teacher Name:
D. Ramulu

HM Name:
Ch. Siddha Ramulu

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

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INTERACTIVE LEARNING OF LANGUAGE COMPONENTS

A creative idea by D. Ramulu Sir.

At Mandal Parishad Primary School Devrayanjai, I teach Telugu to Class V students with a focus on enhancing their understanding of language components. Recognizing that some students lag in recognizing these parts, I initiated a topic titled "Let's Learn About Language."

During these sessions, students actively engage in identifying and understanding different parts of language through practical examples and activities. By employing direct actions and hands-on learning methods, such as using examples and deeds, students grasp language components more effectively.

This approach not only enhances their comprehension but also makes learning engaging and interactive. Students develop a deeper appreciation for the structure and functions of language through active participation and practical application.

Through these efforts, I aim to bridge learning gaps and empower students to confidently navigate the complexities of language, fostering a solid foundation for their academic and linguistic growth.



Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Rajivgruhakalpa

Teacher Name:
P. Sangeetha

HM Name:
A. Swapna

Cluster:
ZPHS Korremul

Mandal:
Ghatkesar

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INTERACTIVE LEARNING WITH TLM: GUNINTHA PADALU MASTERY

A creative idea by P. Sangeetha Ma'am.

At MPPS Rajivgruhakalpa, I teach 3rd grade where all students have successfully learned to read and identify "gunintha padalu" (compound words). To facilitate this learning, I introduced Teaching Learning Materials (TLM) in the form of a wall chart with letter sound pockets.

Each pocket on the chart represents a specific letter sound family. Students are provided with flashcards containing words matching these sounds. Through interactive sessions, students take turns identifying each word and placing it in the corresponding pocket based on its sound family.

This hands-on approach not only reinforces their understanding of compound words but also enhances their phonetic awareness and vocabulary skills. By actively participating in this activity, students engage deeply with the material, promoting effective learning and retention.

Through the use of TLM and interactive exercises, I aim to foster a supportive learning environment where every student at MPPS Rajivgruhakalpa can confidently master Telugu language concepts with enthusiasm and comprehension.

Details of the best practice

Theme:
TLM Usage & Effectiveness

School Name:
UPS Narapally

Teacher Name:
Shaik.Padma Khanna

HM Name:
Shaik.Padma Khanna

Cluster:
ZPHS Korremul

Mandal:
Ghatkesar

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LEARNING THROUGH INNOVATIVE TLM STRATEGIES

A creative idea by Shaik Padma Khanna Ma'am.

I am Shaik Padma Khanna, serving as ICHM at UPS Narapally, where I teach 1st Class Telugu. Our school accommodates 287 students across classes 1st to 8th, with 24 students in the 1st Class and a dedicated team of 6 teachers plus 1 on deputation. While we seek a mathematics teacher for higher classes, our implementation of the FLN program from 1st to 5th classes has significantly improved students' proficiency in Telugu, English, and Maths, leading to our school receiving accolades as the best school.

As part of my commitment to delivering quality education, I have embraced Teaching Learning Materials (TLM) as a best practice. Utilizing TLM strategies such as "akshara gurthimpu through Abhinaya geyalu" (phonetic recognition through enactment), matching pictures to words, and engaging students in activities that connect pictures with words, I have observed notable improvements. These methods not only enhance phonetic awareness but also strengthen students' retention and understanding.

Furthermore, the integration of TLM has proven instrumental in improving writing skills, as students engage tactilely with letters and images, fostering lasting memory and proficiency. Through collaborative efforts and innovative teaching practices, we aim to continue nurturing a conducive learning environment where every student at UPS Narapally excels academically and creatively.



Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPUPS Yadaram

Teacher Name:
Vanga Sreedevi

HM Name:
A. Rameshwara Rao

Cluster:
ZPHS Aliabad

Mandal:
Shamirpet

ENGAGING LETTER RECOGNITION ACTIVITY

A creative idea by Vanga Sreedevi Ma'am.

At MPUPS Yadaram, we have 102 students and 3 teachers handling all primary subjects. To enhance letter recognition, I, Vanga Sreedevi, a teacher of class 1, designed an engaging activity involving a tree, fruits, and flowers, each marked with different letters.

The activity aimed to capture students' interest and make learning the alphabet enjoyable. We created paper fruits and flowers with letters written on them. On the blackboard, I circled specific letters, and students had to match these letters with the corresponding fruit or flower and then stick them on the tree.

This interactive approach made the learning process lively and engaging. The children enthusiastically participated, which significantly improved their ability to recognize and identify varnmala aksharalu (alphabet letters). The visual and hands-on elements of the activity helped maintain their interest and reinforced their learning.

The outcome was successful; students could identify letters more easily and accurately. This method not only prevented boredom but also made the learning experience enjoyable for both teachers and students. The educational fun we had during this activity left me feeling very happy and fulfilled, knowing that the students had a memorable and effective learning experience.

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Details of the best practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Nuvvulabanda

Teacher Name:
M. Jyothi

HM Name:
M. Jyothi

Cluster:
ZPHS Nagole

Mandal:
Uppal

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ENHANCING LANGUAGE LEARNING THROUGH TLM

A creative idea by M. Jyothi Ma'am.

My name is M. Jyothi, and I work as an SGT at Nuvvulabanda Primary School, which has 119 students. With only one regular teacher and two on deputation, we use a multigrade teaching approach. I teach fifth-grade Telugu, focusing on the topic "TLM Usage and Effectiveness."

Using Teaching Learning Materials (TLM), I teach the parts of the Telugu language (Bhashabhagalu). TLM has proven highly effective, making grammar learning engaging and easier for students. I explained the topic using colorful, attractive materials and various examples, which captured the students' attention and enthusiasm.

Students created their own TLM, such as colorful flashcards, using ice cream sticks and glass containers to categorize language parts. This hands-on activity reinforced their understanding and boosted creativity and concentration. Parents also supported their children in making TLM, fostering a collaborative learning environment.

This approach helped students identify different language parts and relate words to their respective categories. It increased competition, concentration, and creativity among students, motivating them to attend school regularly and participate actively. Teachers were pleased to see students engaging enthusiastically and creatively in their lessons, making the learning experience enjoyable and effective.



Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Turkapally

Teacher Name:
D. Kavitha

HM Name:
Ch. Padmavathi

Cluster:
ZPHS Aliabad

Mandal:
Shamirpet

EFFECTIVE MULTI-CLASS TEACHING WITH TLM

A creative idea by D. Kavitha Ma'am.

At MPPS Turkapally Harijanawada, we have two teachers and 33 children, requiring multi-class teaching. I teach Telugu to both 5th and 2nd classes. Balancing this requires innovative strategies. To enhance learning, I created Teaching Learning Materials (TLM) in the form of laminated cards, ensuring durability and repeated use.

The TLM covers the Telugu alphabet, multi-letter words, accents, compound words, and syntax, progressing to forming small sentences. This approach helps students in both 2nd and 5th classes, especially those lacking fundamental skills, to improve their learning.

Using TLM has sparked a competitive spirit and a strong desire to learn among students. The inclusion of many words in ORF boosts this competitive atmosphere, and repeated writing exercises enhance their writing skills. When I focus on one class, I can assign the TLM cards to the other, facilitating smoother teaching dynamics.

These cards are versatile, applicable even to class 1 students, supporting lesson comprehension. Creating this TLM has not only eased my teaching process but has also yielded remarkable results, exceeding expectations. The students' enthusiasm and improved performance highlight the effectiveness of this multi-class teaching strategy.

Details of the best practice

Theme:
TLM Usage & Effectiveness

School Name:
MPUPS Malkajgiri HW

Teacher Name:
Moola Anitha

HM Name:
K. Krishna Reddy

Cluster:
ZPHS Malkajgiri (G)

Mandal:
Malkajgiri

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ENHANCING LANGUAGE SKILLS WITH TLM

A creative idea by Moola Anitha Ma'am.

At UPS Malkajgiri (HW), we have 10 teachers, including six SGTs, two LPTs, and two school assistants. I teach 4th class Telugu, with 30 students, 24 of whom attend regularly. Following the FLN teaching plans, I observed that many students struggled with language skills, particularly grammar.

To address this, I developed a model and prepared flashcards to aid in recognizing Bhaasha Bhaagalu. These tools helped students overcome difficulties in identifying and using grammar points. By teaching all Bhaasha Bhaagalu through engaging activities, students found it easier to follow lessons and identify grammatical components.

The flashcards and model made grammar topics clear and accessible. This method proved effective, as students showed improvement in workbook exercises related to Bhaasha Bhaagalu. The chart-based TLM helped streamline grammar teaching, making it consistent across lessons.

In the 5+1 education program, students are now excelling in daily workbook tasks. Even previously struggling students are recognizing and using nouns, verbs, adjectives, and other parts of speech correctly. This approach has significantly enhanced their ability to read, identify, and write about various grammatical elements, improving their overall language skills.



DEVELOPING CREATIVITY THROUGH DRAMATIZATION IN TELUGU

A creative idea by R. V. Rajeswari Ma'am.

My name is RV Rajeshwari. I am working as an SGT at MPPS Bahudur Pally School in Dundigal Mandal, Medchal district. Our school has a total of 346 students and four government teachers. I am teaching Telugu to the 5th class, which has 44 students.

The topic I have chosen is creativity, specifically for the 4th lesson of the 5th class Telugu book, "Needa Kharidu." To develop creativity in students, I dramatized the lesson 'Pisinari Papayya,' making students aware of the characters by having them act out the lesson. This approach was chosen to help students develop their ability to express themselves. Students fearlessly recited the assigned dialogues in the roles given to them, allowing them to express themselves and understand the lesson well in a pleasant atmosphere.

Details of the best Practice

Theme:
**Achieving Student
Learning Outcomes**

School Name:
MPPS Bahadurpally

Teacher Name:
R. V. Rajeswari

HM Name:
M. Chinamma

Cluster:
ZPHS Bahadurpally

Mandal:
**Dundigal
Gandimaisamma**

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Details of the best practice

Theme:
Achieving Student
Learning Outcomes

School Name:
GPS Indiranagar

Teacher Name:
A. Suneetha

HM Name:
A. Suneetha

Cluster:
ZPHS Alwal (B)

Mandal:
Alwal

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INNOVATIVE TEACHING METHODS

A creative idea by A. Suneetha Ma'am.

At GPS Indiranagar, a school with limited resources—three teachers and three classrooms—efforts to enhance learning through innovative methods are paramount. Teaching Telugu, Maths, and English, I focus on engaging students actively.

In Telugu, I employ practical "learning by doing" materials to teach grammar effectively. For Maths, I use hands-on working models and activity materials, encouraging students to develop their own ideas and solutions.

These initiatives have sparked notable changes among our students. They participate more actively, consistently, and show visible progress in their learning outcomes. Each teacher at our school contributes effectively to making learning accessible and engaging for students, ensuring they grasp concepts thoroughly.

The impact of these methods extends beyond academic improvement; students are more enthusiastic and creative in their approach to learning. Despite challenges, the school environment remains conducive to growth, fostering a positive educational experience for both students and teachers alike.



Details of the best Practice

Theme:
Achieving Student Learning Outcomes

School Name:
MPPS Balajinagar

Teacher Name:
B. Parvathamma

HM Name:
B. Parvathamma

Cluster:
ZPHS Balajinagar

Mandal:
Kapra

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INSPIRING LEARNING THROUGH MUSIC AND TLM

A creative idea by B. Parvathamma Ma'am.

Our school has 329 students, with 50 in my Class 2. Over the past ten years, I have dedicated myself to finding ways to make learning exciting for my students, despite the large class sizes.

To keep my students engaged and happy, I incorporate action songs into our daily routine. These songs bring joy to the classroom and make the lessons more interactive and memorable. Seeing my students light up with excitement during these activities is incredibly rewarding.

Additionally, I make extensive use of Teaching-Learning Materials (TLM) to support my lessons. By combining these resources with fun activities, I ensure that my students are not only learning but also enjoying the process.

My goal is to create an engaging and joyful learning environment. Through music and TLM, I strive to make education a delightful experience for my students at MPPS Balaji Nagar. It has been a fulfilling journey, and I am proud to see the positive impact these methods have on my students' enthusiasm and learning.

Details of the best practice

Theme:
Achieving Student
Learning Outcomes

School Name:
MPPS Kothapet n

Teacher Name:
Keshavaneshwari

HM Name:
Padmarao

Cluster:
ZPHS Nagole

Mandal:
Uppal

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LEARNING THROUGH SONGS AND REPETITION

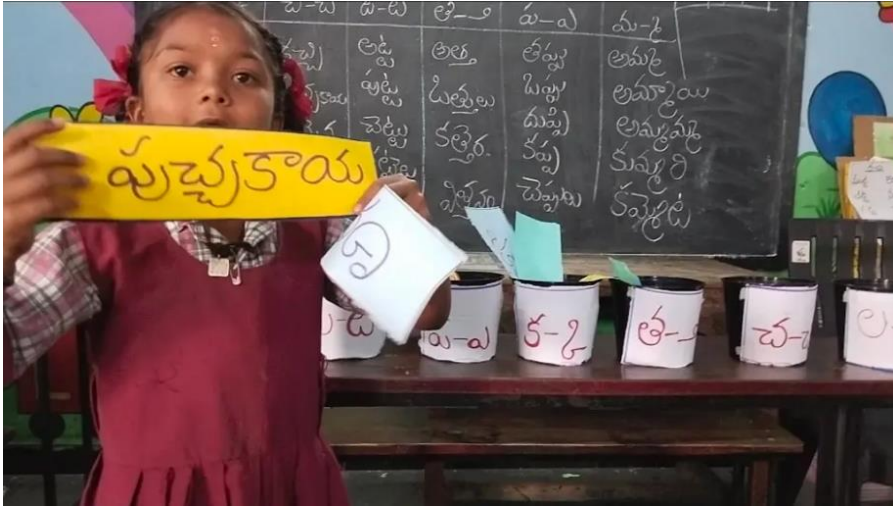
A creative idea by Keshavaneshwari Ma'am.

My name is Keshavaneshwari, and I am an SGT at MPPS Kothapet in Uppal Mandal, Medchal Malkajgiri district. Our school has eight classrooms, nine teachers, and over 370 students, with classes from 1st to 5th grade, and 2nd to 5th grades having two sections each. Most of our students come from poor and middle-class backgrounds, often migrating from other villages for work.

I teach 2nd class Telugu, where I have 35 students, many of whom frequently travel back to their villages, resulting in poor learning continuity. To address this, I focus on revising previous lessons and introducing new ones through engaging methods.

For instance, we practiced the previous lesson "Bukkedantha Buvva" and introduced the new lesson "Cheema Chukka" through songs and actions. Best-performing students demonstrated these songs with actions, while others listened and learned.

This approach has significantly improved listening and learning skills. Students practice these songs at school and home, which helps reinforce their learning. Parents are pleased with their children's progress, which increases their trust in government schools and their children's future. This method also aids in the recognition of letters and simple words, benefiting even the slow learners.



Details of the best Practice

Theme:
Achieving Student Learning Outcomes

School Name:
MPUPS Malkajgiri HW

Teacher Name:
B. Anitha

HM Name:
K. Krishna Reddy

Cluster:
ZPHS Malkajgiri

Mandal:
Malkajgiri

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LEARNING 'OTHULU' THROUGH INTERACTIVE ACTIVITIES

A creative idea by B. Anitha Ma'am.

My name is B. Anitha, an SGT at UPS Malkajgiri HW, located in Medchal Malkajgiri district, Malkajgiri Mandal. Our school has a total staff of ten, including two SAs, two pandits, and six SGTs. I teach Telugu to the second class, which has 47 students (21 boys and 26 girls).

I observed that my second-grade students were struggling to recognize and differentiate Othulu (consonant blends). To address this, I designed an interactive activity to simplify their understanding. I created colorful chart pieces and wrote various Othulu, such as "ka," "cha," "tta," "tha," "pa," and "ma," on them. Each student received 2 to 5 pieces of these chart papers.

I also prepared boxes labeled with the corresponding Othulu and placed them on a table. The students were then asked to come forward one by one, read out their words aloud, and place their pieces into the correct boxes.

This colorful and hands-on activity engaged the students and made learning enjoyable. They participated eagerly, and the visual and interactive nature of the exercise helped them understand and differentiate Othulu more easily. The outcome was highly positive, with students showing significant improvement in recognizing and differentiating Othulu words. They were happy and enjoyed the learning process.

Details of the best practice

Theme:
Achieving Student
Learning Outcomes

School Name:
MPPS Hanuman Nagar

Teacher Name:
K. Sujatha

HM Name:
K. Sujatha

Cluster:
ZPHS Medchal (Boys)

Mandal:
Medchal



LETTER RECOGNITION AND SYLLABLE LEARNING WITH FLASH CARDS AND TLM A creative idea by K. Sujatha Ma'am.

The name of our school is MPPS Hanuman Nagar, Medchal Mandal. Only two teachers are working in our school, and we have 64 students. To improve letter recognition and learning accents, I used flash cards in the classroom. This Teaching Learning Material (TLM) method made the children more interested and active in their learning process.

Specifically, I employed the Othulajada TLM to teach two-syllable words. This approach significantly simplified the learning process for the children, allowing them to grasp the concepts effortlessly. By integrating these interactive and visual tools, I noticed a marked improvement in their engagement and understanding of the lessons.



IDENTIFICATION OF KARTA, KARMA, KRIYA THROUGH TLM

A creative idea by B. Srinivas Reddy Sir.

Our school, Mandal Parishad Primary School, is located in Jaipuri Colony, Medchal-Malkajigiri district, Uppal Mandal, under the ZPHS Nagole Complex. We have a total of 153 students. I teach Telugu to the fifth class, which consists of 27 students, 22 of whom were present today.

In the 10th period, on page 76 of the 7th lesson "Chityala Ailamma" from the fifth class Telugu textbook, I focused on helping students identify and understand Karta, Karma, and Kriya. Using flash cards of subjects, actions, verbs, sentence charts, and practice sheets, I achieved the desired learning outcomes.

Students worked in teams, and I identified and corrected mistakes in their individual worksheets to ensure full comprehension. By observing and guiding students both in teams and individually, we successfully completed the learning objective. The students were able to identify and understand Karta, Karma, and Kriya with improved language skills through the use of necessary teaching materials.

Details of the best Practice

Theme:
Classroom Management
– Student Grouping
Strategies

School Name:
MPPS Jaipuri Colony

Teacher Name:
B. Srinivas Reddy

HM Name:
B. Srinivas Reddy

Cluster:
ZPHS Nagole

Mandal:
Uppal

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Details of the best practice

Theme:
**Leveraging Technology
for Students**

School Name:
MPPS Balajinagar

Teacher Name:
G. Vani

HM Name:
B. Parvathamma

Cluster:
ZPHS Balajinagar

Mandal:
Kapra

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LEARNING THROUGH DIGITAL RESOURCES AND DRAMATIZATION

A creative idea by G. Vani Ma'am.

Our school, MPPS Balajinagar, has a total of 350 children and six SGTs. I have been working here for 10 years, teaching four subjects. We follow the 5+1 teaching method and six non-negotiables as advised by RP's, particularly focusing on FLN.

During the TLP process, I uploaded question and answer videos for 10 lessons from grades 1 to 5 in Telugu on YouTube. Additionally, I incorporated dramatization with the children and created animated video lessons for various topics. These initiatives began during the Corona pandemic and have continued since.

These digital resources are shared via WhatsApp to students who frequently miss school or are newly enrolled. This approach ensures that children can access and learn the material at their own pace. Parents appreciate these efforts, as their children can use the notes and videos to catch up on missed classes.

This method not only aids in note-taking and learning but also makes it easier for students to transition to the next lessons. The use of digital platforms has significantly enhanced student engagement and learning outcomes.



UNDERSTANDING THROUGH DIGITAL LEARNING TOOLS

A creative idea by D. Kavitha Ma'am.

Our school, MPPS Turkapally Harijanawada, Shamirpet Mandal ZPHS Aliabad Complex, has two teachers and 33 children. I teach Telugu to both 5th and 2nd grade students. While teaching the 5th grade lesson on the Salarjung Museum, I encountered many unknown words and concepts. To address this, I decided to use YouTube videos related to the Salarjung Museum.

In the lesson, topics like Rebecca sculpture, wood carving, clockwork, ivory objects, porcelain, and the children's gallery were difficult for students to grasp. Showing YouTube videos on these topics made the lesson much more accessible and engaging for them. The students were able to understand and retain the material better, as they could visually connect with the concepts being taught.

While the 5th graders watched the videos, I had the 2nd graders work in their workbooks to stay productive. This dual approach allowed me to manage both classes effectively.

The impact was significant: the 5th graders retained the information well and were enthusiastic about learning in this new way. They even revisited the videos at home on their parents' smartphones and wrote down what they remembered, enhancing their writing and comprehension skills. This method proved to be an effective way to reinforce learning and keep students engaged.

Details of the best Practice

Theme:
Leveraging Technology
for Students

School Name:
MPPS Turkapally HW

Teacher Name:
D. Kavitha

HM Name:
Ch. Padmavathi

Cluster:
ZPHS Aliabad

Mandal:
Shamirpet

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Details of the best practice

Theme:
Library Period & Books Usage in the classroom

School Name:
MPPS Balajinagar

Teacher Name:
K. Sandhya Devi

HM Name:
B Parvathamma

Cluster:
ZPHS Balajinagar

Mandal:
Kapra



EXTENSIVE READING SKILLS THROUGH STORY CARDS

A creative idea by K. Sandhya Devi Ma'am.

Our school has a total of 326 students with 51 in 5th class A section. We have 6 SGTs working. To improve extensive reading skills in children, I developed a creative initiative using story cards.

I made these story cards using blank saree fall cards for English. The process involved children in creating their own story cards, encouraging them to develop and write new stories. This activity was aimed at enhancing their thinking and creativity.

The impact of this initiative was significant. Students became more enthusiastic about reading and writing when they could frame their own small stories. This hands-on approach not only improved their reading skills but also boosted their confidence and engagement in the learning process. By appreciating and encouraging their efforts, I observed a notable improvement in their ability to think critically and creatively.



PROMOTING READING FLUENCY THROUGH LIBRARY ENGAGEMENT

A creative idea by Uppari Surender Sir.

In our school, five classes are run in a single sheet shed with just two teachers and 41 students, most of whom are migrants. Except for one or two, none of the students could read fluently. To address this, we focused on making the library a key resource for learning.

The library provided a variety of books that students could choose to read during their leisure time. During the library period, it became a habit for students to read their favorite books. After reading, they would narrate the story orally. This practice not only made reading enjoyable but also helped improve their oral reading fluency (ORF) to match their grade level.

The impact has been encouraging. Currently, 10 students can read fluently, and others are making noticeable progress. We continue to support and motivate all students, fostering a positive reading culture in our school. This initiative has significantly contributed to improving reading fluency among our students, making them more confident and engaged readers.

Details of the best Practice

Theme:
**Library Period & Books
Usage in the classroom**

School Name:
MPPS VT Nagar R/G

Teacher Name:
Uppari Surender

HM Name:
K. Venkatesham

Cluster:
GHS Sanathnagar RT

Mandal:
Balanagar

Details of the best practice

Theme:
Library Period & Books
Usage in the classroom

School Name:
MPPS Shamirpet

Teacher Name:
K. Rama Devi

HM Name:
D. Mahesh

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

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FOSTERING A LOVE FOR READING THROUGH STORYTELLING

A creative idea by K. Rama Devi Ma'am.

At MPPS Shamirpet, we have 166 students and 6 teachers. I teach 2nd class and have a deep passion for stories and my students. To cultivate a love for reading, I developed stories that match the children's comprehension levels.

I introduced these stories in an engaging manner, sometimes leaving them half-told to spark curiosity and motivate students to continue reading. This approach has encouraged children to read stories with enthusiasm.

I also praised students who read well in class, which inspired all children to participate. As a result, students eagerly anticipate library periods and enjoy reading and narrating stories independently.

After lunch, students voluntarily pick up books and read, significantly enhancing their reading and writing skills. They also start to imagine and create their own stories, further fostering their creativity and attention to reading. This initiative has successfully instilled a love for reading among the children, making them more attentive and imaginative learners.



Details of the best Practice

Theme:
Library Period & Books Usage in the classroom

School Name:
MPPS Apuroopa Colony

Teacher Name:
M. Pandu

HM Name:
K. Vijayalaxmi

Cluster:
ZPHS Suraram

Mandal:
QUTHBULLAPUR

IMPROVING TELUGU READING SKILLS THROUGH BILINGUAL STORYTELLING

A creative idea by M. Pandu Sir.

I am a 3rd class teacher at MPPS Apuroopa Colony in Quthbullapur Mandal, Medchal District, with a class strength of 16. To improve my students' reading skills, I initiated a library reading activity.

Some students struggled with reading Telugu books due to limited knowledge of the language. I addressed this by having them sit next to me. I read stories aloud twice, explaining both in Telugu and Hindi to ensure comprehension. I encouraged them to start with simple words and storybooks, helping them identify letters and understand the story.

I also issued books for home reading, allowing students to practice outside of class. As a result, a few students began reading and understanding stories independently. They started narrating the stories in their own words and responding to pictures, demonstrating improved comprehension and storytelling skills.

This bilingual approach not only helped students understand and enjoy stories but also boosted their confidence in reading Telugu.

Details of the best practice

Theme:
5+1 Approach In Class

School Name:
MPUPS Malkajgiri HW

Teacher Name:
C. Swathi Reddy

HM Name:
K. Krishna Reddy

Cluster:
ZPHS Malkajgiri (G)

Mandal:
Malkajgiri

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NURTURING EARLY LITERACY THROUGH ENGAGING METHODS

A creative idea by C. Swathi Reddy Ma'am.

I teach 1st class Telugu at UPS Malkajgiri HW, and my name is C. Swathi Reddy. With a class of 40 students and regular attendance of 30, I enthusiastically implement the FLN method, particularly the 5+1 approach, in my teaching.

My students thoroughly enjoy this method, showing high levels of engagement and activity in class. A key focus of my teaching is on developing their ability to recognize letters and words. I emphasize daily exercises on "akshara gurthimpu" (letter recognition) and "dhwani gurthimpu" (sound recognition), which the children find particularly interesting and interactive.

By following the FLN lesson plans diligently, I have seen remarkable progress in my students' ability to identify letters and words effectively. Their active participation and enthusiasm during these sessions are highly satisfying, reaffirming the effectiveness of using engaging methods to nurture early literacy skills.



Details of the best Practice

Theme:
Alignment with
Textbook, Handbook,
Workbook

School Name:
MPPS Shamirpet

Teacher Name:
M. Saritha

HM Name:
D. Mahesh

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

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LEARNING THROUGH CONSISTENT ASSESSMENT AND FEEDBACK

A creative idea by M. Saritha Ma'am.

I teach 1st class at MPPS Shamirpet, and my name is M. Saritha. Embracing the FLN approach, I ensure that my teaching is consistently aligned with the curriculum and tailored to address student outcomes and challenges.

Each day, I integrate textbook lessons with study materials and lesson plans, fostering a cohesive learning experience. Regular assessments are conducted during lessons to gauge student progress and understanding. I am pleased to report that more than 50% of my students consistently meet or exceed expected learning outcomes.

This methodical approach not only helps in identifying areas needing improvement but also enhances the effectiveness of my teaching strategies. It ensures that students are actively engaged in their learning journey while receiving timely feedback to support their academic growth.

Details of the best practice

Theme:
Preparation to handle
MGML effectively

School Name:
MPPS Shamirpet

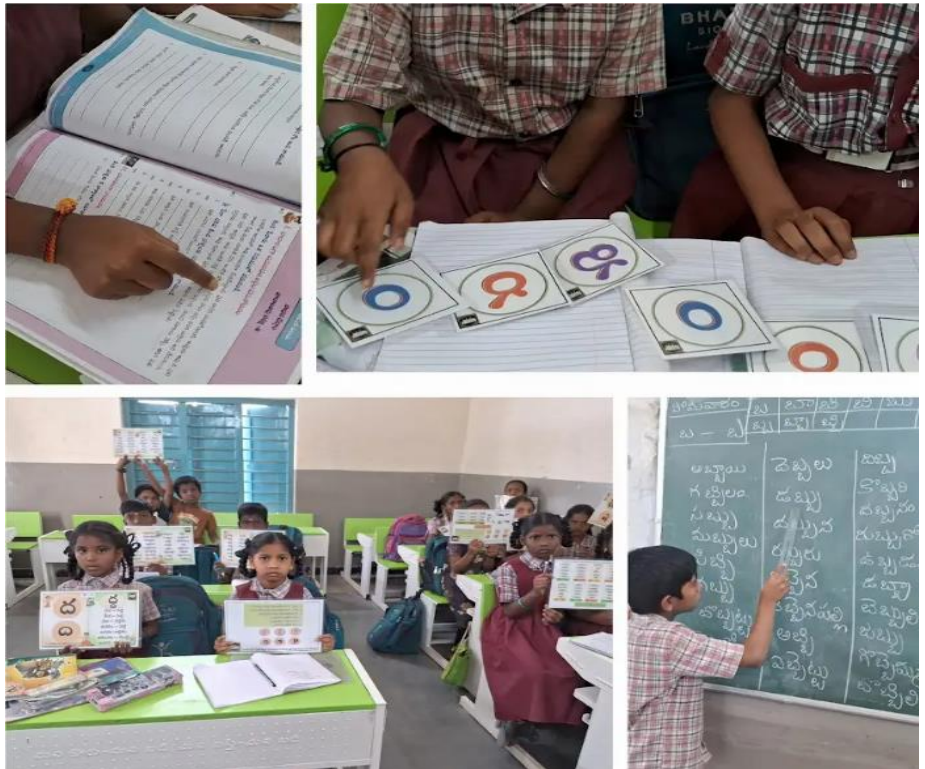
Teacher Name:
K. Rama Devi

HM Name:
D. Mahesh

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

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TRANSFORMING CHALLENGES INTO OPPORTUNITIES

A creative idea by K. Rama Devi Ma'am.

I am K. Ramadevi, teaching 4th grade at MPPS Shamirpet. This year, I faced a significant challenge with students who were well below the expected literacy standards. Many had never received adequate foundational education, making teaching them daunting. Drawing from my 20 years of experience, I devised a focused approach to elevate their literacy levels.

Initially assessing each student's capabilities, I implemented the FLN method, ensuring every lesson connected directly to their learning needs. Despite initial struggles with reading and writing, I introduced engaging activities like competitions using letter and word cards. This approach sparked competition among students, encouraging peer teaching and fostering a supportive learning environment.

Progress was evident as students started identifying and writing key words independently. From only 7 students recognizing characters initially, we now have 20, with several mastering more complex skills. Through continuous effort and supplementary materials like story cards and books, provided through Medchalbadi.com, I am optimistic about further improving their literacy skills.

This journey has been challenging yet rewarding, demonstrating the power



INSPIRING TELUGU LEARNING THROUGH CHITYALA ALIAMMA'S VALOR

A creative idea by Ch. Swathi Ma'am.

I teach Telugu to the 5th grade at our school, where each class is characterized by its high student population. With 61 students in my class divided into groups A, B, and C, I've adopted the FLN method to enhance their learning experience.

One of my most successful practices involved teaching the 7th lesson of 5th class Telugu, focusing on Chityala Aliamma and her role in the Telangana armed struggle. To make this historical lesson engaging, I introduced the students to a rhythmic rendition of the song associated with her bravery. This approach not only captured their interest but also ensured that they learned the song thoroughly.

Beyond memorizing the song, I encouraged my students to delve deeper into the history of Telangana's freedom fighters, emphasizing the significance of Chityala Aliamma's contributions. They were tasked with retelling her story in their own words, fostering a deeper understanding and appreciation for their cultural heritage.

Through these efforts, I aim to instill a sense of pride and knowledge in my students about their history and the courageous individuals who shaped it.

Details of the best Practice

Theme:
TLP Process

School Name:
MPPS Nagole

Teacher Name:
Ch. Swathi

HM Name:
K. Peter

Cluster:
ZPHS Nagole

Mandal:
Uppal

Details of the best practice

Theme:
Parent participation and engagement

School Name:
MPPS JEEDIMETLA

Teacher Names:
D. Mahendar, V. Karuna,
Y. Jayalaxmi

HM Name:
D. Mahendar

Cluster:
ZPHS QUTHBULLAPUR

Mandal:
QUTHBULLAPUR

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ENGAGING PARENTS: TRANSFORMING MEETINGS INTO MEANINGFUL INTERACTIONS

A creative idea by the team of MPPS Jeedimetla.

At MPPS Jeedimetla, where we cater to students across classes 1 to 5 with a total of 210 students, we faced a challenge at the beginning of the academic year: low parent attendance at meetings. To tackle this, our school's leadership, along with teachers, devised a strategy to make these meetings more engaging.

Recognizing that parents respond positively to interactive activities, we introduced small games and activities during the meetings. This simple change sparked enthusiasm among parents, encouraging greater participation. We also showcased performances by our students, which further captivated the audience and highlighted their talents.

In addition to these activities, we actively inform parents about school programs and government schemes available to them. Each month, we strive to innovate and introduce new ideas to keep parents engaged and informed.

This approach has not only increased parent attendance but also fostered a deeper sense of involvement in their children's education. By treating every parent with respect and providing valuable interactions, we are nurturing a supportive community focused on enhancing the educational journey of our students.

Maths

Maths

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UNDERSTANDING THROUGH INTERACTIVE METHODS IN MATH

A creative idea by K. Aruna Ma'am.

My experience at our school, which boasts a large student body and supportive teachers, has inspired me to innovate in teaching Maths and English to 4th and 5th graders. Each section comprises nearly 60 students, making individual attention challenging. To foster interest and understanding, I introduced an effective method for teaching subtraction using charts and flashcards.

I created flashcards for Ones, Tens, and Hundreds places to simplify understanding of place values. Using these tools alongside a subtraction chart, students engaged actively in solving problems. This approach not only sparked interest but also enabled even slow learners to grasp subtraction concepts effectively.

Through consistent practice with TLM and problem-solving on the board, students improved their skills in subtracting both small and large numbers. They demonstrated increased confidence and competence in tackling mathematical challenges.

This method not only made learning enjoyable but also facilitated a deeper understanding of mathematical concepts among students of varying learning speeds. It exemplifies our commitment to innovative teaching methods that enhance student engagement and learning outcomes.

Details of the best practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Janathanagar

Teacher Name:
K. Aruna

HM Name:
DY. Vishranthamma

Cluster:
ZPHS Kukatpally

Mandal:
Kukatpally

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Details of the best Practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS Jaipuri Colony

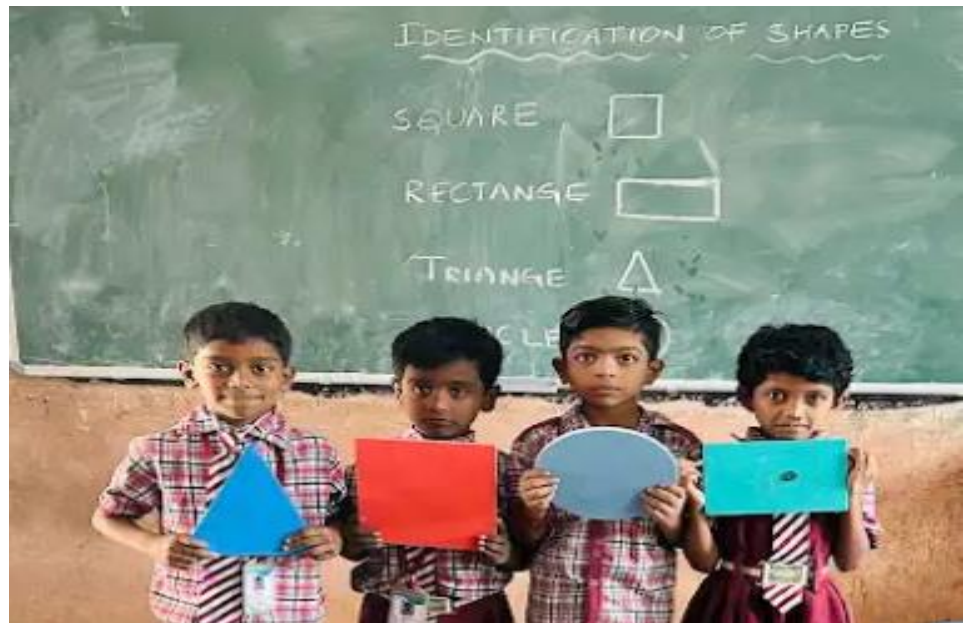
Teacher Name:
Ananth Reddy

HM Name:
B. Srinivas Reddy

Cluster:
ZPHS Nagole

Mandal:
Uppal

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ENGAGING CLASSROOM DYNAMICS WITH HANDS-ON SHAPE LEARNING

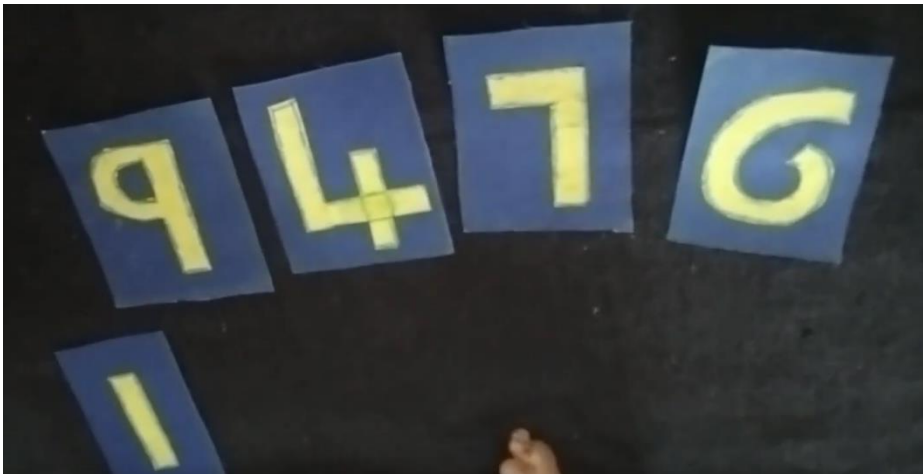
A creative idea by Ananth Reddy Sir.

At MPPS Jai Puri Colony, where we have 153 students and 5 teachers across five instructional classes, our focus on enhancing learning outcomes has led to an average achievement of 50% across all subjects. To make my classroom lively and engaging, I adopted the CPA (Concrete-Pictorial-Abstract) approach for teaching shapes to Class 1 students in Mathematics.

Using various TLM such as blackboard shapes, geometric models, geo boards, pebbles, and colorful ice cream sticks, I began by introducing the concept of shapes that children encounter in their daily lives. The students responded enthusiastically as they identified shapes on the blackboard and recreated them using the provided materials.

The geo boards posed initial challenges, but the students enjoyed the hands-on activity of forming shapes with sticks and pebbles. Throughout the session, more than 90% of the students actively participated and demonstrated a clear understanding of the shapes.

This approach not only made learning enjoyable but also significantly improved comprehension. By fostering a dynamic and interactive classroom environment, the CPA approach effectively enhanced students' conceptual understanding and participation in learning activities.



"PLAYFUL LEARNING: TRANSFORMING MATH EDUCATION FOR YOUNG MINDS"

A creative idea by M. Rajashree Ma'am.

Initially, I was teaching math to classes 4 and 5, but handling class 1 proved to be challenging. The children's need for interaction and quick responses prompted me to adopt different TLM (Teaching-Learning Materials) approaches, incorporating concrete and pictorial activities in the classroom. Using TLM in the play way method, we engaged in hands-on activities while practicing with flash cards. This approach allowed students to become well acquainted with concepts and achieve the desired learning outcomes.

By integrating TLM and the play way method, I created a more dynamic and interactive learning environment. The use of concrete objects and pictorial representations helped make abstract mathematical concepts more accessible to young learners. Activities such as games, puzzles, and hands-on experiments captured the children's interest and made learning fun. Flash cards reinforced their understanding and allowed for quick assessment and feedback. This combination of methods not only facilitated better comprehension but also encouraged active participation and enthusiasm for learning.

Overall, the strategic use of TLM and interactive activities significantly improved the learning experience for class 1 students, ensuring they grasped foundational math concepts effectively.

Details of the best Practice

Theme:

TLM usage and effectiveness

School Name:

UPS, Narapally

Teacher Name:

M. Rajashree

HM Name:

Padma khanna

Cluster:

ZPHS Korremul

Mandal:

Ghatkesar

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Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
UPS NARAPALLY

Teacher Name:
M. Rajashree

HM Name:
Padma Khanna

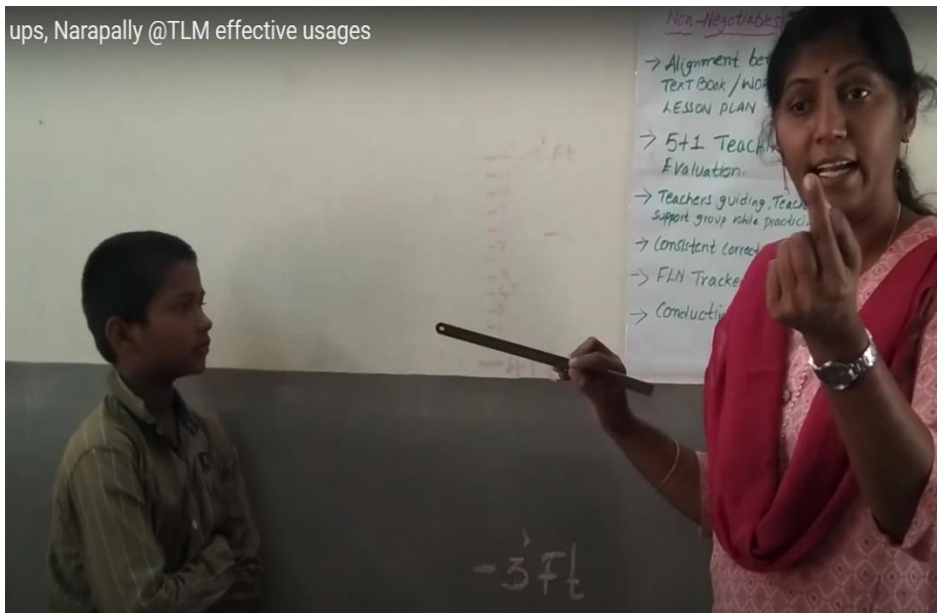
Cluster:
ZPHS Korremul

Mandal:
Ghatkesar

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ups, Narapally @TLM effective usages



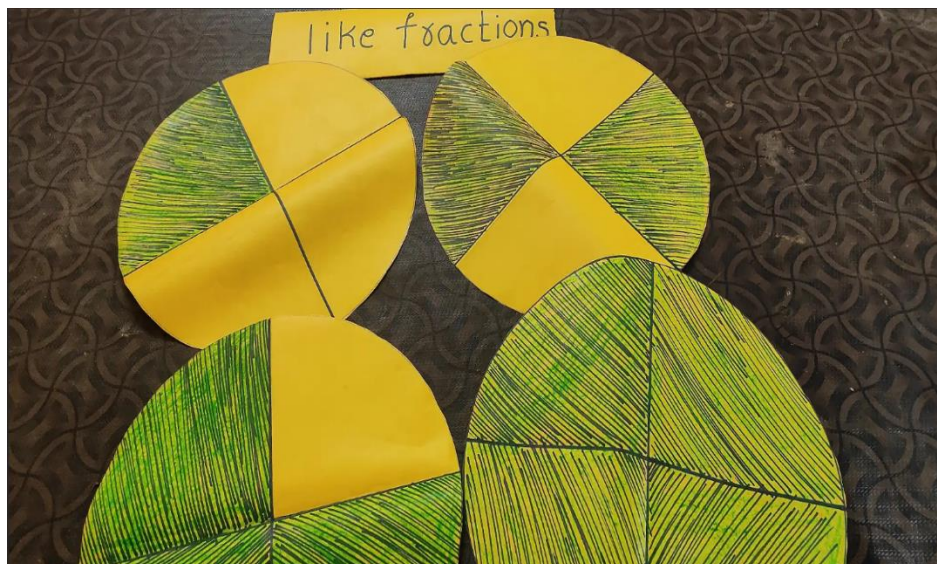
"MEASURING SUCCESS: HANDS-ON LEARNING WITH CLASSROOM WALLS"

A creative idea by M. Rajashree Ma'am.

Using TLM (Teaching-Learning Materials) instantly in the TLP (Teaching-Learning Process) can greatly enhance student engagement. By utilizing classroom walls to demonstrate how to use measurement values practically, we can spark students' curiosity and make learning more accessible. This hands-on approach allows students to grasp concepts more easily.

For instance, incorporating visual aids and measurement tools on the classroom walls provides students with constant exposure to the material. This method encourages them to interact with their environment and apply what they learn in real-time. As a result, students develop a deeper understanding of measurement concepts and how they relate to real-world scenarios.

Additionally, encouraging students to individually practice using these measurement tools helps reinforce their learning. They can actively participate in exercises that require them to measure objects, compare values, and record their findings. This practical application not only solidifies their comprehension but also builds their confidence in using measurement in everyday situations.



HANDS-ON FRACTIONS: MAKING MATH TANGIBLE AND FUN

A creative idea by Soma Sree Sudha Ma'am.

I teach Mathematics to a fifth-grade class with 40 students. The chapter on fractions includes many abstract concepts. For instance, fractions with the same denominator are called like fractions. To add or subtract fractions, they must be converted into like fractions. Similarly, for comparing two fractions, they need to have the same denominator.

To teach the concept of like fractions, I used a concrete approach. This involved a collaborative "we do" activity where the teacher and students worked together. I prepared teaching materials using cardboard, color markers, crayons, and scissors. I cut the cardboard into five circles of the same size and divided each circle into four equal parts, shading some parts with crayons. I wrote equivalent fractions on flash cards and asked the children to pick the fraction representing the shaded portion of each circle.

Through this activity, the children recognized that all the fractions had the same denominator, thus introducing the concept of like fractions. This concrete approach made the abstract concept more understandable. It facilitated the teaching-learning process and helped the children learn math in a playway method, making the learning experience more enjoyable and effective. The use of hands-on materials significantly improved the students' grasp of the concept, demonstrating the value of practical activities in teaching abstract

Details of the best Practice

Theme:
TLM usage and effectiveness

School Name:
MPPS QUTHBALLAPUR

Teacher Name:
Soma Sree Sudha

HM Name:
E.Satyanarayana

Cluster:
ZPHS BALAJI NAGAR

Mandal:
KAPRA

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Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
MPPS QUTHBULLAPUR

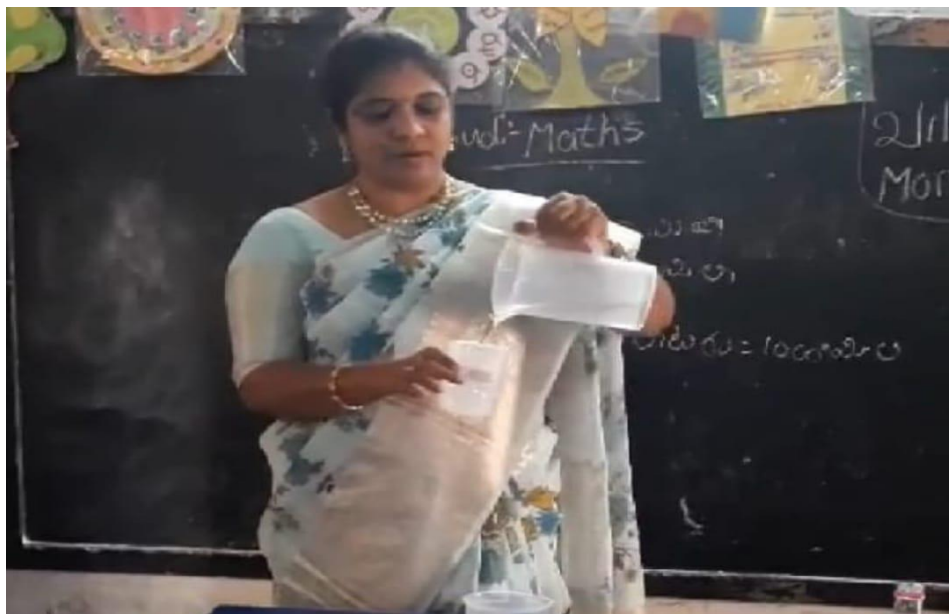
Teacher Name:
Madhavi. Boyapalli

HM Name:
Adavayya

Cluster:
ZPHS QUTHBULLAPUR

Mandal:
QUTHBULLAPUR

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HANDS-ON MATH: MAKING FRACTIONS FUN WITH LIKE FRACTIONS!

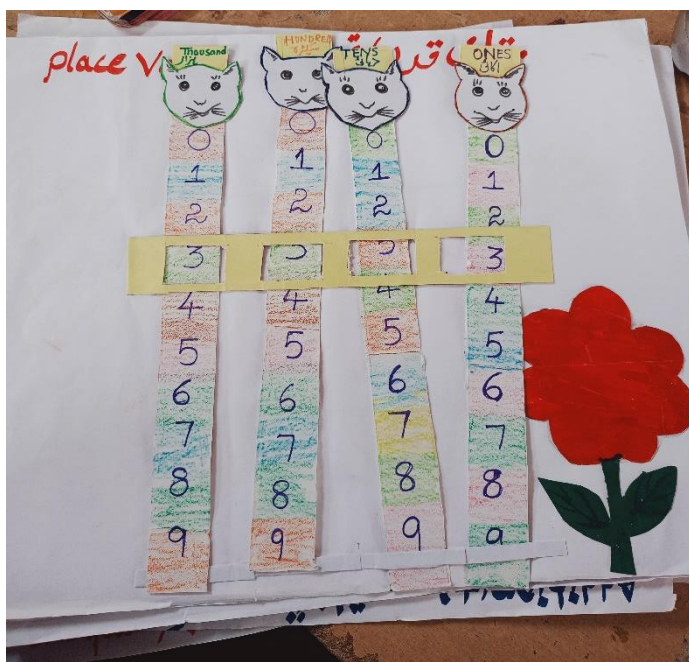
A creative idea by Madhavi.Boyapalli Ma'am.

I am Madhavi Boyapalli, currently working as an SGT at MPPS Quthbullapur. My school has a total strength of 319 students with a staff of 9 teachers and 1 additional staff member. I teach Mathematics and English to 4th grade students, and English to 1st grade students.

I strongly advocate the use of Teaching-Learning Materials (TLM) to enhance learning effectiveness. Through my experience, I have observed that children pay more attention and learn more effectively when TLMs are used compared to traditional teaching methods.

In my 4th grade Mathematics classes, I employ various TLMs to explain different topics. I plan ahead by preparing TLMs and creating activities a day before teaching each topic. I meticulously follow the period plan steps to ensure comprehensive coverage of the curriculum. One of the most effective TLMs I use is demonstrating the edges and corners of different objects, which helps students understand geometric concepts better.

For teaching time, I use a model clock, and it's heartening to see children not only understand the concept but also create their own clock models. Similarly, I use different sizes of jugs to effectively explain liters and milliliters, ensuring that students grasp these measurements with clarity.



"CRAFTING SUCCESS: INNOVATIONS IN EDUCATION AT GPS INDIRA NAGAR"

A creative idea by Sameena Tarannum Ma'am.

Our school, GPS Indira Nagar in Alwal Mandal, Medchal District, is small yet well-equipped with essential facilities such as electricity, water, and toilets across our three classrooms. We cater to students in three mediums, including Urdu, where I teach Mathematics for grades 1-3 in Urdu and grades 1-2 in Telugu medium. Currently, we have 66 students, with 26 in Urdu medium.

I've implemented numerous effective teaching practices, including the creation of Teaching Learning Materials (TLMs) specifically designed for grades 1-3. One of the highlights is a comprehensive mathematics album comprising various TLMs that aid in learning numbers, addition, subtraction, multiplication, number comparison, and sequencing. These materials are crafted from low-cost resources, with practical working models like a multi-purpose box enhancing interactive learning experiences.

Post-COVID, educational standards were adversely affected, necessitating innovative approaches to enhance learning quality. The introduction of TLMs and active learning methods, such as 'learning by doing,' has significantly boosted educational outcomes. Both teachers and students are delighted with this engaging teaching method, fostering a positive learning environment.

Details of the best Practice

Theme:
TLM usage and effectiveness

School Name:
GPS Indira Nagar

Teacher Name:
Sameena Tarannum

HM Name:
A. Suneetha Kumari

Cluster:
ZPHS ALWAL(B)

Mandal:
ALWAL

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Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
MPPS Anantharam

Teacher Name:
K. Nirmala

HM Name:
K.Nirmala

Cluster:
ZPHS KOLTHUR

Mandal:
MOODUCHINTHALAPALLY

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Link



"COUNTING SUCCESS: SIMPLIFYING MATHEMATICS AT MPPS ANANTHARAM"

A creative idea by K.Nirmala Ma'am.

At MPPS Anantharam, where two teachers nurture 26 children, I've pioneered an innovative method to teach mathematics, with a sharp focus on numbers and counting. This approach is designed to streamline learning, making it faster and more accessible for students to grasp essential concepts. Beyond basic counting skills, students learn to confidently write two-digit numbers, comprehend ones and tens, and practice addition and subtraction. They also develop the ability to identify larger and smaller numbers, which is crucial for their overall mathematical comprehension.

The daily implementation of this method has yielded significant improvements in our students' numerical literacy and their ability to perform fundamental arithmetic operations. Through consistent practice, students have grown more adept at recognizing numbers and applying mathematical operations in practical contexts. This initiative has not only benefited the students but has also simplified my teaching role.

Overall, this innovative approach has had a profoundly positive impact on both students and teachers at MPPS Anantharam. It has enriched the learning experience by fostering a deeper understanding of mathematics right from the foundation stages. By promoting active engagement and comprehension, this method has laid a robust groundwork for future mathematical learning.



Details of the best Practice

Theme:
TLM usage and effectiveness

School Name:
MPPS TURKAPALLY

Teacher Name:
Shirisha. B

HM Name:
R. Anitha

Cluster:
ZPHS Aliabad

Mandal:
Shamirpet

"EMPOWERING LEARNING THROUGH HANDS-ON EXPLORATION: A PRIMARY TEACHER'S JOURNEY"

A creative idea by Sihrisha Ma'am.

I absolutely love teaching, especially when I can make it all about my students. As a primary teacher, my approach is to always start from what they know and gradually introduce new ideas, keeping things simple before tackling complexity. Recently, we delved into single-digit subtraction using tactile learning materials like marbles, stones, and sticks. It was incredible to see how these tools brought the concept to life for them.

The engagement was beyond what I expected; the students were genuinely interested and eager to learn. Through these hands-on activities, every child grasped the concept thoroughly. It was such a rewarding experience to witness the majority of my class not only understanding but also applying what they learned independently.

I firmly believe in creating an environment where learning is not just passive but active and engaging. Seeing the enthusiasm and progress in my students reaffirms my passion for teaching and motivates me to continually innovate in my methods. It's moments like these that remind me why I chose this profession — to inspire and empower young minds through meaningful education.

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Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
MPPS NAGOLE

Teacher Name:
Mohammad Jafar

HM Name:
K. PETER

Cluster:
ZPHS NAGOLE

Mandal:
UPPAL



"BUILDING FUTURE THINKERS: EXPLORING MEASUREMENT WITH EVERYDAY MARVELS"

A creative idea by Jafar sir.

As educators, we hold the key to shaping a better society through early childhood education. By teaching with tangible learning materials (TLM), such as biscuit packets, milk pouches, and train tickets, I've made measurement an engaging topic for my 4th-grade maths students.

Through these locally available items, we explore concepts like grams and kilograms, milliliters and liters, meters and kilometers. This hands-on approach helps them connect these abstract ideas to their daily lives. They learn to estimate weights when shopping, understand the contents of a liter of milk versus a milliliter in a juice pack, and decipher travel distances from bus and train tickets.

By experiencing these measurements firsthand, my students gain practical knowledge that empowers them in real-world situations. They develop problem-solving skills naturally as they encounter these concepts outside the classroom. Ultimately, I believe this approach not only enhances their academic understanding but also fosters a deeper appreciation for the relevance of mathematics in their everyday routines.

Together, we're nurturing future thinkers who will confidently navigate and contribute to a society where education lays the foundation for progress and understanding.



DEVELOPING NUMERACY SKILLS THROUGH PRACTICAL COUNTING ACTIVITIES

A creative idea by A. Manjula Ma'am.

At MPPS Nagole, I, Manjula, teach a class of 49 second graders who needed a better grasp of counting and understanding numbers from 10 to 99. The challenge was to make these concepts clear and applicable in their daily lives.

I introduced a hands-on learning approach using sticks to represent tens and ones. First, I explained how to add one stick to a bundle of ten to make 11. Then, I encouraged students to create numbers from 13 to 20 by adding sticks to bundles. This visual and tactile method helped them understand and count objects in tens and ones, and write the expanded form of numbers. We repeated the process with larger numbers, adding ten-stick bundles to other bundles. This interactive method significantly improved students' ability to count and understand numbers. They could now apply these skills in daily life, such as counting items at a shop and bundling them in tens. This practical approach made it easier for them to perform everyday tasks involving numbers, reinforcing their learning and boosting their confidence in using mathematics outside the classroom.

Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Nagole

Teacher Name:
A. Manjula

HM Name:
K. Peter

Cluster:
ZPHS Nagole

Mandal:
Uppal

Details of the best practice

Theme:
TLM Usage &
Effectiveness

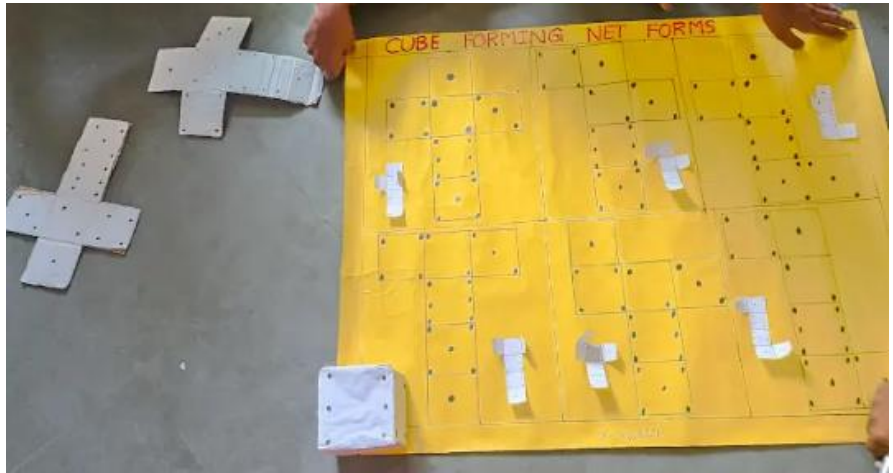
School Name:
MPPS Nagole

Teacher Name:
Ch. Kiran Kumari

HM Name:
K. Peter

Cluster:
ZPHS Nagole

Mandal:
Uppal



ENHANCING GEOMETRY SKILLS WITH INTERACTIVE TLM

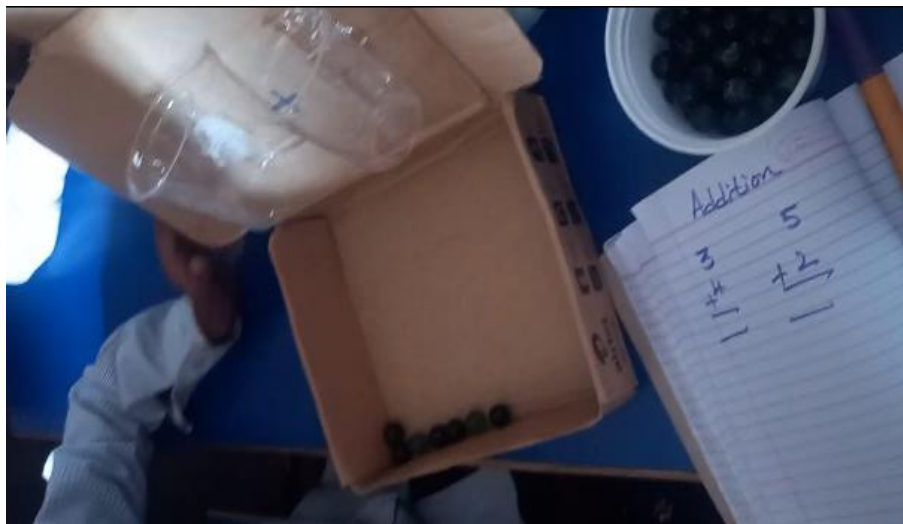
A creative idea by Ch. Kiran Kumari Ma'am.

At Mpps Nagole, our school has 255 students, with 61 in the 5th class, which is single-sectioned. I teach Maths to the 5th class, comprising 13 students in the performer group, 20 in the peer group, and 28 in the teacher support group. The FLN method inspired me to use TLM for better understanding.

For Chapter 7, "Playing with Shapes," I used TLM including cardboard dice, cube-forming net pictures, and paper pieces showing both cube-forming and non-cube-forming net forms. This approach helped students understand the dot patterns on cubes through observation and hands-on activities.

Students practiced creating cube shapes using paper net forms and compared these shapes with objects in their surroundings. By examining the dice, they discovered that the dots on opposite faces of a dice sum up to seven. They learned to identify lattice forms of dice and understood which grid patterns could be folded into cubes.

Additionally, students pasted the cube-forming paper net pieces in their notebooks, reinforcing their learning. This hands-on approach not only made the learning process enjoyable but also significantly improved their understanding of geometric shapes.



SIMPLIFYING ADDITION WITH INNOVATIVE TLM

A creative idea by K. Shireesha Ma'am.

At PS Allapur T/M, where we have 91 students in Class 1, I, K. Shireesha, along with two other teachers, have been dedicated to enhancing our teaching methods. To teach additions effectively to my Class 1 students, I created an addition box using a disposable box and marbles as TLM.

The addition box sparked curiosity among the students, making them eager to learn. This tool proved especially beneficial for a girl who joined directly in 3rd class and struggled with basic numbers. I spent considerable time teaching her additions using traditional methods, but significant progress was seen only after introducing the addition box. With this TLM, she quickly grasped the concept of addition and now performs additions easily.

Using the addition box with my first graders also showed remarkable results. The students displayed a keen interest in learning and practicing additions with this innovative tool. This approach not only made the learning process enjoyable but also enhanced their understanding and proficiency in addition.

The use of TLM like the addition box has proven to be an effective teaching strategy, significantly improving students' engagement and comprehension in mathematics.

Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Allapur T/M

Teacher Name:
K. Shireesha

HM Name:
A. Vidya Sagar

Cluster:
ZPHS Kukatpally

Mandal:
Kukatpally

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Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS Kompally

Teacher Name:
B. Jagan Mohan Reddy

HM Name:
B. Shakunthala

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma



ENHANCING SHAPE RECOGNITION THROUGH INTERACTIVE ACTIVITIES

A creative idea by B. Jagan Mohan Reddy Sir.

At MPPS Kompally, our school serves 450 students across 10 sections of each class, with a dedicated team of 10 teachers. To develop the concept of shapes, I, B. Jagan Mohan Reddy, a teacher for Class 1, initiated a child-centered learning activity focused on shapes.

I divided the students according to their learning levels and designed an activity where they had to group items based on their shapes and recognize these shapes without seeing the items. The goal was to use mind mapping to place items in their respective boxes. The entire session was interactive, ensuring active participation from all students.

This hands-on approach significantly enhanced the students' understanding of shapes. They not only learned to identify different shapes but also enjoyed the process, finding it a refreshing change from regular teaching methods. The activity culminated in the students being able to recognize and count shapes effectively.

I was pleased to see that the learning outcomes were successfully achieved, as the children demonstrated a deeper understanding of shapes. This activity also provided valuable support to learners, helping them grasp the concept of shapes more effectively.



ENGAGING STUDENTS WITH TLM IN LEARNING CUBE SHAPES

A creative idea by J. Praveen Kumar Sir.

At MPPS Dundigal, with nearly 400 students, I teach Maths to 3rd and 5th classes. Understanding that students grasp mathematics best through practice, I leveraged TLM to make learning more effective. Focusing on the topic "Playing with Shapes" for the 5th class, I initially used paper figures to explain cube shapes. However, I noticed that this approach did not resonate well with the students.

To address this, I introduced TLM, which significantly transformed the classroom dynamics. The hands-on tools captured the children's interest, making the learning process engaging and interactive. They were keen to understand and form cube shapes using the TLM, which led to better comprehension of the topic. The students actively participated, clarified their doubts, and even showed enthusiasm in creating additional cube shapes.

The use of TLM proved to be highly effective, as it not only facilitated better understanding but also fostered a lively and participative classroom environment. The students' increased interest and active involvement highlighted the impact of using practical tools in teaching mathematical concepts.

Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Dundigal

Teacher Name:
J. Praveen Kumar

HM Name:
Md. Fasi uddin

Cluster:
ZPHS Dundigal

Mandal:
Dundigal
Gandimaisamma

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Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS Kothapet Ns

Teacher Name:
M. Upendar

HM Name:
M. Padmarao

Cluster:
ZPHS Nagole

Mandal:
Uppal



IMPROVING MATH PROFICIENCY THROUGH PRACTICAL MEASUREMENT ACTIVITIES

A creative idea by M. Upendar Sir.

I am Upender, an SGT at MPPS Kothapet N in Maruti Nagar, Uppal Mandal, Medchal District. Our school, led by HM M. Padmarao, has a dedicated team of 8+1 staff members. While we do not face enrollment issues, many of our students come from migrant families, causing frequent absences. Additionally, many parents, being either illiterate or too busy, cannot assist with their children's studies. As a result, we take full responsibility for ensuring our students achieve academic perfection. I teach 5th-grade Maths and recognize the importance of making the subject approachable, especially for students who fear it.

For the 11th unit on measurements, particularly the sub-topic of liters, I selected a few students who showed a good understanding and had them practice with measurement jars (50ml, 100ml, 250ml, 500ml, and 1000ml). These students demonstrated the measurements to the class, explaining the concepts in their words.

This hands-on practice session involved all 47 students. Initially, some students were hesitant to participate, but with encouragement, I successfully engaged the entire class. After the practical demonstration, 80-90% of the students understood the topic, a marked improvement from the beginning. This initiative has proven effective in reducing students' fear of Maths and in improving their practical understanding of measurements.

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DEVELOPING SUBTRACTION SKILLS WITH PRACTICAL TLM

A creative idea by K. Srilatha Ma'am.

At our school, with a total strength of 255 students and a teaching staff of 6+1, I teach Maths to 52 students in the 3rd class. The class is divided into three groups: 8 in the performer group, 13 in the peer group, and 31 in the teacher support group. Following the FLN method, I focused on the chapter "Subtraction," specifically teaching students to solve subtractions of multiples of ten.

For this lesson, I used TLM such as bundles of sticks, currency notes, and coins. Students were given bundles of sticks and asked to separate a given number of bundles. Similarly, they used currency notes and coins to practice subtraction. This hands-on approach enabled students to subtract multiples of tens from two-digit numbers effectively.

Using these TLMs made the class engaging and interactive, helping students understand subtraction in a practical context. They could relate this knowledge to daily life situations, enhancing their learning experience. The use of bundles and currency simplified the concept, making it easier for me to teach and for the students to grasp.

As a result, students demonstrated a clear understanding of the topic, successfully applying their knowledge in both classroom exercises and real-life scenarios.

Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Nagole

Teacher Name:
K. Srilatha

HM Name:
K. Peter

Cluster:
ZPHS Nagole

Mandal:
Uppal

Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPUPS Narapally

Teacher Name:
M. Rajashree

HM Name:
Padma Khanna

Cluster:
ZPHS Korremul

Mandal:
Ghatkesar



INNOVATIVE APPROACH TO TEACHING DIVISION WITH IMPROVISED TLM

A creative idea by M. Rajashree Ma'am.

Teaching 4th-grade students, with a class strength of 38, often requires creativity, especially when TLM isn't readily available. During a lesson on the topic of "Equal Shares and Equal Groups," I needed to explain the division of three-digit numbers. At that moment, I improvised by using small bits of paper to represent place values: 100s, 10s, and 1s.

This hands-on method allowed students to visualize and understand the concept practically. After practicing a few divisions, they not only grasped the concept but also enjoyed the activity. This innovative approach significantly enhanced their understanding of division.

As a result, 50% of the students were able to apply the concept effectively. Specifically, 20 out of 38 students successfully performed three-digit divisions, demonstrating a substantial improvement in their comprehension and skills. This experience highlighted the effectiveness of using improvised TLM in enhancing students' learning outcomes.

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RECOGNISING NUMBERS WITH HANDS-ON TLM

A creative idea by B. Anjaiah Sir.

At MPPS Maisammagutta in Ghatkesar Mandal, our school with a total strength of 77 students and four teachers is dedicated to achieving learning outcomes across all classes. I teach Maths from 1st to 5th grades and Telugu for 1st grade, serving as the class teacher for 1st and 2nd grades.

For the 1st grade Maths chapter on "Numbers from 10-20," I implemented a practical TLM strategy during the 7th period. Using thick paper and cotton, I created rectangles and affixed them to matchboxes labeled with numbers 11-20. Each rectangle featured adjacent numbers, demonstrating the sequence from before to after for each number. This hands-on approach facilitated easy understanding among the students, who learned to identify and write numbers within this range.

Through interactive sessions where students were encouraged to identify the numbers that came before and after a given number, they actively participated and enhanced their competency levels. This TLM method significantly boosted students' ability to meet micro competencies, achieving a remarkable 70% success rate.

This practice not only made learning enjoyable but also effectively reinforced number recognition skills, aligning with our school's commitment to comprehensive and engaging education strategies.

Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Maisammagutta

Teacher Name:
B. Anjaiah

HM Name:
P. Anjaneyulu Naik

Cluster:
ZPHS Ghatkesar (B)

Mandal:
Ghatkesar

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Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS E.W.S. Cherlapally

Teacher Name:
M. Sunitha

HM Name:
B. V. H. Prasad

Cluster:
ZPHS Kusaiguda

Mandal:
Kapra



MULTILINGUAL AND HANDS-ON MATH LEARNING IN A DIVERSE CLASSROOM

A creative idea by M. Sunitha Ma'am.

At M.P.P.S.E.W.S. Cherlapally, we maintain a positive school and classroom environment despite a challenging pupil-teacher ratio and a high proportion of migrant students. With dedication, I teach two classes with heavy student numbers, necessitating the use of Telugu as the local language, Hindi for migrant children, and English as the school's medium of instruction.

The students have responded positively to this multilingual approach, actively engaging in learning activities focused on additions and subtractions. To make learning interactive and effective, I employ the Concrete-Pictorial-Abstract (CPA) method. For additions, we use leaves and balloons, and for subtractions, we utilize neem tree twigs adorned with leaves.

This hands-on approach not only makes learning enjoyable but also enhances understanding and retention of mathematical concepts. The students have shown enthusiasm and enjoyment while learning through these methods. They have successfully grasped addition and subtraction skills, demonstrating their learning through practical application.

Despite the challenges posed by a large pupil-teacher ratio and diverse student backgrounds, this method has proven effective in fostering a conducive learning environment. It ensures that all students, regardless of their linguistic background or migration status, can actively participate and succeed in mathematics.

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HANDS-ON ADDITION LEARNING WITH BEADS AND STRAWS

A creative idea by M. Chinnamma Ma'am.

At MPPS Bahadurpally in Dundigal Mandal, where the medium of instruction is English, I teach Maths to 1st-grade students in Section B, comprising 21 children out of a total school population of 346 across 10 sections.

For the topic of Addition, I introduced a hands-on approach using beads and straws. When presenting addition problems on the blackboard, I encouraged students to use beads for counting and solving. This interactive method captured their interest and active participation.

Using beads not only made addition more tangible but also helped children in number identification and counting. They enjoyed the tactile experience of manipulating beads to solve problems, which also allowed them to correct their mistakes independently.

This approach not only enhances learning but also fosters a deeper understanding of mathematical concepts through practical application. It ensures that each child is engaged and learning effectively in the classroom setting.

Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Bahadurpally

Teacher Name:
M. Chinnamma

HM Name:
M. Chinnamma

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma

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Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS Mandaipally

Teacher Name:
T. Kavitha

HM Name:
Vinod Kumar

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet



LEARNING WITH EFFECTIVE TLM IN MULTIGRADE TEACHING

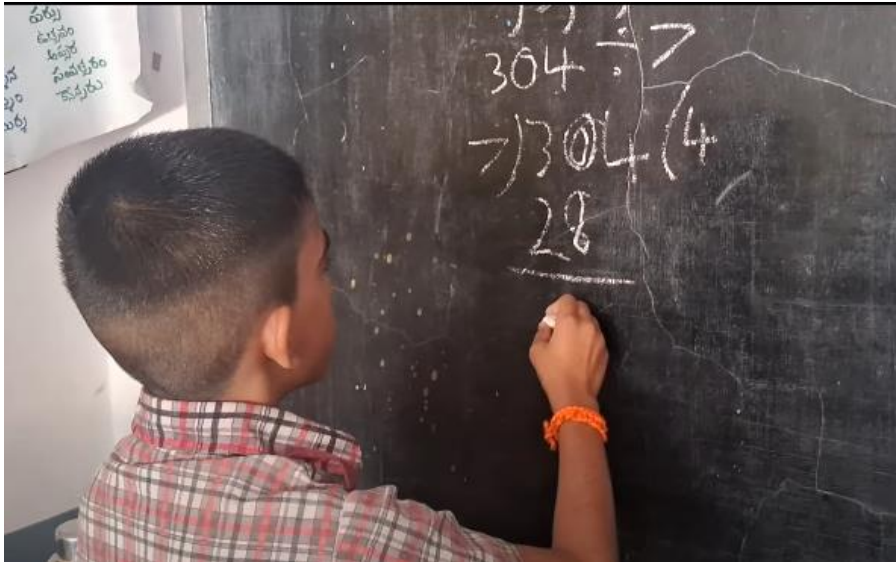
A creative idea by T. Kavitha Ma'am.

At MPPS Mandaipally, our commitment to effective Teaching-Learning Materials (TLM) has revolutionized the teaching process across all subjects and topics. With a focus on creating engaging learning experiences, we have developed TLM such as flashcards and picture charts tailored for each subject.

Students have shown keen interest and active participation when learning from these TLM. The interactive nature of flashcards and visual aids like picture charts has allowed students to grasp concepts in their own unique ways. This approach has proven especially effective in our multigrade teaching environment, where students from different grades learn together.

By leveraging TLM effectively, we facilitate a dynamic learning environment that accommodates diverse learning styles and abilities. Students not only learn more effectively but also enjoy the process, making education more engaging and impactful.

Our initiative underscores our commitment to innovative teaching practices that enhance student learning outcomes and promote a collaborative approach to education across all grade levels.



INTERACTIVE LEARNING AND INDEPENDENT PRACTICE IN MATHEMATICS

A creative idea by M. Madhu Krishna Sir.

At UPS Malkajgiri HW in Malkajgiri Mandal, Medchal District, Telangana, we strive to overcome challenges such as low homework completion and parental involvement in student study habits. As a Mathematics teacher for 3rd and 4th grades, I noticed some students lacking interest and struggling with basic operations like additions, subtractions, multiplications, and divisions.

To address this, I introduced a fun and interactive initiative focused on learning basic operations. Using number cards from 0 to 9, students randomly selected cards to form either 2 or 3-digit numbers. They then performed operations (multiplication, division, addition, or subtraction) with the remaining cards. This approach not only made learning enjoyable but also encouraged critical thinking and problem-solving skills.

Despite initial challenges with English proficiency and learning multiplication tables up to 20, students gradually improved. They not only mastered basic operations but also enhanced their understanding of mathematical concepts and multiplication tables through consistent practice in class.

As a result of this initiative, the percentage of students achieving learning outcomes in our class increased from 20% to 30%. I am confident that with continued engagement and support, this percentage will continue to rise, fostering a deeper interest in mathematics among our students.

This initiative exemplifies our commitment to innovative teaching methods that engage students and improve learning outcomes in challenging educational environments.

Details of the best Practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPUPS Malkajgiri HW

Teacher Name:
M. Madhu Krishna

HM Name:
K. Krishna Reddy

Cluster:
ZPHS Malkajgiri (G)

Mandal:
Malkajgiri

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Details of the best practice

Theme:
TLM Usage &
Effectiveness

School Name:
MPPS Shamirpet

Teacher Name:
Yeldandi Saritha

HM Name:
D. Mahesh

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet



RECOGNISING NUMBERS THROUGH INTERACTIVE TLM

A creative idea by Yeldandi Saritha Ma'am.

As the class teacher for first grade at MPPS Shamirpet, where I teach mathematics to a class of 25 students, I emphasize the importance of number recognition, especially for slow learners. To foster greater interest and engagement in math, I introduced an innovative Teaching-Learning Material (TLM) centered around ice cream stick models.

These ice cream stick models serve as a tactile tool for children to visualize and understand numbers. Students count stones or other objects and match them to the corresponding numbers represented by the ice cream sticks. This hands-on approach not only captivates their interest but also helps them comprehend concepts like ascending and descending order of numbers, both small and large.

The TLM encourages active participation among students of all learning speeds, particularly benefiting slow learners who show increased enthusiasm in identifying and arranging numbers. They enjoy manipulating the sticks to create different numbers and sequences, including multi-digit numbers.

This initiative has not only simplified my teaching process but also created a joyful and engaging classroom atmosphere. Every student eagerly participates, making learning numbers an interactive and enjoyable experience. Overall, the TLM has significantly improved number recognition and mathematical understanding among my students, setting a strong foundation for their future learning.



DEEPENING FRACTION UNDERSTANDING THROUGH VISUAL TLM

A creative idea by R. Swapna Ma'am.

At MPPS Dammaiguda, despite space limitations, our students excel in learning. As the math teacher, I emphasize visual learning for fractions. Students are tasked with homework to illustrate types of fractions pictorially and explain them, fostering a solid grasp of the subject.

Using Teaching-Learning Materials (TLM) like diagrams and manipulatives enhances their understanding. Visual aids help students visualize fractions concretely, making abstract concepts clearer and improving problem-solving skills.

Despite space challenges, students actively engage with TLM, creating a collaborative learning environment. This approach not only deepens comprehension but also encourages critical thinking and discussion among peers.

In conclusion, integrating visual TLM effectively supports our students in mastering fractions, ensuring they grasp concepts more deeply and apply them confidently in mathematics.

Details of the best Practice

Theme:
TLM Usage & Effectiveness

School Name:
MPPS Dammaiguda

Teacher Name:
Raparthi Swapna

HM Name:
C. Uma Rani

Cluster:
ZPHS Cheeryl

Mandal:
Keesara

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Details of the best practice

Theme:
Achieving Student Learning Outcomes

School Name:
MPPS Yadamma Nagar

Teacher Name:
V. Manga

HM Name:
D. Narayan Reddy

Cluster:
ZPHS Alwal (B)

Mandal:
Alwal



UNDERSTANDING OF ASCENDING AND DESCENDING ORDER THROUGH INTERACTIVE ACTIVITY

A creative idea by V. Manga Ma'am.

To enhance mathematical concepts, I introduced an engaging method at MPPS Shamirpet: teaching ascending and descending order using classroom steps. This hands-on approach encourages children to physically engage with the concept.

Students practice arranging themselves on steps to represent ascending (from lower to higher) and descending (from higher to lower) sequences. This interactive activity not only reinforces their understanding but also makes learning enjoyable and memorable.

By physically experiencing ascending and descending orders, students grasp the concept intuitively. This method promotes active participation and helps visual learners comprehend abstract mathematical ideas more effectively.

In conclusion, integrating interactive steps into the learning process effectively enhances children's understanding of ascending and descending order. It fosters a dynamic learning environment where students actively participate and consolidate their mathematical skills.

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NUMBER INTRODUCTION THROUGH PLAYWAY METHOD

A creative idea by B. Jagan Mohan Reddy Sir.

At MPPS Kompally, where diversity enriches our school community with 470 students and 9 teachers, many students lack foundational number concepts upon enrollment. Recognizing this, I initiated a focused approach to introduce numbers, particularly targeting teacher-supported learners starting from a basic level.

Employing a play way method with interactive Teaching-Learning Materials (TLM), I facilitated learning through engaging activities. Students participated in a game where they placed coins corresponding to given numbers. This method encouraged active involvement and peer learning, fostering a competitive spirit among the students.

Through this interactive process, all students, including those from teacher-supported learner groups, enjoyed learning and successfully achieved the learning outcomes. They not only learned to read numbers but also developed a deeper understanding through hands-on practice.

In conclusion, the play way method with TLM proved effective in introducing numbers to diverse learners, creating an enjoyable and effective learning environment at our school.

Details of the best Practice

Theme:
Achieving Student Learning Outcomes

School Name:
MPPS Kompally

Teacher Name:
B. Jagan Mohan Reddy

HM Name:
B. Shakunthala

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma

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Details of the best practice

Theme:
Achieving Student
Learning Outcomes

School Name:
MPUPS Narapally

Teacher Name:
M. Rajashree

HM Name:
Padma

Cluster:
ZPHS Korremul

Mandal:
Ghatkesar

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MATH LEARNING THROUGH VIDEO CLIPS AND DAILY LIFE APPLICATIONS

A creative idea by M. Rajashree Ma'am.

Recognizing the importance of practice at home, I regularly post teaching clips in our class group. These clips serve as a resource for students to review concepts taught in class, aiding in their retention and understanding.

Understanding the diverse needs of students, especially those requiring additional support, I emphasize repetition and individual practice. This initiative not only reinforces learning but also cultivates a deeper understanding of mathematical vocabulary, crucial for solving verbal problems.

Moreover, I integrate real-life situations into math problems, presented in English, to familiarize students with practical applications. This approach not only enhances their math skills but also improves their language proficiency in math contexts.

Utilizing the Concrete-Pictorial-Abstract (CPA) approach, I cater to different learning styles and abilities, ensuring that at least 50% of students can independently apply their learning. Performers excel in textbook problems, while supporters demonstrate competency, such as tackling two-digit division using the repeated subtraction method.

In conclusion, my approach aims to make math accessible and engaging, fostering a supportive learning environment where all students can thrive and excel in mathematics.



PLACE VALUE LEARNING THROUGH PLAYWAY METHOD

A creative idea by A. Anitha Ma'am.

At MPPS Kompally, I prioritize a child-centered approach to teaching mathematics to my 65 Grade 4 students. Believing that learning should be applicable to daily life, I introduced a creative method for understanding place values using coins.

In this innovative activity, I drew circles representing different place values and assigned each circle a specific place value name. Students then tossed coins onto the circles. Based on where the coins landed, they wrote corresponding numbers, reinforcing their understanding of place value in a tangible way.

This play way method not only made learning enjoyable but also effectively engaged teacher-supported learners, enabling them to grasp the concept more effectively. Students actively participated and derived pleasure from the interactive nature of the activity.

By integrating practical applications of mathematics, such as understanding place values through hands-on activities, I aim to make learning meaningful and relevant for all students at our school.

Details of the best Practice

Theme:
Achieving Student Learning Outcomes

School Name:
MPPS Komapally

Teacher Name:
A. Anitha

HM Name:
B. Shakunthala

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma

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Details of the best practice

Theme:
Achieving Student
Learning Outcomes

School Name:
MPUPS Ankireddypally

Teacher Name:
P. A. Karuna Kumari

HM Name:
R. Shyam Prasad

Cluster:
ZPHS Keesara

Mandal:
Keesara



SUBTRACTION CONCEPT THROUGH INTERACTIVE RHYME

A creative idea by Karuna Kumari Ma'am.

At MPUPS Ankireddypally, Keesara Mandal, our initiative in teaching 1st-grade students the concepts of 1–5-digit subtractions and the concept of zero ('0') revolves around an interactive rhyme activity.

Using the rhyme "Five Little Monkeys," each student stands in line while the teacher sings. The rhyme begins with "Five little monkeys jumping on the bed," and as the rhyme progresses, one student at a time "falls down" from the line, mimicking subtraction. For instance, when the rhyme says "One fell down," one student steps out, leaving fewer monkeys in the rhyme.

This creative approach not only engages students but also helps them visualize and understand the concept of subtraction in a playful manner. By the end of the rhyme, when "Zero monkeys are left," students grasp the concept of zero.

Through this interactive method, we ensure that students actively participate in learning subtractions and comprehend the concept of zero effectively. Such engaging activities foster a fun learning environment, making mathematical concepts more accessible and enjoyable for young learners.

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PATTERN RECOGNITION USING CPA APPROACH

A creative idea by K. Rama Devi Ma'am.

I noticed that many students struggled with understanding patterns and solving abstract problems. To address this, I implemented the CPA (Concrete, Pictorial, Abstract) approach.

Concrete Stage:

First, I used various objects to create patterns and demonstrated these to the students. They then created their own patterns using objects.

Pictorial Stage:

Next, I introduced patterns through pictures. Students created and recognized patterns from these images, which helped them visualize the concept clearly.

Abstract Stage:

Finally, I moved on to abstract patterns using numbers. I guided the students to understand how numerical patterns are formed and provided exercises on the blackboard for individual practice.

By following the CPA approach, over 50% of the students were able to create new patterns immediately. The difficulties they previously faced with abstract numerical patterns were significantly reduced. Students demonstrated a clear understanding of how numbers form patterns and were able to solve self-practice problems effectively.

This initiative greatly improved their pattern recognition skills and overall mathematical understanding.

Details of the best Practice

Theme:
Achieving Student Learning Outcomes

School Name:
MPPS Shamirpet

Teacher Name:
K. Rama Devi

HM Name:
D.Mahesh

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

Details of the best practice

Theme:
Achieving Student
Learning Outcomes

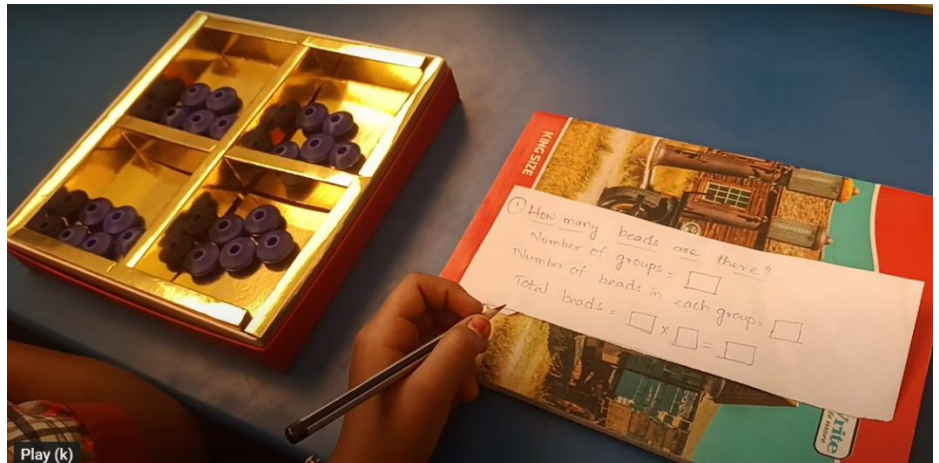
School Name:
MPPS Bahadurpally

Teacher Name:
B. Jayasri

HM Name:
M. Chinnamma

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma



ENGAGING STUDENTS IN MATHEMATICS THROUGH TLM AND ILM

A creative idea by B. Jayasri Ma'am.

I have been teaching this class since 1st standard and am familiar with each student's abilities. The students are active and enthusiastic learners. To support their learning, I have prepared various Teaching Learning Materials (TLM) and Interactive Learning Materials (ILM) across subjects.

Teaching Approach:

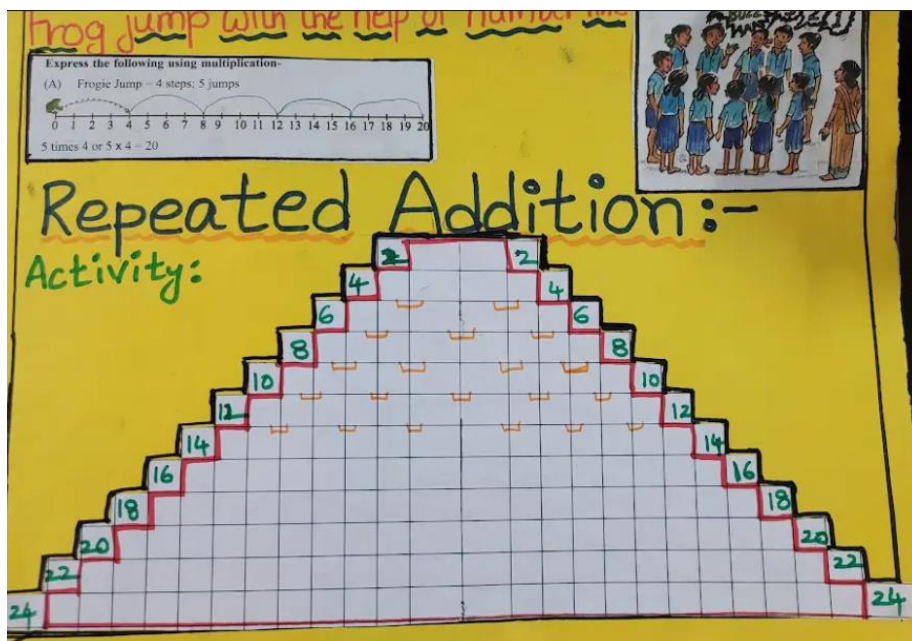
Multiplication Challenges: To address difficulties in teaching multiplication, I used TLM and ILM to make learning engaging and effective. I prepared flashcards and gathered countable objects, allowing students to read and write word problems, create their own multiplication problems, and demonstrate multiplication using physical objects.

Results:

Students showed great enthusiasm for using ILM and actively engaged with the materials. They developed a solid understanding of multiplication through these interactive methods, leading to improved comprehension and retention. This approach has proven effective in making abstract mathematical concepts tangible and enjoyable.

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LEARNING MATHS THROUGH PLAY WAY METHODS

A creative idea by P. Sirisha Ma'am.

My school, MPPS Kushaiguda, has 5 staff members and over 190 students. Located in an industrial area, we face challenges with student attendance, as many come from migrated backgrounds and are irregular to school. Recognizing the need for an engaging approach, I focused on play way learning, especially in Maths, to enhance self-expression and creative skills.

My initiative aims to create an interactive learning environment that nurtures children's natural curiosity and creativity. By encouraging hands-on activities, exploration, and games instead of traditional classroom methods, we make learning enjoyable and accessible. Each child gets equal opportunities to participate, promoting both knowledge and skill development.

Children learn among peers, stepping out of their familiar surroundings. To teach Maths, I employed three play way methods: Frog Jump, Dice Game, and Buzz Game. These activities engage students, making learning easy and pleasurable.

The impact has been significant. Students are more motivated and actively involved in learning. This approach not only improves their mathematical skills but also fosters a love for learning, ensuring they enjoy and look forward to coming to school.

Details of the best Practice

Theme:
Achieving Student Learning Outcomes

School Name:
MPPS Kushaiguda

Teacher Name:
P. Sirisha

HM Name:
G. Balanarsimulu

Cluster:
ZPHS Kushaiguda

Mandal:
Kapra

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Details of the best practice

Theme:
Classroom Management:
Student Grouping
Strategies

School Name:
MPPS Quthbullapur

Teacher Name:
Madhavi Boyapalli

HM Name:
Adavayya

Cluster:
ZPHS Quthbullapur

Mandal:
Quthbullapur



ENHANCING LEARNING THROUGH PEER GROUPING

A creative idea by B. Madhavi Ma'am.

My school, MPPS Quthbullapur, has a total strength of 319 students and 10 teachers. I teach English to 1st and 4th grades and Maths to the 4th grade. In my 4th-grade class of 59 students, I divided them into three groups: 25 in Group A, 20 in Group B, and 14 in Group C.

After each 45-minute class, I mix the groups for peer learning: 2 students from Group A, 2 from Group B, and 1 from Group C form a new group. This setup ensures that children from Group C, who need more support, learn significantly from their peers. Encouraging peer learning has shown remarkable improvement, particularly in Group C students.

Even in my absence, the children sit in their groups and work on problems, with the group leader maintaining discipline. All groups can now perform addition and subtraction, while Groups A and B also handle multiplication and division. This peer learning initiative fosters collaboration and enhances understanding, benefiting all students.



EFFECTIVE STUDENT GROUPING METHOD TO ENABLE COLLABORATIVE LEARNING

A creative idea by G. Vanaja Rani Ma'am.

At our school, with a total of 144 students from diverse backgrounds and languages, I teach 4th-grade mathematics to a class of 30 students, including boys and girls with varying learning capabilities and mother tongues. Recognizing the need for tailored teaching approaches, I implemented a grouping strategy.

The class is divided into three groups: performers, peer learners, and teacher-supported learners. After an initial 45-minute session, performers grasp concepts swiftly and work independently on worksheets. Peer learners engage in discussions to collaboratively solve problems, fostering mutual understanding. For students needing more guidance, the teacher-supported group receives personalized attention to ensure clarity on concepts.

This method has yielded positive outcomes, particularly benefiting students who struggle with traditional teaching methods. By offering individualized support and promoting collaborative learning, all students engage effectively with the curriculum. The initiative not only enhances comprehension but also nurtures a supportive learning environment where every student can thrive.

Details of the best Practice

Theme:
Classroom Management:
Student Grouping
Strategies

School Name:
MPPS Vivekananda Nagar

Teacher Name:
G. Vanaja Rani

HM Name:
A. Vijaya Laxmi

Cluster:
ZPHS Suraram

Mandal:
Quthbullapur

Details of the best practice

**Classroom Management:
Student Grouping
Strategies**

**School Name:
MPPS Shamshiguda**

**Teacher Name:
Anjaneyulu, Sabitha**

**HM Name:
B. Jayaraj**

**Cluster:
ZPHS Shamshiguda**

**Mandal:
Kukatpally**

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LEARNING THROUGH ART AND PEER COLLABORATION

A creative idea by the team of MPPS Shamshiguda.

Our school, located in Kukatpally near Jagathgirigutta, has 10 classrooms and operates under the MANA OORU MANA BADI program. With new furniture and blackboards, we accommodate 250 students and 10 staff members. We follow the FLN program to enhance foundational literacy and numeracy.

In our 5th grade class, students show a keen interest in art and crafts. I grouped the students and assigned them the task of creating various objects from paper, such as purses, flower vases, and flowers. Each group displayed their art projects in the classroom, actively participating and coloring their creations.

Our students come from diverse and economically challenged backgrounds with varying educational levels. Through the FLN program, I organized the class into mixed-grade groups to foster peer learning. This setup allows students to learn collaboratively, benefiting from each other's strengths. Activities like collaborative reading, individual reading, and model reading are integrated into the lesson plans.

The initiative has proven effective, as students engage more actively and learn better through peer support. The art and crafts activities not only enhance their creativity but also encourage teamwork and collaborative learning, making the educational experience enriching and enjoyable for all students.

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కాంచన గంగా	8586 మీ.
లోత్స	8516 మీ.
మకాల్	8485 మీ.



Details of the best Practice

Theme:
Leveraging Technology
for Student Learning

School Name:
MPPS Balajinagar

Teacher Name:
G. Vani

HM Name:
B. Parvathamma

Cluster:
ZPHS Balajinagar

Mandal:
Kapra

LEVERAGING TECHNOLOGY FOR EFFECTIVE LEARNING

A creative idea by G. Vani Ma'am.

I am G. Vani, working at MPPS Balajinagar, Kapra Mandal. Our school has 350 students and 6 teachers. I teach four subjects to all four classes and specifically handle Maths for 5th class. As part of the FLN program, I integrate the textbook, workbook, and period plan, adhering to the 5+1 Teaching method and the six non-negotiables, using TLM for instruction.

Despite challenges with the high teacher-student ratio, I ensure comprehensive teaching. For absentees and new admissions, I consistently teach the four basic arithmetic operations. To facilitate continuous learning, I record some lessons and share YouTube links in our WhatsApp group. This initiative has been well-received by both parents and students.

Through WhatsApp, I send work that allows students to catch up on classwork and learn arithmetic even when absent. This approach has brought satisfaction to parents and improved students' engagement and learning outcomes.

By leveraging technology and maintaining communication with parents, we create a supportive learning environment that ensures no student falls behind, despite the challenges we face.

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Details of the best practice

Theme:
**Alignment –Handbook,
Textbook, Workbook**

School Name:
MPPS Suraram WS

Teacher Name:
A. Nagamani

HM Name:
S. Sangeetha

Cluster:
ZPHS Suraram

Mandal:
Quthbullapur



ENHANCING GEOMETRY SKILLS THROUGH INTERACTIVE LEARNING

A creative idea by A. Nagamani Ma'am.

My school's name is Suraram Weaker Section, and I teach Math to a fifth-grade class with thirty-five students, of which twenty-six were present today. We focused on learning how to draw triangles, squares, and rectangles by connecting dots. I demonstrated the use of a Geo board, showing how to form these shapes in various sizes using rubber bands. Each student observed the dot sheet in the textbook, discussed, and became aware of the different geometrical shapes formed by joining the dots. Students then solved problems given in both the textbook and the workbook, actively applying their new skills in geometry.

English

English

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Details of the best Practice

Theme:
Language learning strategies

School Name:
MPPS Shapurnagar

Teacher Name:
M. Shailaja

HM Name:
Ashok kumar

Cluster:
ZPHS Shapurnagar

Mandal:
Quthbullapur

ENHANCING ENGLISH SPEAKING SKILLS THROUGH ORAL DESCRIPTION INITIATIVE

A creative idea by M. Shailaja Ma'am.

My school, MPPS Shapur Nagar, caters to students from grades 1 to 5 across eight sections, with a total enrollment of 272 students and a dedicated teaching staff of eight members. Recognizing the importance of foundational literacy and numeracy (FLN), it became evident that enhancing our students' English-speaking skills was essential for their overall academic development.

Driven by the need to improve English proficiency among our students, I launched an oral description initiative. This program focused on encouraging students to describe objects, experiences, and stories orally in English. The aim was to provide a supportive environment where students felt comfortable practicing and enhancing their speaking abilities. Teachers played a crucial role by modeling proper pronunciation, providing constructive feedback, and fostering an engaging and interactive classroom atmosphere.

The initiative has had a significant impact on the students' enthusiasm and confidence in speaking English. Students are showing a marked interest in participating in oral activities, and their ability to articulate thoughts in English has improved noticeably. This program has not only enhanced their language skills but also contributed to their overall academic performance, setting a strong foundation for their future education.

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Details of the best practice

Theme:
Language learning
strategies

School Name:
MPPS Chinna Cherlapally

Teacher Name:
M.Vanitha

HM Name:
T.Nandini

Cluster:
ZPHS Kushaiguda

Mandal:
Kapra

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TRANSFORMING THIRD-GRADE ENGLISH LEARNING AT MPPS CHINNA CHINNA CHERLAPALLY!

A creative idea by M.Vanitha Ma'am.

MPPS Chinna Chinna cherlapally, where I teach English to a class of 48 third-grade students, is a vibrant learning environment dedicated to fostering literacy and language skills. In this setting, ensuring that students develop a strong foundation in reading is crucial. With a focus on enhancing their vocabulary and reading proficiency, it became evident that innovative teaching aids were necessary.

To address this need, I introduced a teaching aid specifically designed to help students learn rhyming words and identify various words effectively. This aid was carefully crafted to be engaging and supportive of individual learning. It included activities and exercises that encouraged students to explore new words, practice pronunciation, and understand the relationships between words through rhyming patterns. Additionally, the aid was designed to promote individual reading and increase reading frequency among the students.

The introduction of this teaching aid had a significant positive impact on the students' reading abilities. They began to show a greater interest in reading and demonstrated an improved ability to identify and understand new words. As a result, the students' vocabulary expanded, and their



Details of the best Practice

Theme:
Language learning strategies

School Name:
MPPS Quthbullapur

Teacher Name:
Madhavi Boyapalli

HM Name:
Adavayya

Cluster:
ZPHS Quthbullapur

Mandal:
Quthbullapur

Empowering Oral Skills Through Creative Teaching at MPPS Quthbullapur !

A creative idea by Madhavi Boyapalli Ma'am.

I am Madhavi Boyapalli, an SGT at MPPS Quthbullapur, where I teach English to 1st and 4th graders. Our school has a total student strength of 319.

I have implemented various strategies to enhance the oral skills of my students, particularly in English. One of the most effective methods I've found is using role plays. These activities are designed not only to develop their speaking abilities but also to reduce their fear of speaking in front of others. For instance, I engage them in role-playing where they act out as fruits or vegetables and describe themselves. This exercise not only makes learning enjoyable but also boosts their confidence in expressing themselves in English. I schedule these role-playing sessions every 4th Saturday, providing consistent opportunities for them to practice and improve their oral language skills in a supportive environment.

I have witnessed significant progress in my students' oral language proficiency since implementing these activities. By comparing their performance from August to February, I've noticed remarkable improvements. They now speak English more fluently and confidently, often sustaining conversations for at least a minute without any stage fear. This progress underscores the effectiveness of using creative teaching methods to enhance language skills among young learners. My commitment to their growth and my innovative teaching approach have

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Details of the best practice

Theme:
Language learning strategies

School Name:
MPPS Yadamma Nagar

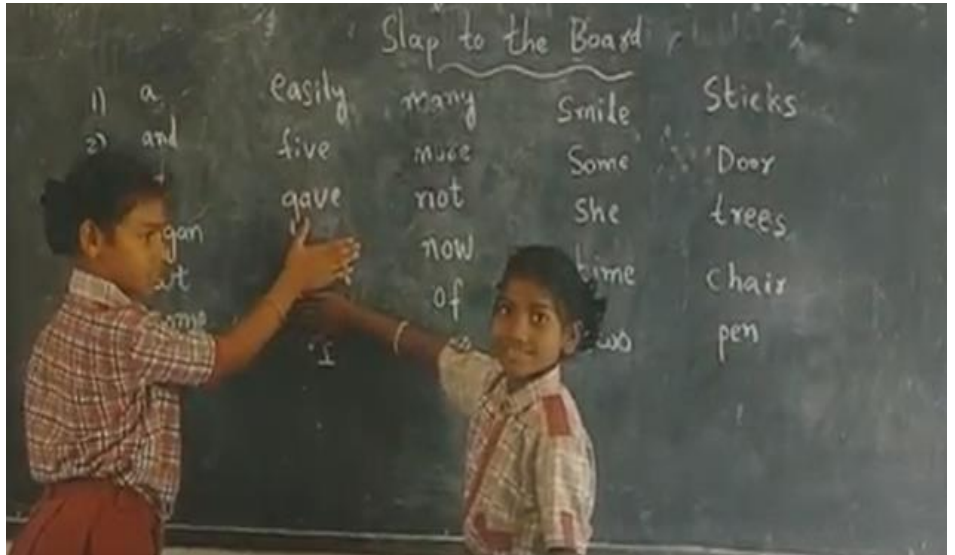
Teacher Name:
B .Sandhya Rani

HM Name:
D. Narayan Reddy

Cluster:
ZPHS Alwal(B)

Mandal:
Alwal

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Touch the Board Strategy for Enhancing English Vocabulary!

A creative idea by B Sandhya Rani Ma'am.

In a school with classes up to the 5th grade and a total of 91 students, English language learning is a vital part of the curriculum. Recognizing the importance of reading as a foundational skill, it is essential to implement engaging strategies that enhance word recognition and reading identification among young learners.

One effective strategy introduced is the "Touch the Board" activity. This interactive game is designed to make learning English vocabulary fun and engaging. In this activity, the teacher writes over 25 words on the board and calls up pairs of students. The teacher then pronounces a word, and the students race to slap the correct word on the board. This not only helps in word recognition but also reinforces listening skills and quick thinking. The competitive element of the game encourages participation and keeps students motivated. This activity is integrated regularly into the English curriculum to provide consistent practice and reinforcement of vocabulary.

The "Touch the Board" activity has significantly improved students' ability to recognize and identify words quickly. Teachers have observed an increase in students' enthusiasm and participation during English lessons. The interactive nature of the game has made learning more dynamic, helping students retain vocabulary better and apply it in their reading and writing tasks. As a result, students have shown marked improvement in their reading skills and overall language proficiency, laying a strong foundation for their future academic success.



Enhancing Student Learning Through Interactive Strategies at MPPS Kanajiguda

A creative idea by Shobha Ma'am.

As the Headmaster at MPPS Kanajiguda, overseeing 5 classes ranging from 1st to 5th grade with a total of 61 students and 3 teachers, it is crucial to implement effective strategies that foster student engagement and improve learning outcomes.

One successful strategy involves starting lessons with engaging multimedia content. By showing short, captivating videos (1-2 minutes), students are prompted to observe and identify at least 10 details from the video. Following this, presenting a stimulating image allows students to describe it aloud in three sentences, enhancing their verbal expression skills. Encouraging students to share personal anecdotes about their families, school friends, food preferences, and hobbies further cultivates communication skills. Discussing popular cartoons viewed on television encourages dialogue among students.

These initiatives have significantly enhanced student engagement and language proficiency. Students eagerly participate in discussions about stories, offering varied interpretations and applying moral lessons to their own lives. Furthermore, regular practice of reading newspapers has improved their critical thinking skills, as evidenced by their ability to identify and discuss key points from the news. Overall, these strategies have created a vibrant learning environment where students actively contribute and develop essential communication and analytical abilities.

Details of the best Practice

Theme:
Language learning strategies

School Name:
MPPS Kanakiguda

Teacher Name:
B . Shobha Rani

HM Name:
B . Shobha Rani

Cluster:
ZPHS Alwal(B)

Mandal:
Alwal

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Details of the best practice

Theme:
Language learning strategies

School Name:
MPPS Anantharam

Teacher Name:
K.Varalakshmi

HM Name:
K.Nirmala

Cluster:
ZPHS Kolthur

Mandal:
Mooduchinthalapally

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Empowering English Reading Skills through Phonics at MPPS Anantharam!

A creative idea by K.Varalakshmi Ma'am.

At MPPS Anantharam, where I teach English to 26 students alongside one other teacher, I face the challenge of instructing students from predominantly Telugu-speaking, uneducated backgrounds. To overcome this hurdle, we adopted an innovative approach to teaching English that focuses on phonics—a methodical way of teaching reading and spelling through sound recognition and letter association.

The initiative revolves around using phonics songs to introduce students to English sounds and alphabets embedded in their daily syllabus. This method simplifies learning and aids comprehension, making English more accessible for our students. Through consistent practice and reinforcement, students have not only learned to read English but also to identify and pronounce words accurately.

The positive outcomes of this initiative are twofold. Firstly, students have shown significant progress in their English reading abilities, which has boosted their confidence and engagement. Secondly, as a teacher, this approach has streamlined my instruction process and garnered recognition for its effectiveness in facilitating English literacy among students from non-English-speaking backgrounds. Overall, embracing phonics has transformed learning outcomes at MPPS Anantharam, empowering students with essential language skills for their academic and personal growth.



Enhancing Understanding of Farming through Skits and Poetry at MPPS Anantharam!

A creative idea by P.Chaitanya Sir.

To deepen students' understanding of agricultural life and the vital role of farmers, we introduced an engaging learning module focused on farmers' daily chores, the importance of their work, and their unity. This module aims to enrich students' vocabulary, accent, modulation, and pronunciation in English.

The initiative centers around a skit titled "Friendly Farmers," where students enact the daily activities of farmers. This interactive method allows them to learn about farming processes and the significance of farmers in society. The skit emphasizes teamwork and the collective efforts of farmers, making it a powerful tool for teaching unity and collaboration.

Additionally, students are encouraged to add lines to a poem about farmers, which fosters creativity and reinforces new vocabulary. This activity also helps students practice their accent, modulation, and pronunciation in a fun and engaging manner.

The skit and poetry activities have had a substantial impact on students' language skills and understanding of farming. Through the skit, students gain practical insights into the life of farmers while practicing new vocabulary in context. The poetry exercise enhances their creative expression and linguistic abilities.

Details of the best Practice

Theme:
Language learning strategies

School Name:
UPS Chowderguda

Teacher Name:
P.Chaitanya

HM Name:
M.Sambha Murthy

Cluster:
ZPHS Korremul

Mandal:
Ghatkesar

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Details of the best practice

Theme:
Language learning strategies

School Name:
MPPS Kothapet N

Teacher Name:
M. Kavitha

HM Name:
M. Padma rao

Cluster:
ZPHS Nagole

Mandal:
Uppal

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Innovative Techniques for Enhancing Language Skills and Color Identification at MPPS Kothapet!

A creative idea by M. Kavita Ma'am.

I am M. Kavitha, a Secondary Grade Teacher (SGT) at MPPS Kothapet in Maruthinagar, Uppal Mandal, Medchal District. Our school boasts a dedicated staff of 9 teachers, including 8 SGTs and 1 Headmaster (HM).

Despite our efforts, we face challenges due to the high number of students from migrant families, which affects regular attendance and, consequently, learning outcomes. To address these challenges, I implemented a hands-on activity to teach color identification and spelling.

The activity involves various colored objects such as pencils, sharpeners, water bottles, and shape models. I place these objects in a circle, write the names of different colors on the blackboard, and draw corresponding boxes on the floor. Students are then called one by one to pick an item, place it in the matching color box, and spell the color out loud. This process is repeated multiple times to reinforce learning.

This interactive approach significantly improved student engagement and learning outcomes. Initially, less than 50% of the students could correctly identify and spell colors. However, after implementing the activity, the success rate increased to 80-90%. Students participated enthusiastically, gaining confidence in their spelling and color identification skills. The repetition and hands-on nature of the activity made learning enjoyable and effective, transforming their fear and confusion into happiness and success.



Overcoming Language Barriers through Interactive Learning!

A creative idea by RVS Saradhi Sir.

Our school, has 37 students, primarily from migrant families from other states. Although the students show a keen interest in learning, language barriers pose a significant challenge in the teaching process.

To address these language challenges, I have adopted a strategy that incorporates both English and Hindi to facilitate understanding. Inspired by the Foundational Literacy and Numeracy (FLN) program, I utilize available school materials and bilingual explanations to enhance comprehension. One of the key methods I employ is story reading, using stories. I start by showing a storybook to the students and asking questions about the pictures and content, prompting responses like "jungle," "lion," and "jackal." These words are written on the board, and I guide students to identify and understand them in both English and their mother tongue.

Additionally, I focus on pronunciation and word recognition. For example, I break down complex words into syllables and practice pronunciation with the students. This interactive approach not only engages students but also helps them grasp and use new vocabulary effectively.

The implementation of these activities has significantly improved student participation and language skills. Approximately 69% of students can now understand and pronounce words correctly. They actively participate in classroom discussions, respond to questions during worksheet activities, and even construct their own sentences, such as "My mother is cleaning the room with a broomstick" and "I am eating food."

Details of the best Practice

Theme:
Language learning strategies

School Name:
MPPS Oldmeerpeta

Teacher Name:
RVS Saradhi

HM Name:
RVS Saradhi

Cluster:
ZPHS Mallapur

Mandal:
Uppal

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Details of the best practice

Theme:
Language learning strategies

School Name:
MPPS Mazidpur

Teacher Name:
A.V.L.A.Mangatayaru

HM Name:
K. Santhoshi

Cluster:
ZPHS Aliabad

Mandal:
Shamirpet

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ENHANCING ENGLISH LANGUAGE SKILLS THROUGH DRAMA AT MPPS MAZIDPUR!

A creative idea by A.V.L.A.Mangatayaru Ma'am.

MPPS Mazidpur is a rural school in Shamirpet Mandal, with 71 students across 5 classes, taught by 3 teachers.. As an English teacher, I face significant challenges due to the lack of parental support and the students' initial disinterest and difficulty in understanding English.

To address these challenges, I introduced a dramatization of the lesson "Three Rabbits" from the 5th-grade English textbook. Recognizing the students' unfamiliarity with English, I incorporated actions, gestures, and dramatization to make the content more accessible and engaging. Posters were used to spark interest, and the students chose their characters for the drama. I played the role of facilitator, guiding them through the process.

The transformation in the students was remarkable. Initially uninterested, they became excited and engaged once they began to participate in the drama. The process of role-playing and creating a video helped them understand the characters and the lesson better. The students' enthusiasm and cooperation were evident, and even the shy and slow learners showed significant improvement.

The girl who played the narrator, initially shy and unwilling, gained confidence and now eagerly participates in other lessons. This enthusiasm spread throughout the class, with students practicing their lines, helping each other, and learning new vocabulary and expressions. Words and phrases such as "hay," "bundle of sticks," "load of bricks," "huffed and puffed," "crawling," and "chimney pipe" became part of their vocabulary.



Details of the best Practice

Theme:
Language learning strategies

School Name:
MPPS Mallikarjun Nagar

Teacher Name:
V. Shailaja

HM Name:
V. Shailaja

Cluster:
ZPHS Boduppall

Mandal:
Medipally

FOSTERING LEARNING THROUGH PLAY AT MPPS MALLIKARJUN NAGAR!

A creative idea by the team of MPPS Mallikarjun Nagar.

MPPS Mallikarjun Nagar, located in Boduppall Complex, Medipally Mandal, has 87 students and only 2 teachers. This student-teacher ratio presents significant challenges in managing and effectively teaching the students. Despite these difficulties, my colleague, Ms. Jayakumari, and I have remained dedicated to providing quality education.

In response to these challenges, we have implemented the Foundational Literacy and Numeracy (FLN) program with well-planned alignments, Teaching Learning Materials (TLM), and workbooks aimed at achieving learning outcomes. One of the key strategies I have adopted is the "learning by playing" method, which I am particularly passionate about. This method involves incorporating educational games and activities into the curriculum, creating an atmosphere of freedom and enjoyment. It aims to impart knowledge in a friendly, cheerful environment that naturally stimulates students' interest in learning.

The impact of this play-based learning approach has been remarkable. It has not only made learning more enjoyable but also significantly enhanced the students' understanding and retention of new concepts. The children have shown a keen interest in learning new things and engaging in language games, leading to a deeper comprehension of the material. They are able to express themselves more clearly and confidently, demonstrating the effectiveness of this method in achieving our educational goals.

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Details of the best practice

Theme:
Language learning strategies

School Name:
MPPS Aliabad

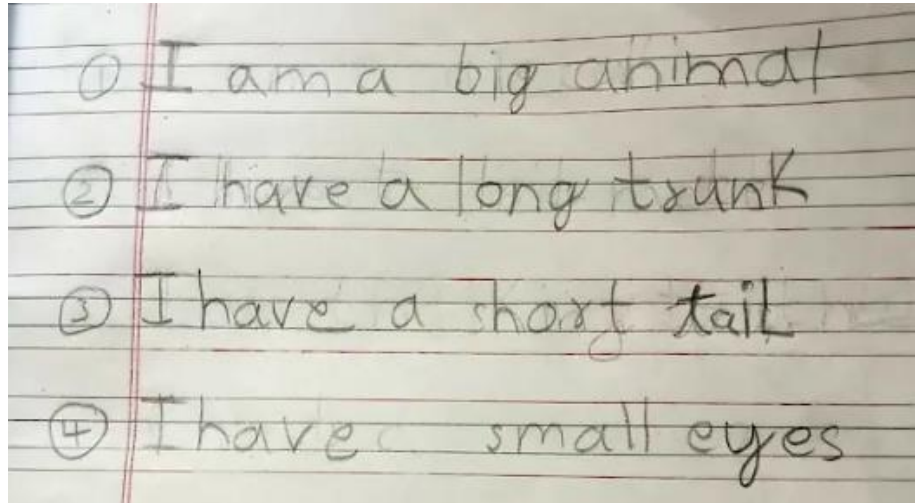
Teacher Name:
D.Pushpalatha

HM Name:
D.Pushpalatha

Cluster:
ZPHS Aliabad

Mandal:
Shamirpet

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Transforming English Language Learning at MPPS Aliabad through FLN Initiatives!

A creative idea by D. Pushpalatha Ma'am.

I teach English to the 2nd class, comprising 13 students, and also manage office work. My primary goal is to ensure our students receive a good education and are well-prepared for their future. However, the absence of effective planning and a clear teaching strategy has posed obstacles in achieving desired learning outcomes.

The implementation of the Foundational Literacy and Numeracy (FLN) program provided us with essential resources such as the teacher's module, workbooks, and textbooks. Following the steps and activities outlined in these materials, I adopted learning strategies focused on engaging students through riddles about animals and birds.

To reinforce these concepts, I used pictures of animals to help students visualize and articulate their characteristics. This method allowed students to transform their descriptions into riddles, making learning both educational and fun. By integrating these interactive activities, I aimed to enhance their language skills and confidence in using English.

The impact of these initiatives has been substantial. Initially, the students struggled with English, but the structured approach provided by the FLN materials facilitated gradual improvement. Students became proficient in using descriptive words and understanding the parts of humans, animals, and birds.

I am immensely grateful for the support and resources provided by the FLN initiative, which have empowered me to overcome challenges and



ENHANCING EARLY-STAGE VOCABULARY THROUGH PLAY-WAY METHODS AT MPPS KUSHAIGUDA!

A creative idea by P .Sirisha Ma'am.

MPPS Kushaiguda, located in an industrial area, has a diverse student body of over 190 students and a dedicated staff of five teachers. Many of our students come from migrant backgrounds, and for them, English is perceived as a challenging subject to learn and master. This perception is particularly strong among the first-grade students I teach, making vocabulary development at an early stage a critical and challenging task.

To address these challenges, I used various visual aids such as pictorial cards, flashcards, and mind maps. These included images of animals, vegetables, family members, vehicles, colors, and flowers. By associating words with pictures, students could easily identify, spell, and practice new words.

A key strategy was the use of a mind map setup, where students matched words to pictures, enhancing their engagement and retention. As they became familiar with this activity, I introduced the play-way method, which encourages learning through play. This method allowed students to learn vocabulary in a stress-free environment, making the process enjoyable and effective.

Creating a conducive learning environment both at school and at home was essential for vocabulary development. Students began to apply the learned words in context, which was evident in their increased enthusiasm for reading. The enrichment of their vocabulary served as a strong foundation for their overall language skills, enabling them to express themselves clearly and confidently.

Details of the best Practice

Theme:
Language learning strategies

School Name:
MPPS. Kushaiguda

Teacher Name:
P .Sirisha

HM Name:
G.Bala Narasimulu

Cluster:
ZPHS Kushaiguda

Mandal:
Kapra

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Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
GPS Indiranagar

Teacher Name:
Farhat Parveen

HM Name:
A. Suneetha kumari

Cluster:
ZPHS Alwal(B)

Mandal:
Alwal

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TRANSFORMING EDUCATION THROUGH INNOVATION AND COLLABORATION!

A creative idea by Farhat Parveen Sir.

Our school, GPS Indiranagar in Alwal, Medchal, operates with three mediums of instruction: Telugu, Urdu, and English. Despite having only three rooms, our facilities are fully equipped with electricity and water. With a team of four dedicated teachers, I belong to the Urdu medium but teach across both Urdu and English mediums. Currently, we have 66 students, with 26 in the Urdu medium.

As an English teacher, I have implemented numerous best practices to enhance learning. I created working models for various grammatical components such as nouns, pronouns, verbs, adverbs, collocations, and compound words. Additionally, I developed a sentence formation box to aid students in constructing sentences effectively and introduced a "100 Words Practice" that significantly improves vocabulary. Beyond models, I authored a Teaching and Learning Material (TLM) book for 1st and 2nd-grade students. Our classrooms are vibrant, with painted walls used as teaching aids, fostering an engaging learning environment.

These initiatives have profoundly impacted both the students and myself. I have discovered innovative methods to make learning joyful and effective, transforming our school's atmosphere. The abundance of TLM has encouraged students to create their own learning materials, making education a collaborative and dynamic experience. This journey has been incredibly rewarding, as I continue to learn and implement new ideas to enhance educational outcomes.



FOSTERING JOYFUL LEARNING THROUGH INTERACTIVE TEACHING METHODS!

A creative idea by T. Sri Laxmi Ma'am.

In our rented school building with three classrooms and a total student population of 62, supported by one permanent teacher and one on deputation, we have embraced innovative teaching techniques to enhance the learning experience. Recognizing children's affinity for self-directed learning, we integrated Teaching-Learning Materials (TLM) to ignite their interest in the educational process.

One particularly effective method involved using white papers adorned with different colored names to facilitate color identification exercises. Through whole-class participation, students enthusiastically engaged in identifying, reading, and writing these colors. This approach proved particularly beneficial for children requiring additional support.

Each student actively participated by holding colored slips, reading aloud their names, and writing them on the board. Meanwhile, their peers in the supportive group assisted with reading and writing tasks. Witnessing children take on teaching roles was a heartening experience, fostering a sense of empowerment and joy among all participants.

The classroom atmosphere was vibrant with joyful learning evident throughout the session. This initiative not only enhanced academic engagement but also nurtured a collaborative and supportive learning environment, where every child felt valued and celebrated for their contributions.

Details of the best Practice

Theme:
TLM usage and effectiveness

School Name:
MPPS New Kompally

Teacher Name:
T. Sri Laxmi

HM Name:
G. Aruna Jyothi

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma

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Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
P.S Bhuvanavijayam

Teacher Name:
B.Chandana

HM Name:
B.Meena Rajkumari

Cluster:
ZPHS Shamshiguda

Mandal:
Kukatpally



EMPOWERING LANGUAGE LEARNING THROUGH ACTION-BASED EDUCATION!

A creative idea by B. Chandana Ma'am.

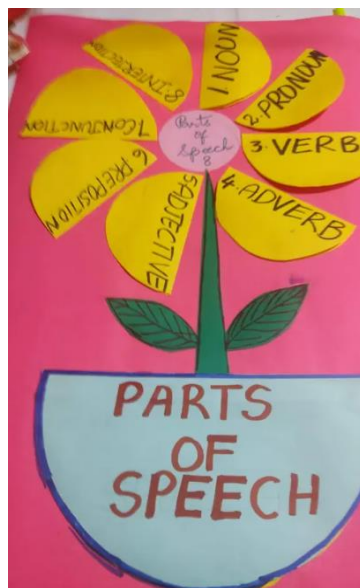
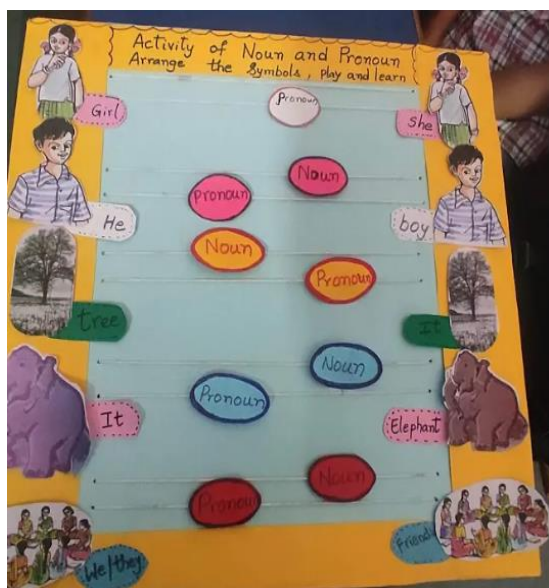
Teaching-Learning Materials (TLM) play a pivotal role in promoting collaborative learning and nurturing a supportive classroom environment. This approach not only benefits students by offering a personalized and immersive learning journey but also enriches teachers' instructional methods, fostering holistic academic development. Recognizing children's enthusiasm for learning English, we have implemented activity-based learning centered around daily-used action words.

These carefully selected action words resonate with the students' everyday experiences, bridging the gap between language acquisition and practical application. This innovative strategy not only enhances their linguistic skills but also transforms the learning process into an enjoyable and meaningful endeavor. Students actively demonstrate their understanding of these concepts, cultivating a deeper comprehension of English that extends beyond mere memorization.

Through this interactive learning environment, students not only develop cognitive abilities and critical thinking skills but also cultivate a genuine passion for language exploration. By integrating real-life scenarios into our curriculum, we aim to empower students to communicate effectively and confidently in English, preparing them for broader academic and personal challenges.

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ENHANCING EDUCATION THROUGH COLLABORATIVE LEARNING AND TLM INTEGRATION!

A creative idea by A. Kalyani Ma'am.

I am Kalyani, a Secondary Grade Teacher at MPPS Habsiguda in Uppal Mandal, overseeing a diverse student body of 129 from classes 1 to 5. Our school, situated near Habsiguda X Roads, enjoys a tranquil and conducive environment, sharing premises with ZPHS Habsiguda. Together, we celebrate various programs like prayers and national festivals, fostering cooperation and unity between primary and high school students.

In my teaching practice, I prioritize the use of Teaching-Learning Materials (TLMs), particularly in English classes for grades 1, 2, and 4, to enhance Listening, Speaking, Reading, and Writing (LSRW) skills and engage students effectively. TLMs are instrumental in ensuring active student participation, facilitating long-term retention of concepts, and maintaining classroom organization through a variety of resources such as textbooks, charts, models, and audiovisual aids. By employing TLMs, students not only grasp concepts more effectively but also develop concentration, curiosity, and practical knowledge.

For instance, teaching parts of speech using charts allows students to actively participate and apply their own ideas, alleviating anxiety and boredom while promoting a deeper understanding of concepts. This interactive approach not only enriches the learning experience but also encourages creativity and confidence among students.

Details of the best Practice

Theme:
TLM usage and effectiveness

School Name:
MPPS Habsiguda

Teacher Name:
A. Kalyani

HM Name:
M. sujatha

Cluster:
ZPHS Ramanthapur

Mandal:
Uppal

Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
MPPS Thumakunta

Teacher Name:
T.Manjula

HM Name:
V.Karunasri

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

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Exploring Means of Transport Through Interactive Learning at MPPS Thumkunta!

A creative idea by T.Manjula Ma'am.

At MPPS Thumakunta, our school community consists of 6 teachers and 221 students, where we emphasize effective teaching practices, particularly in English classes. One of our standout initiatives involves exploring the topic of Means of Transport. This subject is enriched through the use of Teaching-Learning Materials (TLMs), which make information accessible and engaging for students.

In our lessons, we categorize Means of Transport into three main types: Road transport (including cars, buses, autos, jeeps, tangas, and trains), Water transport (such as ships and boats), and Air transport (including airplanes and helicopters). To facilitate understanding, I use paper cutouts depicting various vehicles, allowing children to easily grasp the concept and actively participate by identifying vehicles they recognize from their own experiences.

Through this interactive approach, students not only classify different types of transportation but also discuss their practical applications in everyday life. They enthusiastically share their knowledge and insights, demonstrating a clear understanding of how each mode of transport serves specific purposes. This engagement not only enhances their comprehension but also encourages them to articulate their thoughts and experiences confidently.

By integrating practical examples and encouraging discussion, we foster a deeper appreciation and understanding of Means of Transport among our students at MPPS Thumkunta, preparing them to apply this knowledge in real-world contexts.



Enhancing Multigrade Education Through Innovative Teaching-Learning Materials!

A creative idea by N. THABITA Ma'am.

MPPS RNR Nagar, serves classes 1 to 5 with 106 students across three classrooms managed by two teachers. Operating under a multigrade teaching model, combining different grade levels in each classroom, we faced challenges like limited teaching time and individualized attention for students, impacting learning outcomes.

To address these challenges, we implemented an array of Teaching-Learning Materials (TLMs) specifically designed for multigrade classrooms. Our classrooms were reorganized into dedicated spaces such as the TLM corner, Library corner, and Group learning area. While one teacher conducted lessons, others engaged students in self-learning or group activities using versatile TLMs, promoting active participation and effective learning across diverse grade levels simultaneously.

Our TLMs include interactive tools like flashcards, charts, picture cards, models, and miniatures, catering to the varying learning needs of multilevel students.

We also integrated multimedia tools such as TVs, projectors, smartphones, and tablets for engaging multimedia learning experiences. Role-play activities proved highly effective in enhancing pronunciation, sentence formation, language proficiency, and communication skills, enriching vocabulary and promoting student engagement.

As a result of these initiatives, a significant majority of students have demonstrated improved reading, speaking, and listening skills, with heightened engagement and enhanced learning outcomes observed across the school.

Details of the best Practice

Theme:
TLM usage and effectiveness

School Name:
MPPS RNR Nagar

Teacher Name:
N. Thabita

HM Name:
T.Srinivas Reddy

Cluster:
ZPHS Shapurnagar

Mandal:
Medchal

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Details of the best practice

Theme:
TLM usage and effectiveness

School Name:
MPPS Turkapally HW

Teacher Name:
D. Kavitha

HM Name:
Ch. Padmavathi

Cluster:
ZPHS Aliabad

Mandal:
Shamirpet

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Empowering Multigrade Teaching with Effective Teaching-Learning Materials!

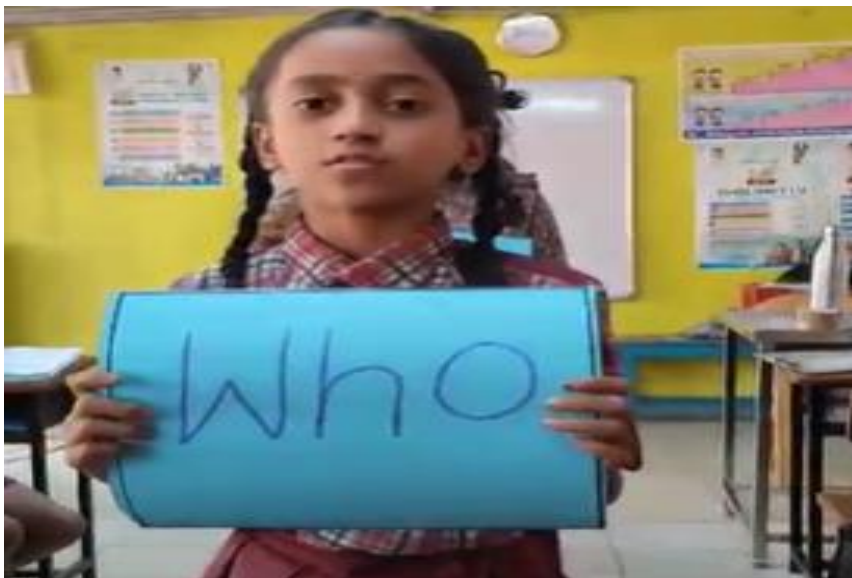
A creative idea by D.Kavitha Ma'am.

At MPPS Thurkapally HW, where we operate with just two teachers and predominantly use multigrade teaching methods, Teaching-Learning Materials (TLMs) have become indispensable. For our 1st-grade students, most of whom come directly from home, establishing strong foundational basics is crucial. Therefore, I developed TLMs using a play-way method tailored to their needs.

Initially, introducing words like "mother" and "grandmother" caused some confusion among the children. However, through repeated explanations using pictures and words, many students gradually grasped the concepts. This method not only eased my teaching process but also empowered students to independently match words with corresponding pictures.

In the same class period, while teaching 5th-grade English, students enthusiastically engaged with TLMs featuring small, appealing pictures. They not only identified words but also confidently spelled them out and formed sentences like "This is a car" and "This is a bus." Witnessing this progress was incredibly rewarding, as several students showed remarkable improvement in spelling and sentence construction.

Despite the challenges of managing a multigrade class, the patience and dedication required are greatly rewarded by the positive outcomes achieved through TLMs. These materials are beneficial across all primary classes, aiding teacher supporters in learning spelling and progressing to sentence formation across various subjects. Indeed, with the right TLMs, even the



ENHANCING QUESTIONING SKILLS THROUGH INTERACTIVE LEARNING AT MPPS THURKAPALLY HW!

A creative idea by B. Uma Rani Ma'am.

P.S Bhuvanavijayam is committed to enhancing students' questioning skills through engaging and interactive methods. We introduce essential interrogative words used in daily life to familiarize students and encourage them to develop their own questions.

Utilizing Teaching-Learning Materials (TLMs) such as flashcards and picture sheets, we illustrate how interrogative words like "who," "what," "where," "when," and "why" are applied in real-world scenarios. These resources clarify the meanings of these words and demonstrate their practical use in forming meaningful questions.

By incorporating visual aids and practical examples, students not only understand the function of interrogative words but also enhance their ability to hypothesize and inquire effectively. This approach cultivates critical thinking and reasoning skills among learners

Our objective is to empower students to confidently utilize interrogative words to explore their environment and expand their knowledge independently. This method creates a dynamic learning atmosphere where curiosity drives academic growth and students actively participate in shaping their learning journey.

Details of the best Practice

Theme:
TLM usage and effectiveness

School Name:
P.S Bhuvanavijayam

Teacher Name:
B. Uma Rani

HM Name:
B. Meena Raja Kumari

Cluster:
ZPHS Shamshiguda

Mandal:
Medchal

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Details of the best practice

Theme:
Achieving student learning outcomes

School Name:
MPPS Bahadurpally

Teacher Name:
G. Vidyalyatha

HM Name:
M . Chinnamma

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma

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Enhancing Language Proficiency and Confidence through Interactive Learning!

A creative idea by G. Vidyalyatha Ma'am.

Our school, selected for Mana Ooru Mana Badi and CM Breakfast programs, accommodates 346 students from classes 1 to 5 divided into two sections. With four government teachers and seven volunteers, we prioritize students' holistic development, maintaining separate facilities for boys and girls.

In the lesson "Together We Live" from the 5th-grade B section, students performed a skit titled "Three Little Rabbits," demonstrating creative interactions. This experience significantly boosted students' confidence in reading, writing, and listening, particularly in English.

Previously hesitant to write sentences or engage in English conversation, students gained proficiency through interactive sessions where they learned idioms and applied them to daily life. They eagerly explored writing skills, describing their festivals, culture, and creating new characters and dialogues for dramas.

This transformation highlights their newfound enthusiasm for learning and expressing themselves in English, overcoming language barriers and fear. The skit not only enhanced their language skills but also fostered a deeper appreciation for cultural heritage and storytelling.

Overall, the interactive approach in "Together We Live" has empowered students at MPPS Bahadurpally to embrace language learning with confidence and creativity, preparing them for broader academic and personal achievements.



Fostering Language Proficiency Through Interactive Learning at MPPS Upparpally!

A creative idea by J.Radha Ma'am.

As an educator at MPPS Upparpally, I am proactive in enhancing teaching methodologies to meet student learning needs. One of my best practices involves integrating Teaching-Learning Materials (TLMs) to enrich the learning experience, particularly in English for 5th-grade students.

In the lesson "A Big Surprise," focusing on reading, vocabulary, and writing skills, I introduced a ladder game to reinforce vocabulary acquisition. Students engaged in pre-reading activities, linked text-related pictures to the reading material, and created a pictorial glossary on the blackboard. Group activities fostered collaborative learning as students shared experiences and actively monitored each other's progress.

During the ladder game, divided into girls' and boys' groups, students competed to write as many correct words related to the lesson as possible within a set time frame. This interactive approach not only motivated students but also significantly enhanced their understanding of the text and vocabulary retention.

The overarching goal was to strengthen reading comprehension, thereby reinforcing writing, grammar, vocabulary, and punctuation skills. By actively participating in such activities, students not only improve their language proficiency but also develop critical thinking and teamwork abilities.

At MPPS Upparpally, we continue to innovate and create dynamic learning experiences that empower students to excel academically and personally, preparing them for future challenges with confidence and competence.

Details of the best Practice

Theme:
Achieving student learning outcomes

School Name:
MPUPS Upparpally

Teacher Name:
J.Radha

HM Name:
U.Kumar

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

Details of the best practice

Theme:
Achieving student learning outcomes

School Name:
MPPS Ghatkesar

Teacher Name:
K. Tulasi

HM Name:
Umla Naik

Cluster:
ZPHS Ghatkesar (B)

Mandal:
Ghatkesar

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Enhancing Vocabulary through Joyful Learning Activities at MPPS!

A creative idea by K. Tulasi Ma'am.

At MPPS Ghatkesar, I introduced Joyful Learning Activities aimed at fostering self-directed learning and improving learning outcomes, especially in vocabulary development.

One such activity, called "Word Mapping," involves a lively game designed to engage students actively in the learning process. Students form a circle and participate in a call-and-response exercise where they repeat phrases and name items from specific categories (e.g., fruits, vegetables, animals).

During the activity, if a student struggles to name an item in English, peers and teachers offer support, facilitating peer learning. This collaborative environment encourages all students, including slower learners, to actively participate and contribute. Benefits of this Joyful Learning Activity include:

1. Enhanced Thought Processing: Students engage in rigorous thought processes to recall and articulate vocabulary items, improving memory and cognitive skills.
2. Improved Listening Skills: By listening attentively and repeating after peers, students strengthen their listening comprehension.
3. Peer Learning: Collaboration among students promotes peer learning, where students help each other learn and understand concepts effectively.
4. Equal Participation: Unlike traditional methods where only quick learners may participate actively, this activity ensures every student has an equal opportunity to contribute, fostering inclusivity and boosting confidence.



Enhancing Learning Through Dramatization at MPPS Kompally!

A creative idea by A. Anith.

I am A. Anitha from MPPS Kompally, handling 5th class English with around 65 students. To make lessons more engaging and comprehensible, I have integrated dramatization into our curriculum.

I selected a lesson and assigned characters to groups of students. Each student received dialogues corresponding to their character, which they learned with enthusiasm, incorporating action and emotion. This method was designed to not only teach the lesson but also to make the learning process enjoyable and interactive.

The students' participation was outstanding. They enjoyed performing their roles and, in the process, deeply understood the moral of the story. This approach significantly enhanced their speaking skills, vocabulary, and pronunciation. Dramatization proved to be an effective tool in fostering interest and engagement, ultimately leading to better learning outcomes.

Dramatization in the classroom promotes active learning, improves language skills, and helps students internalize lessons through an enjoyable medium. This method also boosts their confidence and encourages creative expression, contributing to their overall personal growth.

Details of the best Practice

Theme:
Achieving student
learning outcomes

School Name:
MPPS Kompally

Teacher Name:
A. Anith

HM Name:
Shakuntala

Cluster:
ZPHS BAHADURPALLY

Mandal:
DUNDIGAL
GANDIMASAMMA

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Enhancing Language Skills and Confidence Through Role-Playing at MPPS Kamala Nagar!

A creative idea by Roohi Ma'am.

Located in Medipally Mandal, Medchal district, MPPS Kamala Nagar caters to students from diverse backgrounds, many from economically disadvantaged and less-educated families. Recognizing the challenges they face with English, I, Roohi, their English teacher, initiated a practice to bolster their language skills and confidence.

As part of the FLN program, I introduced role-playing activities centered around the lesson "Live Together" for the 5th-grade class. Specifically, we focused on the reading and role-play segment titled "The Three Little Rabbits." This approach allowed students to embody characters, understand their situations, and internalize the lesson's dialogue with expression and comprehension.

My goal was to ensure maximum participation, involving as many students as possible in acting out roles. Through these role-plays, students not only improved their reading comprehension but also enhanced their fluency in English. Speaking their dialogues without grammatical errors boosted their confidence and solidified their grasp of grammar rules.

Moreover, students' involvement in these activities strengthened the bond between teacher and students, creating a supportive learning environment where everyone felt included and valued.

Details of the best Practice

Theme:
Achieving student learning outcomes

School Name:
MPPS Kamala Nagar

Teacher Name:
Roohi

HM Name:
Shakuntala

Cluster:
ZPHS Medipally

Mandal:
Medipally

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Details of the best practice

Theme:
Classroom Management -
Student Grouping
strategies

School Name:
MPPS Kompally

Teacher Name:
B . Jagan Mohan Reddy

HM Name:
B . shakunthala

Cluster:
ZPHS Bahadurpally

Mandal:
Dundigal
Gandimaisamma

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Link



Engaging Preposition Learning through Interactive Teaching at MPPS Kompally!

A creative idea by B Jagan Mohan Reddy Sir.

I am a teacher at MPPS Kompally, where I recently engaged 65 fifth-grade students in a dynamic lesson on prepositions. Recognizing the challenge posed by the class size, I focused particularly on supporting learners through interactive teaching methods.

I made the lesson on prepositions both interesting and accessible. The highlight of the session was a hands-on practice session where students learned prepositions through physical actions. This method not only captured their interest but also ensured active participation from all, including those in the teacher-supported learner group.

The lesson began with a clear explanation of prepositions using actions, followed by ample opportunities for students to practice with TLMs. By the end of the session, every student demonstrated a solid understanding of prepositions, reflecting the effectiveness of the interactive and playway method employed.

Through this approach, students not only grasped the concept of prepositions but also enjoyed the learning process. They were able to articulate their understanding confidently, showcasing the success of the interactive teaching method in achieving learning outcomes.

At MPPS Kompally, our commitment to innovative and engaging teaching practices continues to empower students with essential language skills while making learning enjoyable and effective.



Enhancing Classroom Management through Vegetable Presentations!

A creative idea by S.Sanjeeva Ma'am.

Our classroom consists of 13 students, with students at varying levels of proficiency in English. We aim to create opportunities for students to practice speaking English while learning about common household items. Using vegetables as a theme provides a relatable and tangible subject for discussion. Each student actively participates, promoting inclusivity and engagement.

To enhance classroom management and foster a positive learning environment, we introduced an engaging activity where each student brings a vegetable from home and presents it to the class. The students describe the vegetable's name, color, shape, uses, and their personal preference for it. This activity integrates practical learning with language development, allowing students to connect classroom lessons with daily life.

The impact of this initiative has been significant. Students are not only improving their English-speaking skills but are also learning to articulate their thoughts clearly and confidently. By describing vegetables, they become familiar with new vocabulary and sentence structures. Additionally, the activity fosters a sense of responsibility as students prepare and present their vegetables, boosting their confidence.

Details of the best Practice

Theme:
**Classroom Management -
Student Grouping
strategies**

School Name:
MPPS Ponnal

Teacher Name:
S.Sanjeeva

HM Name:
S.Sanjeeva

Cluster:
ZPHS Shamirpet

Mandal:
Shamirpet

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Details of the best practice

Theme:
**Classroom Management -
Student Grouping
strategies**

School Name:
P.S.Vivek nagar

Teacher Name:
T. Rama Tulasi

HM Name:
T. Rama Tulasi

Cluster:
ZPHS Kukatpally

Mandal:
Kukatpally



ACHIEVING LOs THROUGH GROUPING STRATEGIES AT PS VIVEK NAGAR!

A creative idea by T. Rama Tulasi Ma'am.

My school is Primary School Vivek Nagar Kukatpally Mandal, with a student strength of 124 and a working staff of three members across three classrooms. There is no special HM room or staff room, and each teacher is responsible for two classes. One of the teachers also acts as the HM.

We face significant challenges in improving oral reading fluency for both classes simultaneously. With around fifty students in a single, congested room, it is difficult to focus on individual students or classes. The simultaneous teaching of two classes in one room makes it hard for students to concentrate.

Students were divided into groups, ensuring each group had at least one or two Performer grade students. This strategy aimed to facilitate peer learning and improve reading skills collectively.

During a single period, two classes were combined for group reading. Each student identified new words during individual reading and listed them on a chart. In group reading sessions, students helped each other with pronunciation and understanding new words. The teacher monitored and assisted the groups, correcting them when necessary. This method reduced the number of unknown words by the time it reached the teacher level.

The group reading process significantly improved oral reading fluency and enhanced interaction among students. Self-learning capacity increased, and students became more confident. As a result, about 40-60 percent of the students showed marked improvement in reading. They could complete reading comprehensions and worksheets independently and showed excitement in completing textual exercises.



Enhancing Learning Through Technology: Teaching Action Words at PS Allapur T/M!

A creative idea by K.Shireesha Ma'am.

At PS Allapur , I teach a multi-grade class with a total of 91 students and three teachers. The students are primarily non-Telugu speakers. To effectively manage the class, I engage one group with educational videos on my phone while teaching another group, particularly focusing on classes 1 and 2. This approach keeps students actively participating and excited about learning, especially during activities involving action words.

I introduced the use of my phone to show educational videos, particularly focusing on action words. Initially, students struggled to identify action words when I demonstrated in Hindi and English. After discovering helpful action word videos on YouTube, I incorporated them into my teaching. Showing these videos enabled students to visually grasp and understand action words more effectively. They became enthusiastic about the activities, particularly enjoying the opportunity to see themselves in pictures and videos while performing actions.

The impact has been significant. Students now confidently recognize and use action words after watching videos consistently for two days. Their engagement and understanding have improved markedly, evident from their ability to identify and perform actions effectively. Additionally, integrating technology into teaching has made lessons more engaging and effective. Looking ahead, I believe continued access to such technological resources in schools would greatly enhance educational outcomes and student engagement.

Details of the best Practice

Theme:
Leveraging technology

School Name:
PS Allapur T/M

Teacher Name:
K.Shireesha

HM Name:
A. Vidya Sagar

Cluster:
ZPHS Kukatpally

Mandal:
Kukatpally

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Link



Details of the best practice

Theme:
Leveraging Technology

School Name:
MPPS Medchal

Teacher Name:
S.Moses

HM Name:
S.Vinayasree

Cluster:
ZPHS Medchal(BOYS)

Mandal:
Medchal



EMPOWERING LEARNING WITH TECHNOLOGY AT MPPS MEDCHAL!

A creative idea by S. Moses Sir.

At MPPS MEDCHAL, students in classes 1 and 2 often arrive at school burdened with reluctance, perceiving it as a place of strict rules and discomfort. To transform this perception and foster a conducive learning environment, we have embraced technology as a cornerstone practice. This approach not only benefits classes 1 and 2 but also enhances the teaching and learning experience across all grades.

Our initiative utilizes Android TV and a megaphone to engage students effectively. Each day begins with interactive sessions in their mother tongue, featuring rhymes, pictures, and stories displayed via Android TV. This strategy captivates students' attention from the outset, making learning enjoyable and accessible. YouTube videos tailored to their interests further enhance engagement and comprehension, making complex lessons more understandable.

The impact has been transformative. Students actively participate in learning activities, overcoming shyness and developing oral skills. The use of technology has significantly increased attendance rates and fostered creative thinking among students. Teachers and supportive groups alike have noted improved comprehension and participation, creating a dynamic classroom atmosphere conducive to learning. Moreover, showcasing student performances through photos and videos at School Management Committee (SMC) meetings has strengthened the school-home connection, garnering parental involvement and support.



ENHANCING LITERACY THROUGH FLN AND LIBRARY PROGRAMS AT OUR SCHOOL!

A creative idea by M Venugopal Sir.

At our school, with a total student strength of 61 and only two teachers, we faced challenges due to varying levels of student proficiency, especially in English. To address these issues, we implemented the FLN (Flexible Learning Network) program along with a dedicated library period, significantly benefiting our students.

The FLN program and library period are pivotal in our approach. Every day, students engage in the library period in the evenings, where they have access to a variety of books. This initiative supports students in improving their reading and writing skills across English and Telugu languages. The Read to Room program complements these efforts by encouraging regular reading habits among students.

Since the implementation of these programs, more than 70% of our students have shown notable improvements in reading and writing skills. They can now independently write four to five sentences in both English and Telugu. Additionally, their ability to read fluently from diverse books has enhanced their comprehension and understanding of subjects. This achievement underscores the effectiveness of the FLN and library initiatives in fostering self-learning and language proficiency among our students.

Moving forward, we aim to continue nurturing these foundational skills through ongoing support and resources, ensuring every student at our

Details of the best Practice

Theme:
Library period and Books usage in the classroom.

School Name:
MPPS Indiranagar K

Teacher Name:
M. Venugopalarreddy

HM Name:
M Venugopalarreddy

Cluster:
ZPHS Nagole

Mandal:
Uppal

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Details of the best practice

Theme:
Library period and Books usage in the classroom.

School Name:
MPPS (B) Kukatpally

Teacher Name:
K. Arunasree

HM Name:
K. Arunasree

Cluster:
ZPHS Kukatpally

Mandal:
Kukatpally

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EMPOWERING EDUCATION THROUGH MPPS (B) KUKATPALLY'S LIBRARY INITIATIVE!

A creative idea by K. Arunasree Ma'am.

MPPS (B) Kukatpally, known as Madhavaram Suseelamma Memorial School, hosts 120 children with a staff of five teachers. Recently reconstructed with the support of honorable MLC Sri Naveen Rao, our school stands as a tribute to his grandmother, fondly remembered as Ammumma. After enduring temporary facilities in a single-bedroom flat at the Corporator's office, we moved into our new building in January '24.

Our dream of separate classrooms and a dedicated library has materialized. The library, central to our vision, entices children with its diverse collection of books. Each day, students have a dedicated period to explore books of their interest, whether in English or Telugu. Teachers are on hand to clarify doubts, enhancing vocabulary and comprehension skills. This initiative aims to foster a love for reading, encouraging children to approach their textbooks with renewed enthusiasm. The library also serves as a venue for dramatic storytelling, sparking creativity and engagement among students.

The library initiative has yielded significant results. Nearly half of our students now read textbooks fluently and eagerly acquire new vocabulary daily. Even teacher-supported groups show a keen interest in reading and comprehension. The library's role extends beyond academics, nurturing a habit of exploration and curiosity among our students.

Looking ahead, we plan to expand our collection to include epics, science, fiction, history, and more, enriching our students' learning experiences further.

Details of the best practice

Special Mention

School Name:
ZPHS Ghatkesar (B)

Teacher Name:
K. Paapi Reddy

HM Name:
K. Paapi Reddy

Cluster:
ZPHS Ghatkesar (B)

Mandal:
Ghatkesar

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FOSTERING TALENT AND GROWTH: INTER SCHOOL COMPETITIONS AT OUR SCHOOL COMPLEX!

A creative idea by K. Paapi Reddy Sir.

Interschool competitions at our School Complex serve as a pivotal platform for students to cultivate and showcase their diverse talents across various disciplines. These competitions encompass a wide array of activities such as drawing, Telugu poetry recitation (Padhyaalu), English rhymes, oral reading fluency (ORF), essay writing, quizzes in Telugu, English, Maths, GK, and Spell Bee, as well as reverse order maths tables from 1 to 15.

The planned interschool competitions aim to provide students with opportunities to develop and refine their skills through rigorous preparation, practice, and competitive spirit. By participating in events tailored to their interests and strengths, students can enhance their academic, artistic, and athletic abilities.

Participation in these competitions offers numerous benefits beyond winning accolades. Students experience personal growth, learning valuable lessons from both successes and setbacks. They develop essential skills such as teamwork, critical thinking, and effective communication. Moreover, the healthy competition fosters a sense of achievement and personal satisfaction among participants.

Interschool competitions not only promote skill development but also nurture a spirit of camaraderie and sportsmanship among students.

Ultimately, these competitions play a crucial role in enriching the overall educational experience at our School Complex, empowering students to excel in diverse areas and fostering a culture of continuous learning and growth.

Way forward

Despite the numerous challenges we faced during the academic year 2023-24, including transfers, elections, and other unforeseen obstacles, our progress has been commendable. The resilience and dedication of our teachers and administrative staff have been the cornerstone of our success. As we look ahead to the new academic year, we anticipate fewer hurdles and are optimistic about achieving new heights in our educational journey.

Our collective aim is to significantly enhance the learning outcomes of our students. By leveraging the experiences and best practices shared by our dedicated teachers, we are well-equipped to overcome any challenges that may arise. The commitment to continuous improvement and innovation in our teaching methods will be pivotal in driving this progress.

Let us continue to work collaboratively, drawing on the strength of our shared experiences and the invaluable contributions of each member of our educational community. Together, we can foster an environment of excellence, nurturing the potential of every student and guiding them towards a brighter future.

As we embark on this journey, I encourage each of you to remain steadfast in your efforts, embracing the opportunities for growth and development that lie ahead. Your unwavering dedication and hard work are the keys to unlocking the full potential of our students and achieving our shared vision of educational success.

Thank you for your ongoing commitment and passion. Let us move forward with confidence, determination, and a shared sense of purpose, ready to achieve remarkable outcomes in the year ahead.

FLN BEST PRACTICES

Medchal-Malkajgiri
District



समग्र शिक्षा
Samagra Shiksha