

# FORERUNNERS



GOVERNMENT OF TELANGANA  
DEPARTMENT OF SCHOOL EDUCATION

**పాఠశాల విజయాలలో**

**ఈ పుస్తకం**

**ఒక మచ్చాతునక మాత్రమే.**

**ఎందరో మహానుభావులు**

**అందరికీ వందనాలు.**

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DEPARTMENT OF SCHOOL EDUCATION



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**Sri K. Chandrashekar Rao**  
**Hon'ble Chief Minister of Telangana**



## MESSAGE



Building on the vision of State of Telangana, all the stakeholders of School Education Department are seamlessly working towards the delivery of quality education to all the students. Today, the smooth transition from traditional way of learning to new age learning is visible in majority of the government schools. It is heartening to see good number of schools are putting tireless efforts in improving the ambience of the school, and these schools have turned into eco-zones with massive plantation in the school campus.

I applaud the dedication of school heads and the teaching staff in association with the local community, who are playing an active role in paving the pathway for students to reach greater heights in education, sports & games, creative arts, nation building activities etc. Their efforts in refurbishing the schools into pleasant learning hubs indeed brings me immense joy and I appreciate the efforts put in.

I am delighted to be part of the launch of this book 'Forerunners'- the compilation of the best school practices of the state-run schools in Telangana State. The book reflects the successful innovations and interventions carried out by the stake holders in building the institutions as Learning hubs for educational development in general and for school development in particular. The noble objective of releasing the book is to encourage teaching fraternity to follow the inspiring footsteps leading to a significant change for the benefit of the students.

I appreciate the Department of School Education, Telangana and the State Council of Education Research and Training, Telangana for building a dynamic school ecosystem and congratulate both the departments for publishing the book that showcases the value of true education.

Date : 03-08-2020  
Hyderabad.

**P. Sabitha Indra Reddy,**  
Minister for Education,  
Government of Telangana.



## FOREWORD



In line with changing times, the Telangana education system is bracing to meet the challenges of the 21st Century skills by preparing the new generation learners to cope with the increased complexity of the world in terms of intellectual, technical, social, and emotional skills. Consequently, the Telangana state-run schools are deeply involved in adopting the innovations in teaching learning processes, innovations in school management practices, building community partnerships and so on and so forth. Thus, the School Heads and the teachers of these schools are striving hard to open new avenues of learning for students to acquire 21st century skills by integrating emerging technologies in the teaching learning process.

I am delighted about the happening transformation in state-run schools with regards to improving the academic performance of students. Giving prominence to the career-oriented approaches, the School Heads and the teachers working in the Government sector are proactive at coupling the available resources with their innovative school and class room practices striving hard to enhance the academic performance of the students. The journey has begun in pursuit of making their schools as 'Centers of Excellence'.

The technology intervention in schools is creating a productive platform for students to become creative and critical thinkers. The novelty in teaching-learning methods involves extensive brainstorming and struggle. Amongst various teaching tools, the ICT integrated classrooms in state-run schools come as an aid for students to experience real time learning and has been assisting the children to smoothly shift from mere consumers of knowledge to creators of knowledge.

Apart from promoting new ways of teaching-learning methods, the teaching fraternity has realized the importance of school ambience, which has direct bearing on learning and also on well being of the children. As a part of improvement in school ambience, the school premises are going green. Implementing Telanganaku Haritha Haram, the prestigious flagship programme of Government of Telangana, the school heads, teachers and students are making commendable efforts to turn barren lands into lush green gardens. With greenery all around, state-run schools are providing pleasant ambience for students to learn. In many school gardens; vegetables, medicinal plants, fruits, flowers are now grown. The plantation drive not only help expand the green fields on the school premises but also sensitizes the students towards nature besides cultivating the sense of belongingness.

Therefore, the best practices of schools and its contribution for forming a better world of learning prompted the Department of School Education Telangana to compile the success stories of these schools. The School Education Department, Telangana published the book '**Forerunners**' comprising the best teaching procedures in established classrooms. Certain best practices of schools are compiled in this book; however, they are many more teachers and head teachers doing commendable job in bringing all round development among children. I envisage these 'Forerunners' will be a reference for best practices and inspire other teachers and school heads to shape their schools into learning hubs.

Date : 03-08-2020  
Hyderabad.

**Smt. Chitra Ramachandran, IAS,**  
Spl. Chief Secretary to Government,  
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# The Journey of Success is Never a Cake Walk

|                                |   |
|--------------------------------|---|
| <b>Name of the Head Master</b> | <b>: K. Rangaiah</b>                                    |
| <b>School</b>                  | <b>: MPPS Sawarkheda, Kerameri</b>                      |
| <b>District</b>                | <b>: Kumram Bheem Asifabad</b>                          |
| <b>Phone Number</b>            | <b>: 9618661410, 9494025573</b>                         |
| <b>E-Mail ID</b>               | <b>: mppssawarkheda@gmail.com,<br/>krgh73@gmail.com</b> |

Sawarkheda- a small village, located 25 km from Jodeghat, the birthplace of Adivasi legendary Komaram Bheem, is situated at Kerameri Mandal of erstwhile Adilabad District in the border of Telangana and Maharashtra states. This is the story of a wonderful school which is located in a forest area in Telangana state. This school is in a small village but

students come to this school from 6 surrounding villages. In view of school teachers enabling students to secure seat in residential, Gurukul schools, the parents will be on their toes for placing their wards in the school. Once the admissions are open, the seats get filled in no time.



## **Vision**

To increase the enrolment numbers with an action plan. The school staff believes that self-motivation is instrumental in any success.

## **Story**

The remotely located MPPS Sawarkheda gives utmost importance to girl education. The school and the villagers believe that education not only enhances the in-built skills but also helps girls to lead a decent life. Sawarkheda villagers followed a systematic life and brought in many significant change in school development. The school authorities, villagers and SMC members have come together and are collectively working for the welfare of the students, to ensure the children grow emotionally and academically strong. The students passed out of MPPS Sawarkheda are standing high in the society, Janabai and Sai Jyoti are working for well-established companies after they completed post-graduation and Mengaji, after completing D.Ed, pursued teaching profession to enlighten the lives of students.

Initially, it was a challenge for the school authorities to tune the mindsets of the villagers and increase the literacy rate in the village. The school started off with around 54 students.

In 2013, the fate of the school has become unpredictable after the transfer of the head master and a teacher. The parents lost confidence as it was difficult for the school to provide quality education with a single Secondary Grade Teacher K Rangaiah, and started shifting their wards to private schools. In view of the massive shift of students to private set ups, K Rangaiah came forward to join his daughter in the same school and started teaching, as an attempt to inspire the parents. However, it took two years for the villagers to realize the capacity of the in-charge headmaster K Rangaiah and re-joined their kids into MPPS Sawarkheda. As of now the school is able to enrol 280 students after facing a lot of hardships. In the year 2016 the strength of the school was 96 and it escalated to 125 the next year. The success of the school in providing quality education ignited the desire among parents to admit their children in this school rather than joining in private schools.



The parents not only joined their wards in school but also supported the school financially. Their contributions were about 4 Lakh 50 thousand. The school has spent the amount on building a digital class and for painting the school walls with meaningful and message giving drawings.

**Process followed**

The in-charge headmaster has put in dedicated efforts to improve the learning capacities among students. When he was the only teacher in the school, his wife joined as a faculty on voluntary basis and supported him during his hard times, their united efforts perfected students in all aspects. After gaining the confidence of the parents, he made substantial efforts to retain it. The school now runs with 10 vidhya volunteers and two regular

teachers. The in-charge headmaster involves all the teaching staff in the decision-making process and comes up with effective teaching methods for students. The school carries out digital lessons in the classroom and allows them to think critically and apply their minds. As the teachers believe work is a play for kids at the early age and it can be guided by their own instinct. The school teachers under the supervision of the in-charge headmaster teach the little minds through TLMs, thus promoting joyful learning among children. The kind of ambience created within the school excites children to learn more and add new information to their knowledge base. The teachers not only teach the subjects but give them gist of latest happenings to improve their general knowledge. The school laid a strong foundation that

supported students to clear the entrance exams of Hyderabad Chukka Ramaiah Pragati School and Gurukul schools with

great ease. The school authorities consider the success of students is a big publicity for them to draw the attention of parents.



TLM



Computer Classes

The local community in one voice credited K Rangaiah, "When he visited our houses, we falsely gauged his calibre but today he is the man behind complete growth of the child and paving a path for them to access high school education. He is an inspirational personality and grooms the child in academics and teaches moral values." In addition to this it, he also gives coaching to students appearing for competitive examinations. The teachers consider the K Rangaiah as lord Rama and themselves as his sena for the school development. "Nothing would have been possible without him. He filled in all gaps to achieve the success."

Most interestingly, the head master has inculcated good habits among children and also ensured that parents follow it.

The innocent villagers belong to Thotamali and Adivasi groups. The school organized several awareness programmes and personally counselled the parents to adopt cleanliness. Being inspired by the counselling sessions with regards to health, the majority of parents stopped taking alcohol and Gutka. Now, the parents are living a life of dignity and wish their wards to become scholars. The school made it possible for parents to dream big.

### **Outcome**

Being inspired by the counselling sessions with regard to health, the majority of parents stopped taking alcohol and Gutka. Now, the parents are living a life with dignity and wish their wards to become scholars.

## Decarbonising Tiny Foot Prints

**Name of the Head Master** : K. Ashok Reddy  
**School** : ZPHS Garshanakurthi  
**District** : Karimnagar  
**Phone Number** : 9440238044  
**E-Mail ID** : karra.ashokreddy@gmail.com



Innovation is the mantra of the twenty-first century which has been changing at lightning pace, and it is essential to prepare the next generation so that they are not overwhelmed by the transient nature of the world they live in. Next to parents and guardians, it is the school that most influences children's growing years, exposing them to cultural, scientific and social history, helping them

form opinions, and enabling them to work towards rational solutions to problems at the level of the individual and the society. Today's world is one in which all humans are faced with the grave challenge of reducing carbon footprint in order to decelerate the rate of climate change and secure the right of future generations to be able to enjoy a habitable environment. In this regard, government schools across

Telangana have made honest efforts at inculcating the spirit of innovation in its students, so as to accommodate the ever-evolving world of science and its fresh discoveries.

One such school is Zila Parishad High School, Garshanakurthi village, Karimnagar district, which receives children from five villages and is affiliated in both Telugu and English media. The school has posted consistent progress due to unwavering support from parents and the neighbouring civil communities. It emphasises on the significance of physical sciences, investing in state-of-the-art laboratories for each subject, facilitating a deeper understanding of the concepts of theoretical science through practical experiments. Validating the school's extensive efforts is M. Srikanth, a Std X student who received the young scientist

award at ISRO YuVika (YuvaVignanikKaryakram). He had assimilated a working model of the 'Solar Multi Agri Cutter', which provided him with an opportunity to meet with Dr.Somanath, Director, Vikram Sarabhai Space Centre (VSSC), and Dr. Sivan, Chairman, ISRO. He dedicates the award and his successes at INSPIRE, a state-level exhibition, to his school, especially his science teacher M Jagadishwar Reddy.



Srikanth's hardwork and perseverance have been rewarded with a chance to attend a 13-day orientation at VSSC, and a visit to Satish Dhawan Space Centre to study rocket launch pads and propulsion. "It has been such an enriching experience so far. Interacting with Dr.Somanath and Dr. Sivan has given me valuable insights into the hardwork and dedication of our scientists. It has inspired me all the more to become a scientist and work for my country's development", shared Srikanth, on being asked about his time at YuVika. He is one among the many





talented students at ZPHS Garshanakurthi who have been proactively participating in various competitions and quizzes and getting appreciated for their progress and achievements.

## **A beautiful contribution towards an Eco-friendly Ganesh Festival.**

For the past five years, the students at ZPHS Garshanakurthi, with the help of their art teacher G. Ashok, have been making eco-friendly Ganesh idols out of clay for their village. The idols, painted using natural colours extracted from the flora around the village, serve to sensitise their communities about the dangers of climate change



# The Dream World of Children

|                                |   |
|--------------------------------|---|
| <b>Name of the Head Master</b> | <b>: Narender Bogam</b>                             |
| <b>School</b>                  | <b>: MPPS Chowta Gadda Tanda,<br/>Jadcherla (M)</b> |
| <b>District</b>                | <b>: Mahabubnagar</b>                               |
| <b>Phone Number</b>            | <b>: 98492 35322</b>                                |
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## Story

Mandal Parishat Primary School Chowta Gadda Thanda is located in Choutagadda Tanda, which is a remote tribal area in Jadcherla Mandal of Mahabubnagar district. Narender Bogam,

SGT joined the school in 2009, at the time when the Literacy rate was very low in Choutagadda Tanda. Most of the parents are daily labourers. The parents involve in different works and most of them are not interested to send their wards to school.



The SGT of the school Narender Bogam understood the situation and decided to bring some remarkable change by providing quality education to children. For improving the learning abilities of

children, he adopted innovative teaching methods. Besides academics, the students actively participated in co-curricular activities.

Similar to the popular Swachh Bharat Programme, the SGT implemented Swachh Vidyalay. This programme

promotes cleanliness, it helped children to inculcate the habit to protect nature and keep the surroundings clean.



On the other hand, the school staff strongly believed that children are the agents of change. Therefore, the school formed child cabinets in which students are given different ministries. The ministers of the cabinet play leadership roles in ensuring cleanliness and hygiene in school. Since then, the cabinet has been functioning very effectively. The objective of Child cabinets is to maintain the school as well as track the healthy behaviours of students and sanitation practise.

The school "**Child Cabinets**" developed leadership qualities in students. The students were excited to shoulder responsibilities given to them. The responsibilities include five committees such as educational, environmental, food, Health, library. The students who actively participate in the school are selected as

ministers and the members of each committee also share the responsibility. The cabinet has Prime Minister (student) who monitors the performance of the ministers and the committee as a whole and give suggestions. The Prime Minister conducts the review meeting with the ministers once in a week.

The school initiated several other programmes as part of the **Child Cabinet**. The activities include keeping the school premises clean and garbage management by instructing the students and parents not to throw waste inside school premises. The students dump the dry and wet garbage separately. The students produce manure from the dry waste. This manure is used to strengthen the growth of plants that produce vegetables for mid-day meal.



Apart from maintaining the premises clean, the students installed rain water harvesting pit. The collected water is used to water plants, clean washrooms and for hand wash before lunch. Through this practice, the students have learned to save water. The consistent efforts of students made the school won Swachh Vidyalay Puraskar at district, state and national level.

enrolment and retention of the students has improved qualitatively. The students are showing interest to take up activities and give their best in all aspects. The Children teach hygiene practises to the adults at home.

Good hygiene practices in schools enhance the well-being of children and their families. The proper sanitation and drinking water facilities in schools significantly reduced diseases and increased student attendance and learning achievements.

**" Sanitation is not a subject,  
it's a way of life"**



### Outcomes observed

The students have adopted hygienic habits that improved their health. The students contributed their efforts in keeping the school clean and safe. The



# Out of Box Thinking

**Name of the Head Master** : B. Gazan Nayak  
**School** : MPPS Veernapally, Veernapally village  
**District** : Rajanna Sircilla  
**Phone Number** : 9490863197, 9701243741  
**E-Mail ID** : bgajannayak@gmail.com

---

## Vision

Formulating a plan that can attract students to attend school daily.

## Story



The children of Veernapally village board Telangana Express for everyday learning. The question arises naturally that how is it possible to teach lessons in train. Here we go, the outer classroom walls of Veernapally Mandal Parishad Primary School are painted in blue like a train with a locomotive engine followed by the coaches and the train was named "Telangana Express"-depicts that primary education is speeding up like the express train. This innovative idea given a facelift to the school that once filled up with dry leaves all over and echoing classroom walls.

The school that being remotely located in the tribal dominated zone lack

road connectivity to the outer towns surrounding the village, which discouraged teachers to be irregular to school. The other major issue was the children being the first-generation learners none of them knows the importance of education and would drift around aimlessly. This uncertainty that prevailed for a longer time was brought to an end after the headmaster B Gazan took a challenge to improve the standards of school and its enrolment.

When he first entered into the school, he was shocked & distressed looking at the ambience of the school. There were no students and teachers on the reopening day. Then the worried headmaster's started finding ways on how to bring the students back to school. In millions of thoughts that ran through his mind, the imagination of school looks similar to a railway station with classroom walls painted like rail coaches with doors and windows impressed him a lot. He then embarked on this exciting thought and changed the appearance of the school which attracted children and teachers to view that startling thought of the headmaster. The effective paintings are eye catchy and the students pretend to be passengers boarding the train. The students wave their hands standing at the doors as

if they are travelling in a train and express their joy of learning.

## Process Followed

Apart from providing the students the sense of joy with the ambience created, the TLMs inside classroom walls engage students in learning and the enthusiast learners reluctantly leave the school premises after the school hours.



In view of infrastructure facilities at MPPS Veernapally, Bharti foundation came forward to organize a Summer spark to train the students in Martial arts (Kung- fu) during summer holidays. This programme particularly garnered positive responses upon school and created a buzz in surrounding towns that the school is on par with the standards of private set ups.

## Outcome



The visit of children and teachers to the school has become a daily practice and the headmaster was able to infuse the interest to learn, read and write in children. This helped retaining the exiting students and attract the new ones. As of, around 240 students enrolled and they attend the school regularly. Over the time, the school not only witnessed a substantial increase in student enrolment but the school staff were also able to improve the learning capacities of the students.

When compared with the present academic performance of students to that of early years, the children are performing well in exams and the knowledge imparted is helping them to acquire a seat in Gurukul schools and model schools.

The school is now being funded from CSR fund and offered donations in the form of sound system worth Rs.26000, one Rs 40000 worth digital projector worth, Xerox cum scanner for about Rs.16000/- and school gardening of Rs.25000. The local community including a few parents and other organizations are the major contributors for the development of student-friendly ambience to benefit students and community at large. After the school has been remodeled, the parents have been encouraged to purchase school uniform with school logo printed on it. The students come in school uniform on Wednesday and Saturday.

## A Colourful Classroom

|                                |                                    |
|--------------------------------|------------------------------------|
| <b>Name of the Head Master</b> | <b>: Archana Nooguri</b>           |
| <b>School</b>                  | <b>: MPPS Rebbanapally</b>         |
| <b>District</b>                | <b>: Mancherial</b>                |
| <b>Phone Number</b>            | <b>: 9908735241</b>                |
| <b>E-Mail ID</b>               | <b>: archana.abhi999@gmail.com</b> |

*"I always dreamt of the development of the rural sector. Being raised in a family with all opportunities and facilities to grow motivated me to become a ray of hope for the children who do not have the same privilege that I had." - Archana Noogurim, HM*

### **School History**

Rebbanapalli is a major village in Dandepally Mandal under Mancherial District of Telangana, having 3000 population. This village is entirely inhabited by the agricultural laborers. Majority of them belong to the scheduled castes, tribal groups whose economical status is very poor. Mandal Praja Parishad School(MPPS) Rebbanapally with 34 students, 2 teachers and 4 classrooms was started in 1991 which was the only

available government school in this mandal. When compared to the population of the village, the school strength was very less.

Here comes the real story of struggle where the students attendance is extremely poor. The community being completely a low economic group, parents aren't interested much in the education of their wards as it is difficult to get their daily bread.

### **Vision & Mission**

"Vision of our school is to increase the enrollment in the school"

"The mission is to bring awareness among parents on value of education and filling the gaps between the parents and the school by creating space and giving the ownership to them.

## **Challenges**

Lack of Infrastructure, Low enrollment of students and Lack of transportation to school are the major challenges faced by this school. Being located in a remote area, lack of interest in parents and students and lack of public transport made the challenges difficult to surmount.

## **School Transformation**

In the current society any school initiatives that the government takes are received in negative perception by community because of the quality of education imparted. The villagers perception towards this government school in Rebbanapalli village was not that good. The following transformation gives you the entire picture of the school how it worked as a team and made a difference in changing the mindsets of the people.

The efforts of Head mistress are really appreciative as she has put money from her pocket to make sure that the students are reaching school on time and they are not missing their classes. The grit of the HM maintained throughout this process is commendable.

## **Colorful and funfilled classrooms :**

Influence of atmosphere and the surroundings have a greater impact on the children learning or the parents mindset. In an environment where children are not happy, parents are also not happy as their children will not be benefitted. So to change this perception of government school, we brainstormed and thought a lot and finally we had fun and coloured classrooms walls where the children enjoyed and the parents also felt so happy about this change.

## **3-R's Implementation :**

This is a programme to help the low performing students to get the skills like reading, writing and simple arithmetic. The existing skills are given a boost which helps them to strengthen their capacities. This has been used as one of the most powerful tool with which we increased the rigor of the students which was evidently visible in their exam.

## **Revolution through TECHNOLABS :**

In this 21<sup>st</sup> century where computer literacy is extremely important, we want all our students not to miss out this important part of education due to less exposure. So this step of setting up a computer lab which involves bigger task

of getting funds from donors. At last all the efforts have come to a fruitful ending.

### **Harithaharam :**

A place with full of greenery is a place where there is less chance of negativity. The school always believes in it and wishes to imbibe the value of protecting mother nature in students.

So we started this program of planting trees and we prepared a soak pit where the students worked so much to make this happen. Now this initiative serves as a change agent in the community where the villagers also took it serious and started planting the trees everywhere.



### **Major Achievements**

- The enrollment increased from 34 to 243 where as the absenteeism has been reduced to zero.

- The provision of purified drinking water and nutritious evening snacks, made their health better.
- The children particularly the tribes of Ippalagudem are able to get admissions in Gurukula patashalas, model schools and Navodaya schools every year through competitive exams.



- The students won 3 gold medals in National & 2 gold medals in state Karate competitions.
- The project works and Haritha Haram programme, students gave the awareness about environment. They made the school premises a plastic-free zone.
- The library has given a wider scope of extensive reading habits. It became easy for the students to learn easy with computers and projectors.

- The students gained 80% in 3-R Programme and even the students who are lagging behind also gained B1 grade.

| Year    | Enrollment | Percentage of increase | Retention of percentage | Aadhar enrollment percentage | Dropouts |
|---------|------------|------------------------|-------------------------|------------------------------|----------|
| 2013-14 | 51         | 150%                   | 100%                    | 100%                         | NIL      |
| 2014-15 | 56         | 164%                   | 100%                    | 100%                         | NIL      |
| 2015-16 | 76         | 223%                   | 100%                    | 100%                         | NIL      |
| 2016-17 | 120        | 352%                   | 100%                    | 100%                         | NIL      |
| 2017-18 | 171        | 502%                   | 100%                    | 100%                         | NIL      |
| 2018-19 | 210        | 617%                   | 100%                    | 100%                         | NIL      |
| 2019-20 | 243        | 714%                   | 100%                    | 100%                         | NIL      |

The HM comes to the school an hour before the school timings to talk to the students and the parents to understand the grass root reality of the students and their background

#### **Community Opinion :**

##### **Sirikonda Ramesh - parent**

"I took admission for my child in the school after seeing the development in the school and I also observed the improved standards of my child has improved a lot in comparison with his previous private school"

##### **Kandula Kalyani Ashok - sarpanch**

"The Head mistress and her team are very dedicated and taking much interest to develop the school, after the transfer of Archana Nooguri to our school it is developed in all aspects within a short time"

## Success Out of Commitment and Focused Efforts

|                                |  |
|--------------------------------|--|
| <b>Name of the Head Master</b> | <b>: P. Mahalaxmi</b>                  |
| <b>School</b>                  | <b>: MPUPS Melacheruvu, Gadwal (M)</b> |
| <b>District</b>                | <b>: Jogulamba Gadwal</b>              |
| <b>Phone Number</b>            | <b>: 8897379626</b>                    |
| <b>E-Mail ID</b>               | <b>: mahalaxmi0808pujari@gmail.com</b> |

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### Story

**Melacheruvu** is a small village located 6 Km from Gadwal, District headquarters. This case study captures the problem of low girl child enrolment and initiatives were taken by the Head Mistress to address the issue. The motivation of the Head Mistress is the point of study and how she managed to increase the enrolment in the school from 68 to 142. The girl child enrolment increased from 39 to 75. Within a short time period the school ambience was improved with initiatives like well painted infrastructure, plantation drives and digital classes. Introducing English medium in the school was a game changer which led some parents in the community to pull out their children from private

schools and putting them in the government school. With gained knowledge every year the school children are able to avail NMMS (National Means cum Merit Scholarship) and last year two girl children secured seats in Gurukulas and Navodaya Residential School. Most of the girls passed out from the school are now pursuing their T.T.C and B.Ed training.

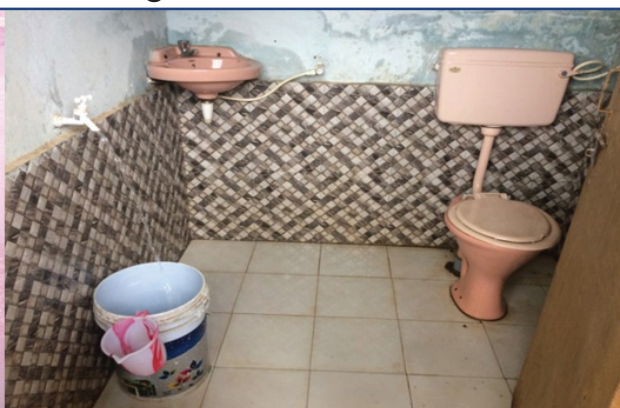
The school started in 1975 as a primary school and upgraded to 7th class in 2007. Though the school is near to district head quarters the school did not have sufficient class rooms, toilets, compound wall, even drinking water. The school strength was 68 in 2011. When the new staff arrived on 13th June 2011 and

came to know that the families cannot afford the loss of income or labour contribution of their children, so their

children do not enrol in the school. Especially the girl children were engaged in sibling care and house hold works.



**BEFORE**



**AFTER**

In view of it, the HM took certain initiatives to turn around things. Initially, it was a challenge for the school authorities to generate confidence in the parents to send their children to government school. The HM started door to door campaign to speak with the parents with the help of school staff. She took the help of sarpanch and SMC chairman to motivate the parents. As a result there is a change found in parents mind set and they were ready to send their children to school.

the compound wall. After construction of the compound wall the school environment was completely changed by plantation.



Later, the new challenge for the school authorities was to retain the enrolled children. For it, the head mistress decided to improve the school ambience i.e to construct the compound wall, to improve and maintain hygiene to children. She conducted regular SMC meetings and explained the needs of the school. The committee members and the village sarpanch helped to get funds for

To improve the attendance percentage of the students the Head Mistress created the environment joyful by painting all classrooms, outer walls including compound wall with subject and natural resource awareness figures. Such kind of ambience created excitement in the children. Now the children love to come to school. Many of them come an hour before the school time. They engage in self-learning from the learning aids

painted on the school walls. Such activity has created an environment of peer-to-peer learning. Children from higher classes help the children from lower grades. To attract the private school children in 2016 Head Mistress introduced English medium and started digital classes. With the help of the staff she knocked the doors of houses who were sending their children to private schools. As usual the parents were not ready to send their children to government school. They raised number of doubts but the teachers explained them the innovative activities being taken at the school such as child cabinets' and co-curricular activities, and assured them such activities will be the foundation for over all development of the children. As a result of such efforts nearly 6 students from private school joined in the government school.

To retain girl children in school special care has been taken by the Head Mistress. She maintains a friendly relationship with girls. Thereby they share each and every aspect with her.

To overcome the shortage of teaching staff (only three S.G.T), the HM guided the staff to prepare Teaching Learning Material (TLM) to make the learning processes effective and joyful. Special individual care has been taken by the staff to improve the learning capacity of the children. In this process the school got Mandal Level first prize TLM MELA..



Teachers encouraged constitution of a child cabinet with the objective of creating a platform for students to discuss and address issues related to education, sanitation and other activities. Child cabinets are playing a major role in involving the students in day to day school activities and creating a sense of responsibility and leadership among them. To inculcate the leadership quality among the children, child committees were formed such as Health- Hygiene committee, School Post Box committee, Information Committee, Cultural and Games Committee, library committee, Honesty box, Wall papers committee, and MDM committee. In the school they conduct Bala Sabha every Saturday, where the committees review the progress made in each week.

These changes in the school built confidence in the children and the villagers too. With such confidence on Head Mistress an old student of that school YASHODA sent a message to H.M that

*"Naakii ee pelli estam ledu madam"*

After receiving the message Head Mistress spoke to her parents to refrain from getting their daughter married but they were not convinced. So, she took the help of local leaders and succeeded in preventing the child marriage. She has received an invitation from ACTIONAID (Child Rights Focus- Eliminating Child Marriage in India) to give her voice against the Girl Child Marriage in India.



By knowing the achievement of this brave lady, Mr. Kailash Satharthi (The Nobel Prize Winner) had appreciated her in his visit to Jogulamba Gadwal District.

By considering the changes like hand wash before and after meal, maintaining dust bins in each and every classroom for both dry and wet garbage, they recycle the garbage and use it as a compost, Rain water harvesting, Plantation of trees in and around school surroundings as a part of Green India Challenge, Toilets for both girls & boys, Computer systems, conducted a program like "SAVE WATER SAVE NATION" and the maintenance of hygiene the school had received SWACCH VIDYALAYA PURASKAR in the District Level. Headmistress now acts as a leader in the community. She says that she is very

proud of her work to educate the girl child. She emphasises on equality between boys and girls. The role of social welfare organisations is critical here as it is not possible for the government to reach every nook and corner of the country. As the citizens of India we should be aware that we can support organizations which work for women empowerment. To put it succinctly girl child education is extremely important and goes a long way in empowering women.

## Outcomes

- Enrolment increased from 68 to 142.
- All the school age children are enrolled in school (No out of School Children).
- School ambience changed.
- HM received an invitation from ACTIONAID (Child Rights Focus- Eliminating Child Marriage in India) to give her voice against the Girl Child Marriage in India.
- Attendance percentage of the children increased.
- Children are able to discuss and address issues related to education, sanitation and other activities.
- Created a sense of responsibility and leadership among the children.
- Girls are pursuing higher studies like T.T.C and B.Ed.

# My School is Our School

|                                |   |
|--------------------------------|---|
| <b>Name of the Head Master</b> | <b>: Kokkula Balakrishna</b>                    |
| <b>School</b>                  | <b>: Zilla Parishad High School - VV Raopet</b> |
| <b>District</b>                | <b>: Jagityal</b>                               |
| <b>Phone Number</b>            | <b>: 9908754156</b>                             |
| <b>E-Mail ID</b>               | <b>: balakrishnakokkula156@gmail.com</b>        |

## School History

This is a high School that joins beautiful remote villages Vempalli to Venkatraopet on the banks of the river Godavari known as the south Ganga. The school is located about 40 km from the Centre of the District Jagtial and 90 km from Karimnagar. The School strength is currently largest in the Mandal with both English medium and Telugu media.

All the Villagers have a great sense of responsibility and their combined efforts helped in upgrading Upper Primary school to a High school in 2002.

Sri. K. Balakrishna took charge as Head Master in 2015. The School premises were full of garbage and looked dirty and without green. Due to this most parents are interested in sending their children to private schools. The participation of

villagers was minimal towards the School. school material is destroyed during the school vacations by the drunkers. students do not come to School every day and escape from the classes.

## Vision & Mission

"The vision in the school is to increase the student performance and the number of students in the school".

"The mission is to build effective partnerships with community for improving student's learning".

## Challenges

1. Poor Hygiene and lack of infrastructure.
2. Low attendance and admission rate of students.

## School Transformation

This school experienced a remarkable transformation with the program they started which made all the stakeholders in the community to build their school.

MANAVURU - MANA BADI" is a program initiated under the guidance and support of SMC chairman Sri Satyanarayana Goud with the help of both Villagers, Sarpanch, MPTC's, youth to improve the infrastructure and providing facilities with the help of villagers and

bringing donors to the school, with the thought that this is all for them.

No one seemed to care about it at in the initial stages of the program. Being a local person, HM, with the help of local teachers, conducted extra classes after and before school hours and night classes for SSC students. The dedication and efforts of the teachers paid off by achieving 100% pass in the SSC exams in 2015-16 year was the beginning of a new chapter in the school history. Students secured Seats at polytechnic Gurukul School.



As the HM was staying in the same village, he used to meet the villagers, parents in the early morning and after the school hours to motivate them about the program. He explained the disadvantages of child marriages and necessity of education to their children. He was encouraging the teachers to share their views and inspires them for good administration and to decentralize work. Everyone started working together as a team. With the participation of the villagers, headmaster used to make plans and encourages teachers to implement.

HM came forward to donate over 26,800/- for school paintings as a part of

"MANAVARU - MANABADI" from his own pocket. This has changed the face of the School. Abdul Razzak, the school's permanent donor painted the subject wise diagrams, donated furniture like tables, musical drums, steel Almirahs etc., gradually the youth from both villages come forward and painted portraits of national leaders at school at their own expenses.

In order to improve the infrastructure of the School, they learned about the MHRD -

New Delhi sponsored "Swatch Vidyalayam" Award through the press. The local teachers J. Raghu, E. Rajesh, Md. Rafi along with HM have formed a team to improve the school's discipline to get selected for the award.

To receive the award, it was decided to improve School performance in 3 out of Five areas. They are drinking water, toilet maintenance, hand wash and operations maintenance, Behaviour of students. To improve the performance of the toilets, local donors, with the help of chairman set up a running water facility and western toilet for CWSN. Private teachers built an incinerator for girls and ramp for CWSN. In order to educate students, the HM himself made several drawings related to toilet maintenance, teachers and student committees worked together to ensure that the management of these five items is well maintained. With the help of local Anganwadi teachers, ANMS, Asha workers the teachers conducted elocution, essay writing programs once in 15 days. The teachers select "Swatch Class" & "Swatch Student" every day and greet them in the assembly. School waste is dumped into the compost pit later used as bio fertilizers to plants. Students planted about 700 varieties of about 150 species in the school premises in the year 2017-18. The school premises was divided into sections and each student was given responsibility to adopt some plants and the teachers organize them through committees of students. The kitchen garden is setup on this site and the vegetables that grow in the garden are used for midday meals.

## People's Voice

*"When our teachers went on transfer in 2018 our sir was alone. We hired private teachers with the cooperation of villagers to ensure that all students will be retained and will not go to private School. With the help of donors, we have been developing our school under a program called "Manavuru - Manabadi" We are fortunate to have this HM".*

**- Macharla Dasha Reddy (Sarpanch)**

*"This year our daughter was pulled out of private school and enrolled in this Government School. Teachers are working very hard. As our HM stays in our Village the students maintain better discipline.*

**- Thota Sujatha- Srinivas (MPTC)**

I really like our school. It is beautiful with colours. I love gardening a lot. Our teachers encourage cultural activities along with academics. we come to school every day very fondly. My goal is become a doctor.

**- D. Pranitha 7th Class.**



## Achievements

1. The responsibility of the School has increased and shared by community, through private public partnership in the programme "Mana vuru - Mana badi". About 150
2. Donors have Provided with infrastructure worth 6,00,000/- Rupees through the program. So this year 72 Students from different Schools are enrolled.
3. The Schools attendance rate has increased significantly. Over 90% of the students attend all year long.
4. Teacher's Professional skills such as responsibility, interest, management, leadership qualities and teaching are favored by teachers.
5. Management of girl's toilets was improved by installing the incinerator. So that the attendance percentage of girls is improved to 95%.

- Increased awareness of personal hygiene of students by wearing washed clothes, hand wash, toilet maintenance, and use hand kerchiefs. The students are now healthy without infections.



- Students got 100% results and bagged IIT Seats every year. The number of people going to foreign has declined and child marriage for girls have dropped. The School received the State Level award for low rate of child marriages for girls have dropped very less in percentage.
- The School received the State Level "Swatch Vidyalaya Puraskar Award- 2017" from the hands of the former minister of Education kodiyaam Srihari.
- From 2018 to 2019 the high school was run by local private teachers under the leadership of the only HM Sri. K.Balakrishna. Even at this time the villagers did not even send a single student to private School.



# My Dream School

|                                |                                   |
|--------------------------------|-----------------------------------|
| <b>Name of the Head Master</b> | <b>: Mohammed Khaleeluddin</b>    |
| <b>School</b>                  | <b>: MPPS Soanpet Urdu Medium</b> |
| <b>District</b>                | <b>: Asifabad</b>                 |
| <b>Phone Number</b>            | <b>: 7036058252</b>               |
| <b>E-Mail ID</b>               | <b>: somanchiuma4@gmail.com</b>   |

## School History

Sirpur is a small town located 42km from the District Head quarters Asifabad which is the border of Telangana and Maharashtra states.

Majority of the parents belong to poor and middle class Muslim communities. Their mother tongue is Urdu.

Their main occupations are Driving trucks and autos, daily labourers, besides agriculture activities. When Mr. Khaleel was transferred to MPP School (Urdu), Soanpet in the year 2013, he was just a teacher and was confined to teach his class. The school building was in a dilapidated condition and the enrolment was just 7.



## Vision & Mission

"The vision of the school is to improve the school strength".

"Mission is to provide qualitative education using play way method to attract them to school".

## Challenges

Access and exposure was a huge challenge as the village is very remote which is between the borders of Telangana and Maharashtra states. The economic status of the families is below the poverty line and most of them are illiterate.

## School Transformation

When Khaleel got promoted as head master, the whole responsibility was on his shoulders and there was none to save him from this situation. As he did not have any experience as HM, he was in a confused state. However, he took this as a challenge and began to put all efforts to improve the school. He started visiting houses to meet parents, talked to them, tried to convince them. They were not at all supportive and were not able to extend any help. They criticized the HM for interfering in their routine. But he did not lose his heart and continued his efforts ceaselessly.



As an initiative, he contacted the heads of the community, the priests (Imam) of mosques, explained them the importance of education, and enlightened the parents through them. At first there was severe resistance from them and they felt that HM was making this mandatory which was not correct. Parents were not ready to send their wards to school as they were lending their hand to support the livelihood of the family. Some of them were taking care of their siblings also while their parents were at work. They were tough with HM in expressing their need of their wards in their daily house chores yet he never gave up in motivating the parents and continued to meet them as a ritual whether it is a happy occasion or sad at their homes. Slowly he gained the confidence of the parents who started believing him and began sending their children to school.

After winning the confidence of the parents, HM shifted his focus on making the school building an attractive place for the children.

He got the school building renovated by taking up minor repairs, getting it white washed, arranging running blackboards with letters of alphabets and wall were painted with pictures of different animals, plants, flowers etc., These efforts of mine worked wonders.



He also convinced the parents to send differently abled children/Children with Special Needs (CWSN) to school.

The HM adopted play method and provided opportunities to participate in games and sports, first at school level then at inter school level and finally at the Mandal level. Of course some of them exhibited their amusing skills and not only got prizes but also invited the attention of

some of the dignitaries of the village who later came forward for them to help as a charity. As a result of this the HM was successful in attracting the students: Umema Farhat D/O Fazeel Ahmed, Farya Naaz, Ahmed, Talifa, Sumaiah, Suhana and Sidra to name some of them from neighboring English medium school.

### Opinions of Parents and some students:

*"I saw Mr. Khaleel sir visiting door to door and was forced to visit his school. When I saw the environment of the school adored with the essence of learning, I immediately made up my mind to join my two daughters in MPPS Soanpet with drawing them from an English Medium School even though I paid tuition fee for the entire academic year.*

*"My daughter Umema, besides learning her mother tongue has been doing good at Maths and other subjects and is also participating in Essay writing and drawing competition at district level. This is really a matter of pride for me".*

**- Fazeel Ahmed**



*"My name is Umema Fahat, I was admitted in English medium in 2nd class by my parents and was over burdened with many books. When I was admitted in the soanpet Urdu medium school, I came across a very different and unique schooling atmosphere under the guidance of the School Head Master Sri.Khaleeluddin Sir. It was a very nice experience to me to learn different subjects like Urdu, Maths, Science and Drawing in a free and play way atmosphere in the school without the burden of books".*

*"By the grace of God and the hard work of our Head Master, I participated in essay writing and Drawing competition in mandal and District level and got the prizes and awards. It is a pride for me to join this Government School, as I have acquired many abilities from Soanpet Urdu Medium School".*

### **FATHER OF A SPECIAL CHILD (CHILD WITH SPECIAL NEEDS)**

A) Hasan Ahammed S/o Faruq Ahammad; a parent whose children were CWSN - *"My child is handicapped and I was worried about my children. I used to keep*

*them at home instead of sending them to school. I am very grateful to Ms. Khaleeluddin Sir, for his efforts in taking my children to school and also in obtain in the certificate of Sadharan which is very help for my child.*



B) Mamjadullah Khan F/o Muzahidullah Khan - *"My son was at home due to disability and I thought he can never go to school. But fortunately Ms. Khaleeluddin Sir, visited my home and convinced me to admit my son in Government School. At first I could not believe that he was telling the truth but he requested me to admit the child in his school. Finally my CWSN son became the student of the MPPS Soanpet Urdu School. My son learned many things up to primary level".*

## Major Achievements

- The behavioural change in the students was evidently visible under his leadership and also he got succeeded in making the student give up some of the bad habits like chewing Gutka and other such habits, while teaching the school subjects he made them realize how it affect their body and endanger their life.
- Of course in this journey of HM and his team, the role and support of the SMC (School Management Committee) is also worth acknowledged.
- Strength of the school increased from 7 to 38 students. Gradually, the parents and students both show their Interest to send their children to school. During the last three years many student got to admission in TMRIES.



## My School - My Strength

|                                |  |
|--------------------------------|--|
| <b>Name of the Head Master</b> | <b>: Mungatiwar Aparna</b>                     |
| <b>School</b>                  | <b>: KGBV School &amp; College, Dilawarpur</b> |
| <b>District</b>                | <b>: Nirmal</b>                                |
| <b>Phone Number</b>            | <b>: 9493556553</b>                            |
| <b>E-Mail ID</b>               | <b>: sokgbvdilawarpur@gmail.Com</b>            |

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### Story

KGBV Dilawarpur established in the year 2008, which is 13 Km away from Nirmal District. The objective of KGBV is to promote Girls Education. In general, most girls studying in KGBV would be orphans, semi-orphans and some from families below poverty line. Before the girls reach KGBV Dilawarpur, they were in the belief that girls are born to work and importance of education for them is not known.

The school improved in its standards after Aparna took charge as Special Officer. On keen observation from the first day of joining, she listed out the issues that need attention for the development of school and overall growth

of its students. The major issue for which she first brainstormed for solution was how to increase the enrolment. For this, she made sure that children attend school regularly and bring down the dropout number.

Looking at the enrolment number i.e., 157 out of 200 total strength, she started calling parents by phone whose wards are not attending the school. She along with the teaching staff conducted several counselling sessions to tell the parents how important it is to educate the girl child. Fortunately, in considerable time the school could bring back the students to the classes who were dropped. The hard efforts of the Special office and staff paid off when the enrolment raised to 344.

Next in line of the issues are the low academic standards of the students. The teaching staff under the special officer's supervision evaluated the performance of each child and executed with different teaching learning methods. One of the techniques is preparing TLMs for the students for easy comprehension of the lesson taught in the classrooms. The drawings, text and other TLM patterns bring the walls of the school to life. As the child enters the classroom, the day begins with revision of basic concepts by looking at the charts hooked to walls of the classrooms. Apart from TLMs, the children are made to build an activity on their own to understand the applications of the learned topics.

Besides academics, the students are encouraged to showcase their talents in arts, skits, dance, lyric writing, conversations and interviews. The parents come to school to watch the performances. When children receive appreciation from parents, they feel confident that they can do much more.

Over a time, to sustain the success, the students are provided with conducive environment to study. The school is surrounded with bamboo tress. The breeze from the bamboo trees not only refreshes the child but also safe guard the school.

## Achievements

- **PRATHIBHA PURASKAR** for a student who scored 9.8 GPA in SSC results 2018-19.
- The school received **SWATCHH PATASHALA PURASKAR** In 2018-19
- HM was invited for **NATIONAL CONFERENCE ON SCHOOL LEADERSHIP IN NEW DELHI**. She gave a wonderful poster presentation about the school.
- The school was selected for **ATAL TINKERING LABORATORY (ATAL LAB)**.
- **ALBENY TELANGANA COMMUNITY (ATC) NEW YORK** Donated 15 duel Desks worth of Rs.60,000/-.
- Students won **NATIONAL GOLD MEDALS** in Karatte-2017, 2018.
- The school stood district 2<sup>nd</sup> in **SCIENCE FIAR AWARD IN** 2018-19.
- The school stood 1<sup>st</sup> in **KALA USTHAV IN VOCAL MUSIC (Ms. ANJU - INTER)**.

- This school was awarded Gold Medal & Silver Medal in Judo In 2019-20 ( Ms. Surekha, Ms. Navaneetha).
- Ms.Rajitha scored 9.8 GPA in SSC and was awarded Ekalavya Pratibha Award in 201. She also stood as the mandal topper.
- Pooja, an orphan, got her admission in the vocational course and heading to get a job at an early age.
- Irregularity of the students was controlled and there is 100% attendance now.



*"Team work brings the vision into reality."*

*- Mungatiwar Aparna, KGBV Dilawarpur.*

## A Small Light in the Darkness

|                                |  |
|--------------------------------|--|
| <b>Name of the Head Master</b> | <b>: Sundara Sarah Mani</b>              |
| <b>School</b>                  | <b>: GHS Nallakunta, Musheerabad (M)</b> |
| <b>District</b>                | <b>: Hyderabad</b>                       |
| <b>Phone Number</b>            | <b>: 8500118324</b>                      |
| <b>E-Mail ID</b>               | <b>: mani.injumuri@gmail.com</b>         |

*The equity and gender equality in receiving education has been observed to be a significant change across the state. The first step of education begins from school where parents educate their daughter to become self reliant and financially independent. In Telangana state KGBV are specifically aimed at imparting education and improving the living standards of girls. On the other hand, it is also fortunate to witness the Government and Zilla parishad high schools are also striving hard to improve the standards of girls in Telangana state. Here we tell about one such school which has been working hard to improve the standards of the girls.*

### **School History**

G.H.S Nallakunta was running in a rented building with huge strength. Later because of the pressure from the owner to vacate the building, the school was shifted

to GPS Chikkadapally, in the year 2012. Due to shifting, lack of accommodation and class rooms there was drastic collapse of strength [97]. There by the school was running in two shifts i.e 8 AM to 12:30 PM GPS Chikkadpally and 12:30 PM to 5 PM GHS Nallakunta. In the year 2013, the DEO instructed to run the school in general shift irrespective of accommodation. Hence some classes were conducted under trees due to lack of class rooms.

GHS Nallakunta is now located in Wadder basthi which is 2km away from Osmania University. It was known that some illegal activities were taking place near to the school premises i.e preparing and selling alcohol (gudamba) and other illegal activities, the local people stopped sending their children to school especially girl children. So, the literacy rate of girls in that locality is very low.

## **Vision & Mission**

"Our Vision is to increase the literacy rate of girls in the community".

"Our mission is to provide a right platform and opportunities for girls empowerment".

## **Challenges**

- A. Poor literacy rate among girl's in the community
- B. Lack of infrastructure and poor school environment
- C. No parental support

### **Reasons for Challenge - A) Poor Literacy Rate of Girl's in community :**

1. Lack of security for the girls because of the illegal activities in the school surroundings.

### **Reasons for Challenge - B) Lack of Infrastructure and poor school environment :**

1. Due to the shifting of school building, no proper infrastructure and basic amenities
2. No sufficient funds for construction of buildings till 2018

### **Reasons for Challenge - C) No parental Support :**

1. Majority of the kids are daily laborers and their earning are very low to support their families

2. Being Illiterates they can't support their children in their academics

## **School Transformation**

Actually the school premises was a dumping yard which is not suitable for construction of R.C.C building, which was proved by concerned engineers. Then HYD district collector with the support of local MLA, higher officials, HM and staff of this school initiated for the construction of eight sheds in the year 2018.

However, the scenario changed with the efforts of HM, staff and students, girls strength increased to 68 in the year 2018-19.

They have taken initiatives for construction of sheds and other infrastructure in the school and installed one cc camera in front of the main gate to avoid the illegal activities in the school premises for the safety of the school children.

Under the guidance of higher officials, NGO'S, and stakeholders helped to improve the school infrastructure with continuous effects. The school students were divided into four groups with group leaders and incharge teachers involved in all activities from prayer to end of the day to inculcate discipline, good habits and life skills. The continuous efforts of HM and staff here brought a significant change in the enrolment of girls.



## Achievements

- The number of admissions in the school increased from 97 to 155 [83 girls and 72 boys].
- The girl children have become self-confident.
- Parents from the locality are showing interested to admit their children in the school.
- Most of the girls are coming from private schools to this school for admission.
- Positive attitude developed among the girl children.
- All the girl students are participating in every aspect of school with enhanced interest. Regularity of the girl students increased.
- Due to the regular observation of school premises by local basthi people and parents, girl strength has increased to 68 to 83 this year
- Many girls from private schools took admission in the school in this year [2019-2020].

## Inspiring Testimonials

- Sri M.Narshimha Reddy shared his initiative of constructing sheds and other infrastructure in the school and installed one cc camera in front of the main gate to avoid the illegal activities on school premises for the safety of the school children.
- Ms. Sujitha S.A biology shared many innovative girl-focused activities to increase enrolment of the girl students this year to gain parents confidence about safety and security of their girls in the school .
- Rajyalakshmi, a tenth standard girl said that, she has joined in the school in 2012 .She belongs to local bashti. The school has undergone drastic changes during the last year with better infrastructure and many activities for girls about health, psychological issues, extra curricular activities and sports. She also said that girls are more interested and confident to share their problems with lady teachers and H.M rather than parents because H.M is very supportive. Hence the local parents are interested in joining their girls in our school.

- Smt Devi, mother of two girls Spoorthi and Haasini [6th class] has said that she has joined her girls in our school from St.Poious high school by observing all the activities and security in our school. She said that she is very much satisfied about their studies because the learning process here is very free from stress, her daughters have excelled in all activities.
- Smt Prashanthi SMC chairman had said that her daughter Mounica [8th class EM] is now very active and healthy. She is very much concentrating in her studies and she is also interested to attend the school regularly.
- Sri Sreenu, local community leader has said that the changes brought to the school in this year in all aspects like academics, security, health and hygiene, discipline of the school make him very happy about the improvement of the Govt. school in their locality.

*"Our Vision of increasing the number of girls admission has become possible because of the consistent efforts not just by staff but also by the people. Everybody was really interested in making a change by creating space to students where they feel worthy being in the group/team"*

**- Sundara Sarah Mani, GHS Nallakunta**

## Remarkable Pathway towards Success

**Name of the Head Master** : PENTYALA GOVINDA RAO  
**School** : MPPS Konijerla (HW), SC Colony  
**District** : Khammam  
**Phone Number** : 9550193919  
**E-Mail ID** : pentyala1963@gmail.com



area of 500 sq.ft. with four class rooms including first floor. Geographically the school is located on the State high way of Khammam Suryapet and 4 kms away from the Mandal Head Quarters, 15 kms. far from the District Head Quarters Khammam. The population

### Context of the school

The primary school of SC Colony Konijerla is located in the heart of the village. It is accessible to all the habitants to send their wards. The school building is built in the year of 1986 in an

of the village is nearly 1500 with 190 families. 57% of the population are literates and 70% of inhabitants earn income by working in agricultural fields and remaining 30% work in various petty jobs as tractor drivers, auto drivers, mechanics, masons, cattle care takers etc.

## **The impact of the school context on its functioning and learning process**

The elementary education is a foundation to any individual for his overall development.

The School at the village is not simply a cluster of few structures and green patches with few plants. Its impact upon the child's development is incalculable. MPPS Konijarla is the best example for it.

This success story of a primary school of SC colony Konijarla is significantly marked for its innovative mode of functionality in the elementary system of education.

The enrolment in 2013 was 75, where as it steeply rose up to 133 by 2019 reaching to its optimum level.

Behind this great achievement there is always a relentless hard work by the team of teachers under the able guidance of the head of the institution Pentyala Govinda Rao and a great deal of support of the parents. Parents came forward to co-operate with the team of teachers for the well being of the institution.

### **Story - 1**

During the day, most of the time, the parents spend their time in various agricultural labour works leaving their wards at home after joining their wards in the available local school. Children at home likely to be hesitant to attend the school if no elder at home guide them to go. Particularly the small children love to enjoy their time with their peer and playthings. Usually they try to escape the school whenever they have a chance. Many parents come to us for a solution to this problem. After a thorough discussion with the parents school found a solution. First of all, an assigned teacher for the task will attend such cases and bring them to the school until the kids accustomed to the new environment. Another solution followed is they encouraged the eligible students to take up entrance exams conducted by the Residential schools. A considerable number of students availed this chance and joined the institutions. The team of teachers guided them with print materials and succeeded well. One of the parents who benefitted with this idea greatly relieved from the problem described her experience here under. Let us see what she told in her own words!

*"Smt. Pothuraju Vijaya mother of two daughters of this school happily says, "Thanks to the teachers of the school.*



*Now I am very happy with my two children after joining them in Residential Schools .*

*Now they are studying 9<sup>th</sup> and 10<sup>th</sup> class staying in the hostels securely. We both should work whole day out for the living. We never felt secured as long as they were at home. Now we can work till dusk without worrying of about their security. Though we come back even after dark now , we have no anxiety about them. The credit must go to the teachers who made it possible".*

The school holds its school committee meetings only on particular days whenever the all parents are available. so that they can discuss various issues related to their wards'. They witness the teacher's ability and the learning process of their children. They spent whole day and thoroughly watch the all school activities on the meeting day and share their feelings openly and suggest if any.



The first entry into the school for any kid is a festive occasion for both parent and child. Keeping this in view, the school follows the custom and celebrate the occasion . As many as of them are Christian Minorities of the Church Father is invited to solicit the occasion “Áksharaabhyaasam” {The child’s learning of first alphabet} to respect their feelings. So they feel happy to send their wards to the school.



The parents are well aware to send their wards to school regularly and they also send information of their ward is absence at school. If any child is absent without any information school, the assigned teacher would go to their house and enquire about the reasons. The school has contact numbers of every parent and it is the responsibility of the father to communicate the reason of his child's absence.

The school is very particular about the health condition of their pupils. If any child is fallen ill and undergoing treatment, teachers take responsibility of the sick child and they administer drugs timely, as

prescribed by the physicians. So the parents feel secure about their wards though they are away from the home.

## Story - 2

The school is a counselling centre too. Social and education backwardness of the parents sometimes results in dire consequences. Like families which are effected with addiction of liquor are not aware its impact on the individual health and family as a whole critical moments the child is the victim because the parents fight. Eventually the school to the responsibility and compromised the parents for the welfare of their child and convince them and explaining them how a child loses everything. After a thorough counselling many parents understood the things and start living together.

Smt.Kota Lakshmi narrates her tragic experience in her own words here.

*"My husband was a nefarious boozer; he used to come fully drunk every night and tortured mercilessly before my children. He beat me*



*up for no reason every day. It was a nightmare to me and my children every night. One day he had beaten me up violently. I couldn't bear it and decided to leave him and set out to my parents.*

*I went to school to bring my children along with me. There the teachers came to know everything about the pathetic condition and pleaded me to think twice about my children before taking such extreme step. I said "I am helpless". They convinced me to go back to my home. They came to my husband and persuaded him in all possible ways and explained him the consequences, how bad it would be if our child is dropped out of the school in the middle of the year. It is a great relief to me to say that My husband respected their words and surprisingly convinced by their counselling. Now he is a completely transformed man. And my daughter Lavanya is studying Inter 1st Year in Minority Residential College at Hyderabad.*

### Story - 3

The social disparities are frequently seen in many rural areas despite the fact that the governments are taking lot of measures to brush them aside.

To reduce the gap between community and school, school teacher and HM attended functions, took part in their festivals. They had food with them, they spent time with them, they mingled with them, they shared with them. This made a lot of impression on the community who come forward to join their wards who were earlier stayed away from the school on the

pretext that persons are not from their community cooking who are cooking Midday Meal.



### Story - 4

The school also takes care of personal hygiene of the students. Every Saturday is a occasion for personal hygiene day. The school alarms about the cleanliness of the hands everyday and a day is fixed for the trimming of nails not only for the child but also to the whole members of the household! On every Saturday, to every house of our school habitation, the "mission of trimming of nails" go sincerely. The child of the household reminds every member of his house about the removal of their nails.

Every member in the house seriously nips out their nails under the supervision of the ward which successfully reported the next day in the assembly of the school. If any member shows any reluctance the child takes it very seriously and creates a sort of hell until the member succumbed to his wish! Lacking any other way to escape, the member honestly obeys the demand! This programme is going successfully in each and every home and parents of the wards adopted it as a part of their life style.



### Story - 5

News paper reading is a good habit. The school inculcated the reading habit among the children even at primary level. The students routine starts with the collection of news items. They maintain a logbook and gather news from various sources and write down in the book (which is well-known as SC Colony School News

Book) The first gatherer of the news item put brackets to the news item which he already noted in his log book.

So that the next successor of the news gatherer omits that news item. With this act, news items are not repeated. There is an instruction to the students that, no news item should be collected if it has any sensitive content.



Nerusula Rajaiah and Venkamma are the illiterate couple who had five daughters and only son .They own a herd of 30 goats for their livelihood. The couple never bothered about the education of their children. The first two elder girls grew without any formal education. Two other girls were also left for their choice who are ready to follow their predecessors. The school took it seriously and persuaded the parents. After many persistent trails by our teachers the two girls joined the school and completed their primary education. Yet, they were reluctant to send their children to high school after the primary education. The only son Nerusula Simham joined our school. Then the episode has taken a different angle. Simham is their only heir apparent so they

are over possessed. All the time during the school hours one member of their family waits outside to take care of his presence in the school as he used escape from school. The irksome business at some point of time became a head ache to the school and to his parents. Simham dropped out in 3<sup>rd</sup> class!

teachers were assaulted by an axe by the parent! The episode took many turns. Even the police also tried their level best to convince him. After a great deal of persistent trails we at last succeeded in joining the two girls in KGBV School and the Simham brought back to our school!



***SMC chairman G.Rambabu  
Constructing School board pillar  
voluntarily***

The school is very particular about drop outs. No drop out is left uncared. So the School took it as a challenge and put every possible effort to bring the master back to school.SMC chairman involved and tried to convince them. The teacher's team tried in all ways. At one moment the

## Holistic Development Brings Success in Life

**Name of the Head Master** : Manjari. BDRS  
**School** : TSMS & Junior College, Regode (V)  
**District** : Medak  
**Phone Number** : 9989950011  
**E-Mail ID** : tgms.regode.mdk@gmail.com,  
manjaribdrs@gmail.com

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### Vision

To empower the young minds with transformational educational experiences for the holistic development with special thrust on knowledge, attitude and skill.

### Educational Leadership in Action

We believe in effective leadership practices which show significant impact on student learning and outcomes and help the school to meet the vision and direction.



*Telangana Model School - Learning happens to the core*

## Major Challenges in School Leadership

### 1. Students low performance in academics

Students do not show any of interest towards school and in learning the lessons, time not spent on revising the classroom notes and behavioural issues of students.

### 2. Students not regular to school

There is no parental guidance and support, health issues and strong belief in superstitions. The parents would restrict their children to step out of home the school in case a person dies in the community. The poor performance is also the reason for parents to make their kids quit education and are sent to work.

## Story



The school is the place where the children get the first exposure to the happenings in society, state, country and world. Before designing the curriculum for them to study, the schools also must take the responsibility to make sure the

students be regular to school. The school shouldn't confine to textbooks, today comes the necessity to train students in all aspects from which they can choose the career path of their choice of interest. Apart from it, the understanding of their health

and body is most important for students to keep themselves healthy from diseases at all times. The Telangana Model School and Junior College is one such school that have been incessantly working on the child overall development by addressing the challenges in line. Here in the total 704 students, around 160 students come to school irregularly.

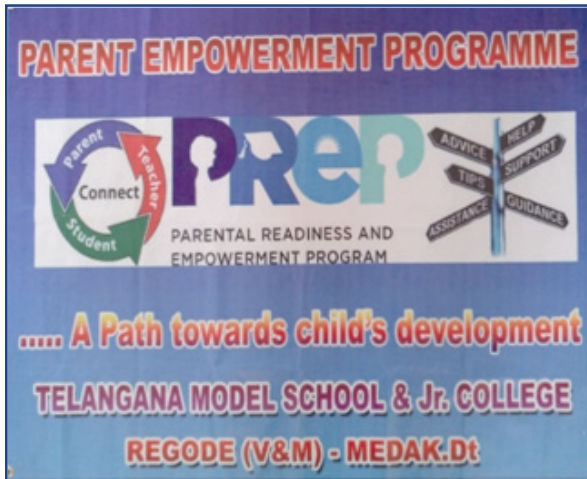
In an attempt to inculcate discipline into them, the school took the decision to conduct enriched assembly. It not only helped them to be self-governed but also gives them some added knowledge through the events scheduled within the assembly time. On the other hand, as the students fall sick most of the days, the headmistress in coordination with teachers have introduced health awareness programme as part of daily assembly. For it to be more significant, a health expert speaks about the human body and hygiene. In the morning assembly at the time when the students remain to be more focused and active, he educates them about particular disease, its symptoms and the preventive measures. On continuation, the children are told about organs forming a human body and the diet to be followed to protect them.

Besides all these, the students were prone to bad habits and parents were not known about it. In view of it, the school staff interacted with parents for several

times to create awareness about the instability of their wards. This not only benefited the school in improving its enrolment and attendance percentage but also triggered on emotional bonding between parents and children, after which the parents have began to understand the nature of their wards and provided them the required counselling to change their interest towards studies. To improve students in academics, regular outreach activities and workshops were conducted in the classroom. On understanding the individual needs a learning plan for each student is designed by teachers. In addition, performance assesment, phone calls, weekly memos are a few strategies taken to make sure the parents keep an eye on their children. The school administration is done by using technology. The school too encourages students to write their views, thoughts that can motivate the students to explore. To achieve it they have introduced the initiative called 'Scribe it'.

### **Process followed**

In order to help students remember what was told in the assembly, the school maintains a bulletin board on which the content is displayed in points for students to read that whole day. Reading it becomes a revision for students of acquired knowledge, health tips, etc.



***PREP-Parental Empowerment and Readiness Programme***

To create awareness about the behaviour of kids and their loss of interest on studies, the school had planned for Parental preparation and Readiness Programme in which the parents meet teachers. The parental meet majorly emphasized on higher grades or test score, attendance and behaviour, emotional and psychological needs of the teenagers and discussed on the growing up challenges and timely interventions to best serve the families in ways that will help their child succeed in life. Firstly, The principal along



with 20 staff members first visited the most effected village Marpally since most of the children are vulnerable to bad habits, irregular not

obeying parents and so on. The principal advised parents not to quarell and drink alchohal before the children and suggested to communicate with them to understand each other to build healthy relationship.

Apart from awareness sessions, the school have formed a whatsapp groups for each class in which parents and teachers are the participants. The teachers of the respective subject post the exam portions, timetables, assignments, report cards on it for the parents to compeletly k n o w about their child.



## Outcomes

- Parents started owning the school after frequent visits to school.
- Students started feeling confident and are actively involving in learning procedures since parents are acquainted with teachers and school environment.
- Parents came to know the importance of nurturing them with nutritious food and stopped sending them without feeding breakfast. They are showing empathy by understanding their growingup changes and challenges (Teenage anger, harmonal imbalance etc.)
- Parents started identifying the health issues. They are taken care with timely intervention.
- Significant improvement in the attendance is observed. Retention and dropout culture is reduced.
- Behavioural issues are corrected upto some extent through parental care.

## Impact of "HEALTHY ME" (HEALTH AWARENESS PROGRAM to reduce absenteeism)

As our district Medak has highest number of deaths due to snake bite in India our teacher explained the first-aid to be provided to the victims of the snake bites several times in the assembly. This awareness in our school saved a boy. Once, the boy was bitten by a snake at the poultry farm. As he was aware of the first aid required, he didn't get panic. He tied his leg with Band and left for hospital immediately. He was later sent to district head quarter hospital where he was given anti venom injection and his life was saved.

One more experience of a 9th class student is when her father was suffering from sharp pain in his chest. All the family members were in tension and assumed it to be heart attack. But the student diagnosed in her own way by taking all the symptoms and claimed it as acidic pain and given her father first aid, took him to hospital which was proved correct later by the doctors.

These incidents prove that the students are doing a splendid job by being attentive to 'Healthy Me' programme.

## Testimonials :

- Previously the children were not engaged properly, irregular in attendance, not taking responsibility in undertaking some of the works and not participating in school activities
- After parental Empowerment programme appreciable amount of progress have been achieved. Parents started understanding developmental needs of the children and approaching the school and teachers.



**- Nishanth Kumar (PGT Botany)**

- We are passionate in imparting innovative teaching. For better understanding of the concepts we believe in audio - visual aids and hands on experience through active pedagogy. So we make maximum use of digital classes as it is joyful learning for students which helps them to retain the concepts forever.



**- K. Nagamani (TGT Social)**

## To improve students lowperformance in academics introduced academic registers

To Transform Teaching Learning process :

To transform teaching learning process for more accountability and not to waste the precious time of classroom transactions academic registers are introduced.

Everyday class monitors will record the periodwise teaching learning transaction details in the table given below :

| Day | Period | Subject | Name of the Teacher | Concept / Activity Taught | Homework given |
|-----|--------|---------|---------------------|---------------------------|----------------|
|-----|--------|---------|---------------------|---------------------------|----------------|

## Result of change / Transformation

- Accountability of Teachers improved.
- Teachers are trained in the regular workshops conducted by principal how to work with the combination of pedagogy-content and knowledge
- Shifting to student centered learning with the help of technology embedded classrooms.
- Integrated practices such as applying their classroom learning to life sparked their interests and spreading ideas leading towards active learning.
- For it, health awareness programmes - health expert speaks to students.
- Regular parent teacher meetings. This strengthened the bond between parents & children.



*Innovative methods and active learning*

## An Ideal School

**Name of the Head Master** : T. Omkar Radha Krishna  
**School** : MPPS Angadi Kistapur, Markook (M)  
**District** : Siddipet  
**Phone Number** : 9440747341, 7989243533  
**E-Mail ID** : [omkar.radhakrishnat@gmail.com](mailto:omkar.radhakrishnat@gmail.com)



*MPPS Angadi Kistapur*

### Vision

Implementing School Leadership programme in schools for improving the enrolment and teaching learning process.

### Mission

To facilitate the students to

- Achieve the highest academic standards.

- Grow into analytical & critical thinkers.
- Become compassionate & Sensitive leaders.

## Story

Angadi Kistapur is inhabited with families of farmers feeding the state. The moderately settled families wish to offer their children the best education and they dream for their bright future learned scholars. Angadi Kistapur primary school in Markook Mandal of Siddipet District was established in 1967. The school witnessed tremendous response and the enrollment escalated to 200 at once and continued to increase in the later years. But the successfully running school faced a tough time with the entry of corporate schools in nearby towns Gajwal and Pregnapur.

With the buzz created in village that the corporate schools are the best education providers, the parents started sending their children to corporate schools even though the fee charged is beyond their learnings. Thereby the students' strength drastically came down to 20 in the academic year 2014-15. Reacting to the major shift of students to corporate schools, the teachers of MPPS Angadi Kistapur, headmaster Omkar T. Radha Krishna and MEO discussed with villagers and youth about the start of

English medium in the school, after realizing the fact that English Medium is the only reason for them to shift their wards to private schools of English medium. The school walls were also painted colorfully with attractive images of textbooks playful learning.



In contrast to the regular practice of any school, showing attention only on the class toppers, MPPS Angadi Kistapur gives special care attention to students who have learning disabilities. The student's performance is intimated to their parents and inputs are taken from parents as part of parent - teachers meeting which is being conducted regularly.

The students are not just involved in academics but also in maintaining water harvesting pits to raise the ground level water as part of Eenadu program "Sujalam - Suphalam" and grow Vegetables on school premises for mid-day meal.

The structured school system believes that school is not only ment for student learning but also work towards the transofrmation of village. To provide awareness among villagers, the school staff make the villagers sketch thought provoking paintings on various programs like "Save Girl Child", "Save Energy", "Save Water", "Child Labour" and "Swachh Bharat" on school compound.

## **Outcome**

Therefore, the combined effort has resulted in increase of student strength to 65 and the mission of offering English Medium education to students started from academic year 2015 - 16. For achieving sustainability, Village Education Committee (VEC) decided to place Vidya Volunteers.

With all these efforts school is improving step by step, the district collector Ronald Rose, Medak appreciated the school staff and advised that the school should take the advantage of technology. Ever since the collector's advise, the school started digital classrooms to provide better learning.

Being impressed with the school giving utmost importance to quality education, the District Collector Venkatramreddy along with District Educational Officer K Ravikanth Rao offered Rs/- 10 Lakh rupees for taking sufficient Vidya Volunteers, providing computer education and for overall development of school. He also praised the villagers for their decision to bring back their kids to government school and being part of school development.

## ఇసుక కూలీలైన పిల్లల్ని-విద్యార్థులుగా...

|                               |  |
|-------------------------------|--|
| పాఠశాల ప్రధానోపాధ్యాయుని పేరు | : ఎల్. పర్వతాలు                            |
| పాఠశాల                        | : జి.ప.ఉ.పా. డిండి చింతపల్లి, వంగూరు (మం.) |
| జిల్లా                        | : నాగర్ కర్నూల్                            |
| ఫోన్ నెంబర్                   | : 9440822657                               |
| ఇ-మెయిల్ ఐడి                  | : landamparvathlu@gmail.com                |

### మా పాఠశాలలో ప్రభావవంతమైన మార్పులు

1. గత పది సంవత్సరాలుగా గోడలకే పరిమితమైన పాఠశాల భవనాన్ని దాత సహాయంతో చక్కటి వాతావరణంలో పూర్తిచేయించి అందులోకి మారడం. ఇంకో దాత సహాయంతో విద్యార్థులందరికీ Duel Desk ల ఏర్పాటు.
2. ఈ ఊరిలో ఇసుక పనులు ఉన్నప్పటికీ పాఠశాల హాజరును గణనీయంగా పెంచడం.

### డిండి చింతపల్లి గ్రామం, ఇక్కడి పరిస్థితులు

మీ ఈ చింతపల్లి గ్రామం నాగర్ కర్నూల్ జిల్లాలో అచ్చంపేట నియోజక వర్గంలోని వంగూరు మండల కేంద్రంగా శ్రీశైలం ప్రధాన రహదారి నుండి అయినా అచ్చంపేట నియోజకవర్గం నుండి అయినా 17

పదిహేడు కిలోమీటర్ల దూరం లోపలికి వెళ్ళే వచ్చే ఓ అందమైన మారుమూల గ్రామం. ఈ గ్రామం దుందుభీ నది వాగుకు ప్రక్కనే పచ్చని పొలాలు, సెలయేరు చుట్టూ సహజ సంపద కల్గిన పల్లెటూరు. ఈ గ్రామంలోని ప్రజలు చాలా మంది ప్రజలు పిల్లల్ని బడికి పంపే తల్లిదండ్రులు నిరక్షరాస్యులు, పేదప్రజలు రాత్రి, పగలు తేడా లేక ఇసుకను టిప్పర్లలోకి, ట్రాక్టర్లలోకి ఎత్తే కూలీలుగా, మరికొందరు ఆ ట్రాక్టర్లు నడిపే చోదకులు అయ్యారు. డిండి రిజర్వాయర్ కు ఎగువనగల ఈ గ్రామంలో ఇసుక కారణంగా 200ల వరకు ట్రాక్టర్లు ఈ చిన్న గ్రామంలో ఉండటం విశేషం. అందుకే ఈ గ్రామంలోని ప్రజల జీవితాలు ఇసుకతో ముడిపడి జీవనంసాగిస్తూ ఇసుకలో కలిసిపోయేంతగా తయారయ్యాయి.



ఈ గ్రామంలోని ప్రత్యేక పరిస్థితి పాఠశాలపై అత్యంత ప్రభావం చూపిస్తున్నదని చెప్పవచ్చు. అదెలాగంటే తల్లిదండ్రులు కొన్నిసార్లు తమతోపాటు ఇసుక తవ్వుటకు పిల్లలను కూడా తీసుకుపోవడం. ఇది రాత్రి సమయంలో ఎక్కువగా జరగడంవల్ల ఆ సమయాలలో ఎక్కువ కూలీ లభించడంవల్ల బడిపిల్లలు బడి సమయంలో నిద్రపోవడమో లేదా పనిలో ఉండడం జరిగేది. ఈ ప్రజలు పనిలో పడిపోయి ఈ ఊరి బడి 2004లోనే ఉన్నత పాఠశాలగా అప్ గ్రేడ్ అయినప్పటికీ బడిని, పిల్లలను, మంజూరయిన 4 గదుల ఉన్నతపాఠశాల భవనాన్ని చాలా సం॥రాల అసంపూర్తిగా ఉన్నా వట్టించుకోసంతగా ఉండిపోయారు. దానితోపాటు బడికి వచ్చే పిల్లలు వారి హాజరు కూడా సగానికి తక్కువగా ఉండేది.

ఇటువంటి పరిస్థితులలో పాఠశాలను నడుపుతూ పాఠశాలకు స్వంతభవనంలేక ప్రాథమిక పాఠశాలలోనే మూడు పాఠవి శిథిలావస్థలో ఉన్నవి 50 సం॥లకు పూర్వం నిర్మించిన కొంత మరమ్మత్తులు చేయబడిన ఇరుకైన చిన్న గదుల్లో ఉన్నత పాఠశాలను కొనసాగిస్తూ వస్తున్నారు. ఈ తరుణంలో 2015లో ఈ పాఠశాలకు బదిలీపై వచ్చియున్నాను. అప్పుడే ఈ ఊరికి ఎన్నికలయ్యి యువకుడైన సరకృంచ్ శ్రీ మామిడాల కరుణాకర్ రెడ్డి గారు ఎన్నికై ఉన్నారు. నాకు పూర్వం పనిచేసిన ప్రధానోపాధ్యాయులు ఈ సర్పంచ్ గారు పాఠశాలకు పిలిస్తే వచ్చి పట్టించుకుంటారని చెప్పడంతో, ఎన్నడూ ప్రజాప్రతనిధులు పిలిచినా బడివైపుకు రానివిధంగా ఉన్నా ఇతను మాత్రం పిలవగానే వచ్చి బడి పరిస్థితులు విని పరిష్కారానికి కృషిసల్పేవాడు. ఈ క్రమంలో బడి పరిస్థితులు విన్నవించి సర్పంచ్ గారు, మేము, నూతన భవనం, అసంపూర్తిగా ఉన్న విషయాన్ని చాలాసార్లు ఎం.ఎల్.ఎ. గారి దృష్టికి తీసుకెళ్ళి పదే పదే వారిని సర్పంచ్ గారే కలిసే విధంగా చేయగలిగాం. అయినా కూడా వారి

పని వత్తిడి వారికి ఉండి అలాగే ఒకటిన్నర సంవత్సరాలు గడిచాయి. చివరకు ఒకరోజు సర్పంచ్ గారితోనే కలిసి విద్యార్థులు, ఉపాధ్యాయులు ఉమ్మడి జిల్లా కేంద్రం అయిన మహబూబ్ నగర్ కు ప్రజావాణిలో సమస్య చెప్పాలని నిర్ణయించుకున్న సందర్భంలో ఎం.ఎల్.ఎ. గారి చొరవతో కలెక్టర్ గారి నుండి బడికి నాలుగు లక్షలు విడుదల చేస్తూ ఉత్తర్వులతో హామీ లభించింది.

అయినప్పటికీ నిధులు రాకపోవడంతో భవనం పూర్తిచేయుటకు ఎవరూ ముందుకు రాలేదు. అలా నెలలు గడుస్తున్నాయి. ఒకవైపు బడికి వచ్చే పిల్లలు హాజరు సగానికి అటూ ఇటుగా ఉండేది. అప్పుడు పాఠశాల యాజమాన్య కమిటీ చైర్మన్ శ్రీ బిక్షపతి గారితో చర్చించి, తల్లిదండ్రుల సమావేశానికి రమ్మని విద్యార్థులతో లేఖలు పంపి విస్తృతంగా ప్రచారం చేయడంతో మీటింగ్ కు 60 నుండి 70 మంది తల్లిదండ్రులు రావడం జరిగింది. ఆ తర్వాత కొంత హాజరు పెరిగినా తల్లిదండ్రులు విద్యార్థులను బడికి పంపుతామని పనులకి పంపమని చెప్పినా క్రమంగా మళ్ళీ యధావిధిగా మారింది. 10వ తరగతికి ప్రత్యేక తరగతులు వివిధ కార్యక్రమాలతో ఆ విద్యా సంవత్సరం కూడా 2016లో పాఠ బడిలోనే ముగిసింది.

నూతన విద్యా సం॥రంలో పాఠశాల బడి బాటతో మొదలవుతుందని తెలిసి ఎస్.ఎం.సి. చైర్మన్ మరియు సర్పంచ్ గారి సమక్షంలో ఆ ఊరిలోని చదువుకున్న యువకులు ఉండటంతో వారి సహాయం కూడా చేయమని వారితో బడిబాటకు ఎం.ఎల్.ఎ. గారిని, మాజీ ఎం.ఎల్.ఎ. ప్రస్తుత ఎం.పి. రాములు సార్ ని ఆహ్వానింపజేయడం జరిగింది. ఈ సభలో విద్యా సంవత్సరంలో ప్రాథమిక పాఠశాలలో ఆంగ్ల మాధ్యమం మొదలుపెట్టాలని మరియు ఉన్నత పాఠశాలకు అసంపూర్తి నూతన భవనం పూర్తిచేయాలని యువకులు

పట్టుబట్టడం జరిగింది. అదే సభలో ఎం.ఎల్.ఏ. గారైన శ్రీ గువ్వల బాలరాజు గారు నాకు ఒక కాంట్రాక్టర్ గారిని (ఒక దాతను) పరిచయం చేసారు. ఈ సందర్భంగా 2 లక్షలు ప్రాథమిక పాఠశాలకు ఆంగ్ల మాధ్యమం కొరకు, ఊరి బయట అసంపూర్తిగా ఉన్న ఉన్నత పాఠశాల నిర్మించే విధంగా హామీ లభించింది. విరాళాలు ప్రకటించడం జరిగింది. ఆ రోజు పరిచయమైన వ్యక్తే దాత, కాంట్రాక్టర్ అయిన ఈ ఊరి

శ్రీ గణపతి రెడ్డి ఈ.ఎన్.సి. (ఆర్ & బి) గారికి సన్మానం కూడా చేయడం జరిగింది. వారు మా పాఠశాలకు రెండు లక్షల రూపాయలతో అన్ని తరగతులకు డ్యూయెల్ డెస్క్ బెంచీలు ఇవ్వడం జరిగింది. 4 గదులలో ఉన్నత పాఠశాల ఇబ్బందిగా ఉండడంతో వెంటనే ఒక రోజు కాంట్రాక్టరు మరియు దాత అయిన రాజేందర్ రెడ్డి గారిని ఇంకొక రెండు గదుల్ని నిర్మించమని కోరితే వెంటనే 1వ తరగతి గది



పాఠశాల భవన నిర్మాణ దాతలకు సన్మానం



పాఠశాల భవన నిర్మాణ దాతలకు సన్మానం



వాటి అసంపూర్తి గా ఉన్న పాఠశాల భవనం



దాత సహాయంతో నిర్మించబడిన నవీ పాఠశాల భవనం

వాస్తవ్యలే అయిన శ్రీ బత్తిని రాజేందర్ రెడ్డి గారు. వీరు నాకు అసంపూర్తిగా ఉన్న నాల్గు గదులను (4 గదులు), ఎస్.ఎం.సి. చైర్మన్ బిక్షపతి గారు, సర్పంచ్ కరుణాకర్ రెడ్డి గారి సహకారంతో ఎం.ఎల్.ఏ. గారిని పిలిపించి ఆ రోజే పాత ప్రాథమిక పాఠశాల బడిలోని సర్వేపల్లి విగ్రహావిష్కరణ సభలో నూతన 4 గదుల భవనం అప్పగించడం జరిగింది. ఊరి చివర ప్రశాంత వాతావరణంలోని ఈ 4 గదుల భవనంలోకి మారిన ఈ సభలో, ఈ పాఠశాలలో చదువుకున్న ఈ గ్రామవాసి

నిర్మించడానికి అంగీకరించి దాన్ని కూడా 3 నెలల్లోనే పూర్తిచేసి మాకు అందించారు.

వంట గది, 2 యూనిట్ల మూత్రశాలలను నిర్మించి ఇవ్వడం జరిగింది. వెంటనే ఎస్.ఎం.సి. చైర్మన్, సర్పంచ్ గారి సహకారంతో బడి స్థలంలోనే గల ఓవర్ హెడ్ ట్యాంక్ నుండి ఒక కనెక్షన్, రెండవది ప్రక్కనే ఉన్న కరెంట్ సబ్స్టేషన్ నుండి మోటార్ ద్వారా కనెక్షన్ ఇప్పించడం జరిగింది. కానీ ఇప్పటికి రన్నింగ్ వాటర్

లేక బకెట్లు పైపుల ద్వారా నీటిని వాడుచున్నాము. సుమారు 2.1 ఎకరాల స్థలం కనుక దానిలో 500 వరకు మొక్కలు పెంచుతున్నాము.

ఇదంతా ఒకే అయితే పాఠశాల ఆవరణలో ఇదివరకు నిల్వ ఉంచిన ఇసుక డంప్ లు ఎం.ఆర్.ఓ గారి పరిమిషన్ తో జే.సి.బి.తో తీసుకొనిపోగా ఒక గణం లోతులో బడిలోకి వెళ్ళకుండా ఇబ్బంది ఉండేది. ఉపాధ్యాయుల సహకారంతో 13 గంటలపాటు డోజర్ తో చదును చేయించుకుని ఆ తరువాత సర్పంచ్ గారు, రాజేందర్ రెడ్డి గార్ల సహకారంతో మొరం పోయించుకున్నాము. ఇప్పుడు అది పిల్లలు ఆడుకునే విధంగా తయరయ్యింది. అయినప్పటికీ బడిపిల్లల హాజరు మమ్మల్ని ప్రశ్నిస్తూ ఉంటే తరుచు గైర్ హాజరు అయ్యే పిల్లలు ఎవరో గుర్తించి కారణాలను స్టాఫ్ మీటింగ్ లో చర్చించాం. అవి ఏమంటే ప్రధానంగా ఇసుకకు కొంతమంది విద్యార్థులు వెళ్ళడం, వ్యవసాయ పనులకు విద్యార్థులను పురమాయించడం. ఊరిలో ఏ చిన్న పండగ జరిగిన ముందు రోజు, తరువాత రోజు కూడా పిల్లల్ని బడికి పంపకపోవడం, తల్లిదండ్రులు పనికి వెళ్ళి కొంతమంది బాలికల్ని ఇల్లు చక్కబెట్టమని ఇంటి వద్దనే ఉంచడం, ఇసుక కూలికి వెళితే ఎక్కువ కూలీ రావడం ఇవన్నీ కారణాలు మా దృష్టికి వచ్చాయి.

ఈ క్రమంలో తల్లిదండ్రుల సహాయంతో నిర్వహిస్తే ఎక్కువ సంఖ్యలో సభ్యులు హాజరయినప్పటికీ తరువాత పిల్లల హాజరు మరియు తల్లిదండ్రులు మీటింగ్ కు హాజరూ తగ్గిపోయింది. తర్వాత ఉపాధ్యాయ బృందం ఒక నిర్ణయానికి వచ్చి తప్పకుండా హాజరు శాతం పెంచాలంటే తల్లిదండ్రుల ఫోన్ నెంబర్లు తీసుకుని ఫోన్లు చేయడం మొదలుపెట్టాము. ప్రతి రోజు ఫోన్ చేసినా బడికి రాని పిల్లల పేరెంట్స్ స్పందించేవారు వేళ్ళ మీద లెక్కపెట్టేవారేనని తేలింది. దీంతో మా బృందం ప్రార్థన ముగిసిన వెంటనే బడికిరాని విద్యార్థుల ఇంట్లకు మొదటి పీరియడ్ లీజర్ ఉన్న ఉపాధ్యాయులతో వెళ్ళడం జరిగింది. కొన్ని సార్లు విద్యాకమిటీ చైర్మన్ తో వెళ్ళడం జరిగింది. చివరికి మేము వినాయక చవితి పండగ సమయంలో వినాయక మండలపాల వద్దకు వెళ్ళి పిల్లల్ని బడికి తెచ్చేవారం. అయినా కూడా బడి వేళకు ఇంట్లవద్ద ఎవరూ ఉండక తల్లిదండ్రులు ఎవరి పనుల్లోకి వారు వెళ్ళేవారు. మాకు నిరాశే మిగిలేది. ఇంకొన్నిసార్లు బడికి రాని పిల్లలను మీ తల్లిదండ్రులను బడికి వచ్చి ప్రధానోపాధ్యాయున్ని కలిస్తేనే బడిలోకి రానిస్తామని తప్పిపంపినా ఇంటివద్ద ఎవరూ లేక విద్యార్థులు ఖాళీగా తిరిగివచ్చేవారు. పై చర్యలన్నింటివల్ల కొంతవరకు హాజరు పెరిగినా ఆశించినంత స్థాయిలో లేకపోయింది.



పిల్లల్ని, తల్లిదండ్రులను ఇంటివద్ద కలుస్తున్న ప్రధానోపాధ్యాయులు & ఉపాధ్యాయులు

చివరకు ఒక నిర్ణయం తీసుకుని ఒక సంవత్సరంలో ప్రతి విద్యార్థి తల్లిదండ్రులను ఒక్కసారైన కలిసి మాట్లాడాలన్నది మా నిర్ణయం. దీంతో వారంలో ఒక్కసారి లేదా రెండుసార్లు రాత్రి సమయంలో ఊర్లో బస చేసి ప్రధానోపాధ్యాయునిగా నేను ఒక ఉపాధ్యాయుడు కలిసి దాదాపు బడిపిల్లల అందరి తల్లిదండ్రులతో విద్యార్థుల చదువుల గూర్చి మరియు పిల్లల హాజరు గూర్చి చర్చించడం జరిగింది. దీనితో ఆ ఊరిలో ఎవరి ఇల్లు ఎక్కడ ఉందో ఎవరు ఏవి పనులుచేస్తారో వారి స్థితిగతులేంటో పూర్తిగా తెలిసాయి. ఈ క్రమంలో నాకు సహకరించిన ఉపాధ్యాయుడు హిందీ పండితుడు శ్రీ బి. లింగయ్య గారు మరియు సోషల్ టీచర్ దుర్గాప్రసాద్ గారు ఎక్కువగా సహకరించారు. ఇప్పుడు విద్యార్థుల హాజరు ఎప్పుడూ తగ్గడంలేదు. ఈ విధంగా తల్లిదండ్రులను తమ పిల్లలను క్రమంతప్పక బడికి పంపడానికి ఒప్పించాం. ప్రస్తుతం ఏ ఇంట్లో శుభకార్యము అయినా బడికి తప్పక ఆహ్వానముంటుంది. ఉపాధ్యాయులు ఎవరు కలిసినా చదువుగూర్చి, బడిని గూర్చి, ఊరిని గూర్చి మంచి చెడ్డ మాట్లాడుతున్నారు. ఒకవేళ పిల్లల్ని బడికి పంకపోతే వెంటనే ఫోన్ వస్తుందని పిల్లల తల్లిదండ్రులకు తెలుసు. కావున ప్రస్తుతం వారే ఫోన్ చేసి లేదా బడి వద్దకువచ్చి ఫలానా కారణంచేత మా పిల్లవాడు బడికి రావట్లేదని చెప్పి వెళ్తున్నారు. బడికి వచ్చిన తర్వాత అయినా

ఉపాధ్యాయులను అడిగి తీసుకువెళ్తున్నారు. మా ఉన్నత పాఠశాలకు వచ్చే విద్యార్థులు కేవలం ఈ ఊరి విద్యార్థులే అనుబంధ గ్రామాలు ఏవి లేకపోవడంచేత నమోదు సంఖ్య 100 లేదా 100కు తక్కువగా ఉంటుంది. ఈ గ్రామంలో ప్రజలు ఎంత సంపాదించినా నిరక్షరాస్యత, పేదరికం, మద్యానికి బానిసలు అవ్వడంవల్ల పిల్లల్ని ప్రైవేట్ చదువులు చదివించలేరని మేము గమనించాం. కొంతమంది తల్లిదండ్రులు మాత్రం వారి పిల్లల్ని గురుకులాల్లో, కే.జి.బి.వి.లలో ఇతర సంక్షేమ హాస్టళ్ళలో చదివిస్తున్నారు. మిగిలినవారందరూ ఈ ప్రభుత్వ పాఠశాలలోనే చదువుతున్నారు. ప్రస్తుతం మా ఉపాధ్యాయులు చదువు మీద దృష్టి సారించి ఎస్.ఎం.సి. చైర్మన్ తో మాట్లాడి మరియు తల్లిదండ్రులను పిలిచి 10వ తరగతి విద్యార్థులకు ఉదయం, సాయంత్రం ప్రత్యేక తరగతులకు ముందు తరువాత సందేహ నివృత్తికి ఒక బి.ఈడి. చేసిన వాలంటీర్ ని తల్లిదండ్రుల ఆర్థిక సహాయ గౌరవ వేతనంతోనే కొనసాగిస్తున్నాము. కానీ ఇవన్నీ క్రమం తప్పక ప్రతి సంవత్సరం తల్లిదండ్రులను కలిసి మాట్లాడి ప్రణాళికతో ముందుకు వెళితేనే నిరాటంకంగా సాగే అవకాశం ఉంటుందని మార్పుకనుగుణంగా ప్రణాళిక మార్చి అమలుచేస్తేనే సమర్థవంతంగా కొనసాగుతుంది.

## కన్నీళ్లు... ఆటపోట్ల నుంచి నాలుగు వేల కిలోమీటర్ల ప్రయాణం...

|                               |   |                                  |
|-------------------------------|---|----------------------------------|
| పాఠశాల ప్రధానోపాధ్యాయుని పేరు | : | మేకల జ్యోతి రాణి                 |
| పాఠశాల                        | : | ఎమ్.పి.పి.ఎస్., ఇందిరానగర్ కాలనీ |
| జిల్లా                        | : | భద్రాద్రి కొత్తగూడెం             |
| ఫోన్ నెంబర్                   | : | 9392347854                       |
| ఇ-మెయిల్ ఐడి                  | : | jyothiranimadam@gmail.com        |

నా కెరీర్లో... ప్రస్తుతం నేను పనిచేస్తున్న పాఠశాల చరిత్రలో చిరస్థాయిగా నిలిచిపోయే... ఒక మరిచిపోలేని విజయానికి మెట్టుగా అసాధారణమైన అంశం...

### నే పడిన భాద... ఎదుర్కొన్న కష్టాలు...

కన్నీళ్లు వృధాకాలేదు... నాకెందుకులే... అని అనుకోనూలేదు... మురికివాడలో నెలకొల్పిన పాఠశాలను అన్నివిధాలుగా తీర్చిదిద్ది... విద్యార్థుల అడ్మిషన్ల సంఖ్యను అనితర సాధ్యమైన రీతిలో పెంచడం ద్వారా అన్ని వర్గాల వారి సహకారం, తోడ్పాటుతో భద్రాద్రి కొత్తగూడెం జిల్లాలోని లక్ష్మీదేవిపల్లి మండలంలో ఇందిరానగర్ కాలనీ ప్రభుత్వ ప్రాథమిక పాఠశాల విద్యార్థులంటే శభాష్... అనిపించుకునే రీతిలో తీర్చిదిద్దాను. మా కాలనీలో స్కూల్ వద్దన్నవారే తమ పిల్లలను స్కూల్లో చేర్పించి బోధనతీరు చూసి ప్రశంసలు కురిపిస్తున్నారు. ప్రభుత్వ పాఠశాల అంటే ఇలా ఉంటుందా! అని ఆశ్చర్యపోతూ... సంపూర్ణ

సహకారాన్ని అందిస్తూ పాఠశాల అభివృద్ధిలో భాగస్వాములు అవుతున్నారు.

నేను (ఎం. జ్యోతి రాణి) ఇందిరానగర్ కాలనీ పాఠశాలలో జాయిన్ అయినప్పుడు కేవలం ఒక్క చిన్న గది మాత్రమే ఉంది. అయిదు తరగతుల విద్యార్థులకు సరిపడేవిధంగా స్కూల్ భవనం అనుకూలంగాలేదని భావించి, కొత్త భవనం కోసం ప్రధానోపాధ్యాయురాలిగా... నేను చేసిన ప్రయత్నంలో, పాఠశాలకు కేటాయించిన స్థలాన్ని కబ్జా చేసిన వారిపై చేసిన పోరాటం. ఎన్నో బెదిరింపులు... ఛీతకారాలు... నాడు భీత్కరించినవారితోనే నేడు ప్రశంసలు అందుకునే రీతిలో స్కూల్ను, విద్యార్థులను తీర్చిదిద్దిన ఘనత, ఆ అవకాశం, నా అదృష్టంగా భావిస్తున్నాను.

నిరంతర శ్రమ, అంకిత భావం, చిత్త శుద్ధితో చేసే ఏ కార్యమైనా ఖచ్చితంగా విజయవంతం అవుతుందనడానికి నా స్కూలు అనుభవం, విద్యార్థుల ప్రతిభాపాఠవాలు ప్రత్యక్ష నిదర్శనంగా నిలుస్తున్నాయి.

వివరాలలోకి వెళ్తే...

### ఆక్రమణకు గురైన పాఠశాల స్థలాన్ని పొందుట

మా పాఠశాలకు కేటాయించిన స్థలాన్ని కొంతమంది వ్యక్తులు ఆక్రమించి గోడలు కట్టారు. ఈ స్థలాన్ని తిరిగి పొందేందుకు యస్.యం.సీ. తీర్మానం చేసి గ్రీవెన్స్ డేలో జిల్లా కలెక్టర్ కు విన్నవించడంవల్ల తక్షణం స్పందించి ఆర్.డీ.ఓ.కు చెప్పడంవల్ల సుమారు ఏడాదిపాటు శ్రమించి స్థలాన్ని కాపాడి కొత్త స్కూల్ భవనాన్ని రెండు విడుతలుగా సుమారు రూ.25 లక్షలతో ప్రభుత్వం నిర్మించింది. అడ్మిషన్ల సంఖ్య పెరగడంతో అదనపు తరగతి గదుల నిర్మాణం కూడా జరిగింది. ఏది ఏమైనప్పటికీ ఇందిరానగర్ కాలనీలో నేను చేసిన కృషివల్ల పాఠశాలకు రూ.కోటి ఆస్తి సమకూరింది.

### ఆటోలలో దూరప్రాంతాల నుంచి వస్తోన్న విద్యార్థులు

మా పాఠశాలలో విద్యాబోధనపై నమ్మకం కలిగి ఇతర పంచాయితీల నుండి ఆటోలలో పిల్లలు వస్తున్నారు. మా పాఠశాల ప్రైవేటు పాఠశాల కంటే



ధదీయైన రీతిలో ఉందని చెప్పడానికి గర్వపడుతున్నాము. పాఠశాల చుట్టుపక్కల ప్రైవేటు పాఠశాలలు ఉన్నప్పటికీ ప్రైవేటు పాఠశాలలను ఛాలెంజ్ గా తీసుకొని పనిచేయడం వలన హాజరుశాతం నిలకడగా ఉంది. పిల్లలు బాగా చదువుతున్నారు కాబట్టే మాకు అడ్మిషన్లు పెరిగాయి. యస్.యం.సి. సమావేశాల్లో పిల్లల ప్రతిభను ప్రత్యక్షంగా ప్రదర్శింపచేసి మేము ఎలా బోధిస్తున్నామో రుజువుచేసి చూపిస్తున్నాం.

### సింగరేణి సహకారంతో స్కాట్స్ అండ్ గైడ్స్ విభాగం ఏర్పాటు

రాష్ట్రంలోనే అరుదైన రీతిలో... భద్రాద్రి కొత్తగూడెం జిల్లాలోనే ఏకైక ప్రభుత్వ ప్రాథమిక పాఠశాలగా భారత స్కాట్స్ అండ్ గైడ్స్ విభాగాన్ని సింగరేణి సౌజన్యంతో బతుకమ్మ ప్లాక్ యూనిట్ ను



ఏర్పాటుచేసి బాలికలు బుల్ బుల్స్ గానూ, బాలురను కబ్బే గానూ ఇన్వెస్టర్ సెర్మనీ కార్యక్రమాన్ని నిర్వహించి విద్యార్థులకు ఉచితంగా దుస్తులు, యూనిఫారాలు, బెల్టులు, స్కార్ఫ్ లు అందించారు. ఇందుకోసం నేను ప్రత్యేక శిక్షణ పొందాను.

## నాలుగువేల కిలోమీటర్ల... ప్రాథమిక పాఠశాల విద్యార్థుల ప్రయాణం

ఒక ప్రభుత్వ ప్రాథమిక పాఠశాల విద్యార్థులు అతి చిన్న వయసులో రానుపోను సుమారు 4000 కిలోమీటర్లు ప్రయాణంచేసి ఉత్తరప్రదేశ్ రాష్ట్రంలోని గోరఖ్ పూర్ లో జరిగిన జాతీయస్థాయి కబ్బే అండ్ బుల్ బుల్స్ ఉత్సవంలో పాల్గొనడం రాష్ట్ర చరిత్రలోనే అరుదైన విషయంగా, చరిత్రలో చిరస్థాయిగా నిలిచిపోయి చెరగని ముద్రవేసుకుంది. ఈ జాతీయస్థాయి ఉత్సవంలో తెలుగు రాష్ట్రాల నుంచి పాల్గొన్న ఏకైక పాఠశాలగా ఇందిరానగర్ కాలనీ ప్రభుత్వ ప్రాథమిక పాఠశాలకు ఒక ప్రత్యేక గుర్తింపు రావడం నా జీవితంలో మరుపురాని అనుభూతిని మిగిల్చింది. ఇది ఒక అరుదైన మైలురాయి.



ప్రతీ ఆదివారం, దసరా, సంక్రాంతి, వేసవి సెలవులలో స్కాట్స్ అండ్ గైడ్స్ పాఠ్యాంశాలు బోధించి, విద్యార్థులకు మంచి... మంచి కథలు, జాతీయ నాయకుల గొప్పతనాన్ని వివరించుట దేశభక్తి గేయాలు పాడించుట.

## స్కాట్స్ & గైడ్స్ శిక్షణ... ఊహించని మార్పుకు నాంది...

పిల్లలు స్కాట్స్ అండ్ గైడ్స్ నందు చేరడం వలన వారిలో చాలా మార్పులు రావడం జరిగింది. దీంతో తల్లిదండ్రులు ఆనందపడ్డారు. ఉదయం లేవగానే వారి పనులు వారే చేసుకోవడం, స్కూల్ కు రావడం చక్కగా చదువుకోవడమే కాకుండా హెల్పింగ్ హ్యూండ్స్ గా ఉంటూ... చదువుల్లో వెనుకబడిన పిల్లలకు సహకరించటం పెద్ద మార్పుగా నిలిచింది. ప్లాస్టిక్ ను నిర్మూలించాలి అని... ప్లాస్టిక్ వలన కలిగే నష్టాల గురించి అన్నివర్గాల వారికి వివరిస్తూ... సమాజహితం కోసం మొక్కలు నాటుతున్నారు. వాటిని పరిరక్షిస్తున్నారు.



## పాఠశాల ప్రత్యేక కార్యక్రమాలు

హాజరుపై పోటీ : ప్రతినెల హాజరు 100% వచ్చిన పిల్లలకు యస్.యం.సి. సమావేశంలో బహుమతులు అందచేయడం.

మార్కులపై పోటీ : యఫ్.ఏ.-1, 2, 3, యస్.ఏ.-1 లలో ఎ+, ఎ, బి+ పిల్లలకు కూడా బహుమతులు అందచేయడం ద్వారా పిల్లలలో పోటీతత్వం పెరిగి బాగా చదువుతున్నారు.

వినూత్న కార్యక్రమాలు : సోమవారం నుండి శుక్రవారం వరకు విద్యాబోధన. శనివారం, ఆటలు, పాటలు, కథలు, క్విజ్, చిత్రలేఖనం, ఉపన్యాస పోటీలు నిర్వహించడం.



రేడియో కార్యక్రమాలు : ప్రతి సంవత్సరం కొత్తగూడెం యఫ్.యం. రేడియో స్టేషన్కు వెళ్ళి పాటలు, కథలు, పద్యాలు, సూక్తులు, పొడుపుకథలు, రైమ్స్, చిట్కాలు మొదలైనవి వినిపిస్తారు. ఈ కార్యక్రమం ఆకాశవాణి ద్వారా ప్రసారం జరగడం విద్యార్థుల్లో, తల్లిదండ్రుల్లో ఉత్సాహానికి కారణమవుతోంది.

గురుకులాలలో సీట్లు పొందడం : మా పాఠశాలలో విద్యను అభ్యసించిన విద్యార్థులు గురుకులాలలో సైతం సీట్లు పొందటం మాకు గర్వకారణంగా నిలుస్తోంది. ఈ కారణంగా తల్లిదండ్రులు చాలా సంతోషంగా మా పాఠశాలలో విద్యాబోధన గురించి స్వచ్ఛందంగా ప్రచారం చేస్తున్నారు.



ఇది మా ఇందిరానగర్ కాలనీ ప్రభుత్వ పాఠశాల విజయగాథ... అని పాఠశాల ప్రధానోపాధ్యాయురాలిగా నివేదిస్తున్నాను.

## అన్ని వసతులున్న బడి అంటే ఎవరికి ఇష్టం కాదు

పాఠశాల ప్రధానోపాధ్యాయుని పేరు : బేతాల సాయిలు

పాఠశాల : మండల పరిషత్ ప్రాథమికోన్నత పాఠశాల, లింగంపల్లి

జిల్లా : కామారెడ్డి

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మా ఊరు లింగంపల్లి కుగ్రామం అందులో ఒక అందమైన పాఠశాల మండల పరిషత్ ప్రాథమికోన్నత పాఠశాల లింగంపల్లి. గత మూడు సంవత్సరాలలో మొదటగా విద్యార్థులకు కావలసిన అన్ని వసతులు సమకూరుస్తూ తద్వారా గ్రామస్థులకు నమ్మకం కలిగిస్తూ వారి పిల్లలను ధనిక, పేద, ఉన్నవారు, లేనివారు అనే భేద భావం లేకుండా అందరిని 100 శాతం బడులలో చేర్చించిన పాఠశాలగా రాష్ట్ర వ్యాప్తంగా పేరుగాంచింది. వసతులు కల్పించాలంటే ధన, శ్రమ సహాయం అవసరం. దాని కొరకు ప్రజల భాగస్వామ్యం అవసరం అందుకే గ్రామంలోగల గోపాలమిత్ర రైతుసంఘం, గ్రామపంచాయతి, యువజన, కులసంఘాలను సంప్రదించడం వారిని పాఠశాల అభివృద్ధిలో భాగస్వామ్యం చేయడం జరిగింది గ్రామస్థులందరిచే ఒక సమావేశం ఏర్పాటుచేయడం పాఠశాల అభివృద్ధి గురించి చర్చించడం జరిగింది. అందులో గ్రామస్థులు

కొన్ని ప్రతిపాదనలు చేశారు మా పిల్లల భవిష్యత్ మీ బాధ్యత అని లిఖితపూర్వకంగా వ్రాసి ఇవ్వగలరా? మేము వ్యసాయ పనులు ముగించుకొని వచ్చేవరకు సాయంత్రం 5 అవుతుంది కనుక అప్పటివరకు పాఠశాల నడుపగలరా? మా పిల్లలకి ఆంగ్ల మాధ్యమంలో పాఠాలు చెప్పగలరా? అంటూ కొన్ని సందేహాలు వ్యక్తపరిచారు దానికి మేము స్పందిస్తూ లిఖిత పూర్వకంగా వ్రాసి ఇవ్వడం జరిగింది. జిల్లా విద్యాశాఖాధికారిని సంప్రదించి ప్రీ ప్రైమరీ తరగతుల అవసరం గురించి నివేదించాం. గ్రామంలో గల రెండు అంగన్ వాడీ కేంద్రాలను పాఠశాలలోకి మార్చడంతో ఇప్పుడు ఎల్.కె.జి. నుండి 8వ తరగతి వరకు ఆంగ్ల మాధ్యమంలో నడుస్తోంది. దీనిని సమర్థవంతంగా నిర్వహించడానికి ప్రభుత్వం ద్వారా నియమించబడ్డ 7 గురు ఉపాధ్యాయులతోపాటు - గ్రామస్థుల సహకారంతో 4 విద్యావాలంటీర్లను నియమించడం

జరిగింది. రాత్రి - పగలు అనే తేడాలేకుండా అనేక మంది సహకారంతో అహర్నిశలు కష్టపడి 100 శాతం నమోదుచేయించాం. ఇది సాధించడానికి దోహదపడిన కొన్ని కార్యక్రమాలు.



తెలంగాణ రాష్ట్రంలోని పాఠశాల విద్యార్థులు వారు పాఠశాలలో “కిచెన్ గార్డెన్” ఏర్పాటుచేయాలని 2016 సంవత్సరంలో నిర్ణయం తీసుకోబడింది. ఈ నిర్ణయాన్ని ఉమ్మడి నిజామాబాద్ జిల్లాలోని సదాశివనగర్ మండలం, లింగంపల్లి ప్రాథమికోన్నత పాఠశాలలో మొట్టమొదటిసారి “కిచెన్ గార్డెన్” ఏర్పాటుచేయడం జరిగింది. ఈ ఏర్పాటుతో కిచెన్ గార్డెన్ అంటేనే C/O లింగంపల్లి పాఠశాలగా గుర్తింపుపొందింది. ఈ కిచెన్ గార్డెన్ ను పాఠశాల సందర్శనలో భాగంగా గౌరవ కామారెడ్డి జిల్లా కలెక్టర్ శ్రీ యన్. సత్యనారాయణ గారు చూసి హర్షం వ్యక్తం చేశారు. పాఠశాల ప్రధానోపాధ్యాయులు శ్రీ బి. సాయిలు గారిని మరియు ఉపాధ్యాయ బృందాన్ని అభినందించడం జరిగింది.

పాఠశాలలోని ఖాళీ స్థలాన్ని కిచెన్ గార్డెన్ గా తీర్చిదిద్దడానికి స్వయంగా ప్రధానోపాధ్యాయులు పలుగు, పాఠ పట్టుకుని ఉపాధ్యాయ బృందం మరియు విద్యార్థులతో కలసి శ్రీకారం చుట్టారు. అవసరమైన సందర్భంలో గ్రామస్థులు, విద్యార్థుల తల్లిదండ్రులు,

రిలయన్స్ ఫౌండేషన్స్ ఫౌండేషన్, యువజన సంఘాలను ప్రేరేపించి వారి సహకారాన్ని పొందడం జరిగింది.

కిచెన్ గార్డెన్ ను సమర్థవంతంగా ఏర్పాటుచేయాలంటే నీటి సదుపాయం, సారవంతమైన నేల అవసరం. దీనికిగాను గ్రామ ప్రజలు, గ్రామ పంచాయతీ వారితో చర్చించి తగిన చొరవ తీసుకొని ప్రధానోపాధ్యాయులుగారు, నీటి సదుపాయానికై పైప్ లైన్ ఏర్పాటుచేయించారు. ఎక్కడ తవ్వినా బండరాళ్ళు వచ్చే బండలింగంపల్లిగా పేరు కలిగిన ఈ భూమిలో టిప్పర్లతో నల్లమట్టిని తెప్పించి భూమిని సారవంతమైన నేలగా మార్చడం జరిగింది.



కిచెన్ గార్డెన్ అంటే ఏమిటో అని సందిగ్ధంలో ఉన్న ఉపాధ్యాయులందరికీ దిశానిర్దేశం చేసిన పాఠశాలగా ప్రాథమికోన్నత పాఠశాల లింగంపల్లి గుర్తింపు పొందింది. స్వయంగా కామారెడ్డి జిల్లా కలెక్టర్ గారు గౌరవనీయులు శ్రీ యన్. సత్యనారాయణ గారు పలు విద్యార్థులు మీటింగులు, సమీక్ష సమావేశంలో మన జిల్లాలోనే మంచి పాఠశాల అంటే ప్రాథమికోన్నత పాఠశాల లింగంపల్లి, సదాశివనగర్ మండలంలో ఉంది అందరు ఒకసారి చూసి రండి అని సూచించడం జరిగింది.

ఈ కిచెన్ గార్డెన్లో పాలకూర, మెంతికూర, తోటకూర, కొత్తిమీర, పుదీన, గోంగూర, టమాట, బెండకాయ, వంకాయ, ఉల్లి మొదలగు కూరగాయలను పండించడం జరిగింది. ముఖ్యంగా బలవర్ధకమైన “ఐరన్” లభించే ఆకుకూరలను పెంచుటకు ప్రత్యేక శ్రద్ధ తీసుకోవడం జరిగింది.



### కిచెన్ గార్డెన్ నిర్వహణ

విద్యార్థులను ఒక కమిటీగా ఏర్పాటుచేసి ప్రధానోపాధ్యాయుల సారధ్యంలో కూరగాయల పెంపకం చేపట్టడం జరిగింది. కిచెన్ గార్డెన్లో పెంచిన కూరగాయలు ఆకుకూరలను వంట ఏజెన్సీవారు మధ్యాహ్న భోజనం వంటలలో వండడం జరిగింది.

### కిచెన్ గార్డెన్ నిర్వహణ - విద్యార్థుల

#### హాజరుపై ప్రభావం

రుచికరమైన వంటలు చేయడంవలన విద్యార్థులు సంతృప్తిగా భోజనాలు చేయడం జరుగుతుంది. శారీరకంగా ఆరోగ్యంగా ఉన్నారు. ప్రతిరోజు పాఠశాలకు రావడానికి ఇష్టపడుతున్నారు. దీనివలన పాఠశాలలో విద్యార్థుల హాజరు శాతం పెరిగింది. కిచెన్ గార్డెన్ ఏర్పాటువల్ల అనేక రకమైన సత్ఫలితాలు వచ్చినవి. పిచ్చి మొక్కలతో విస్తరించి ఉన్న ప్రాంతాన్ని సాగుకు అనుకూలంగా మార్చడం జరిగింది. చూపరులను ఆకట్టుకొన్నది. ఆహ్లాదకరమైన,

ప్రశాంతమైన వాతావరణం ఏర్పడింది. క్రిమికీటకాలు, పాములు, తేళ్లు మొదలగునవి సంచరించకుండా చేయడం జరిగింది. విద్యార్థులకు పనిపట్ల గౌరవం పెరిగింది. నాయకత్వ లక్షణాలు పెరిగాయి. ఐకమత్యంగా కలసిమెలసి ఉంటున్నారు. సహకార భావం పెరిగింది. విద్యాబోధనలో విద్యాబోధనోపకరణాలే కాకుండా ప్రత్యక్షంగా చూసే అవకాశం కలిగింది.

విత్తనాలు రకాలు, విత్తనాలు విత్తడం, నారు నాటడం, కూరగాయలు తెంపే విధానం, ఆకుకూరలు కోసిన తరువాత మళ్ళీ దాని ద్వారానే మరల చిగురించి ఆకుకూరలు పొందవచ్చు అనే విషయాన్ని గ్రహించగలిగారు. పంటను ఎలా రక్షించాలనే విషయాన్ని గ్రహించడం, తత్వవేత్తలు పేర్కొన్నటువంటి విద్యార్థుల సమగ్ర అభివృద్ధి పాఠశాలలోనే జరుగుతుందనే మాటలు నిరూపితమవుతున్నాయి. కిచెన్ గార్డెన్ ద్వారా గత మూడు సంవత్సరాలుగా మధ్యాహ్న భోజనం వంట ఏజెన్సీ వారికి నిరంతరం ఆకుకూరలు, కూరగాయలు సమకూర్చడం జరుగుతుంది. పాఠశాలలోని కిచెన్ గార్డెన్లో పండించిన కూరగాయలతో చేసిన వంటలను విద్యార్థులు ఇష్టంగా మరియు తృప్తిగా తింటున్నారు. ఆకుకూరలను ఉపయోగించడంవలన, కూరలు రుచిగా ఉంటున్నాయి. ఆకుకూరల ద్వారా విటమిన్స్, ఐరన్ లభిస్తుంది. మధ్యాహ్న భోజనం ప్రత్యేక రుచులు కలిగి ఉండడం వలన విద్యార్థులు సంతోషం వ్యక్తంచేస్తున్నారు. మన బడి - మన చేను - మన భోజనం అనే నానుడికి బీజం ఏర్పడింది. విద్యార్థులు ప్రతిరోజు పాఠశాలకి వచ్చేట కిచెన్ గార్డెన్

దోహదపడుచున్నది. తద్వారా పాఠశాలలో హాజరుశాతము పెరిగింది. విద్యార్థులు ఆరోగ్యంగా ఉంటున్నారు. ఆరోగ్యమే మహాభాగ్యం అను మాటకు కిచెన్ గార్డెన్ దోహదపడిందని చెప్పవచ్చు. విద్యార్థులు ప్రతిరోజు పాఠశాలకు రావడంవలన వారిలో విద్యాపరమైన సామర్థ్యాలు, నైతికపరమైన విలువలు పెరిగాయి.

మా పాఠశాలలో నిర్వహించే వార్షికోత్సవానికి గ్రామ ప్రజలందరూ ఉత్సాహంగా హాజరు అవుతారు. విద్యార్థులు ప్రదర్శించిన నృత్యాలు తిలకించి ఆనందపరవశమవుతారు. గత వార్షికోత్సవంలో మాకు ఒక విషయం బాగా గుర్తుంది. అదేమిటంటే సభ ప్రారంభించిన కొద్దిసేపటికి వర్షం రావటం జరిగింది. అయినప్పటికీ గ్రామస్తులందరూ చివరి వరకు ఉండి కార్యక్రమాన్ని విజయవంతం చేశారు.

వార్షికోత్సవం మధ్యలోనే గ్రామస్తులు కొంతమంది వచ్చే వార్షికోత్సవం కోసం వస్తురూపంలో విరాళాలు ప్రకటించడం జరిగింది. ప్రైవేటు పాఠశాలకు వెళ్తున్న ఒక విద్యార్థిని తల్లిదండ్రులు మా అమ్మాయిని వచ్చే విద్యాసంవత్సరం మన గ్రామంలోని ప్రభుత్వ పాఠశాలలోనే చదివిస్తామని కార్యక్రమం మధ్యలోనే ప్రకటించారు. వేసవి సెలవుల్లో కూడా ప్రధానోపాధ్యాయులతో మాట్లాడి చెప్పటం జరిగింది.



విద్యార్థులకు చదువుతోపాటు, మానసికోల్లాసం కల్పించటానికి సాంస్కృతిక కార్యక్రమాలు నిర్వహించటం చాలా అవసరం. సాంస్కృతిక కార్యక్రమాలు నిర్వహించటంవలన విద్యార్థులలో దాగియున్న అంతర్గత ప్రతిభ తెలుస్తుంది.

మా పాఠశాలలో నిర్వహించే సాంస్కృతిక కార్యక్రమాలు, పాఠశాల వార్షికోత్సవం ఆగస్టు 15, జనవరి 26 సందర్భంగా నాటకాలు, పాటలు, ఆటలు, క్వీజ్, నృత్యాలు, వక్తృత్వ పోటీలు, ఉక్తరచన, ఏకపాత్రాభినయం, బాలసభ, ప్రముఖ వ్యక్తుల జయంతి, వర్ధంతిల సందర్భంగా ఉపన్యాసం, వ్యాసరచన, మా పాఠశాలలో నిర్వహించే స్వాతంత్ర్య దినోత్సవం, గణతంత్ర దినోత్సవాల్లో గ్రామస్తులు దాదాపు 300 మంది హాజరవుతారు. వీరందరూ విద్యార్థులు ప్రదర్శించే నాటకాలు, పాటలు, ఆటలు, నీత్యాలు, వక్తృత్వ, ఉపన్యాసాలకు ఆకర్షితులై రావటం జరుగుతుంది. విద్యార్థుల ప్రదర్శనలు చూసి ముగ్ధులవుతారు. ఇటువంటి కార్యక్రమాలు నిర్వహించడం వలన పాఠశాల సిబ్బంది విద్యార్థులపై తీసుకునే శ్రద్ధ తల్లిదండ్రులకు అర్థమవుతుంది.

ప్రతి నెల మూడవ శనివారం మా పాఠశాలలో బాలసభ నిర్వహించడం జరుగుతుంది. బాలసభలో విద్యార్థులు అన్ని తామై చూసుకోవడం జరుగుతుంది. అనగా వేదికపైకి ఆహ్వానించటం ఉపన్యాసం ఇవ్వడం, క్వీజ్ కార్యక్రమం నిర్వహించి వారికి బహుమతులు ఇవ్వడం వంటివి స్వయంగా విద్యార్థులే చేస్తారు. బాలసభలో పాల్గొనడంవలన విద్యార్థులకు సభాకంపనం అనే భయం తొలగిపోతుంది. నాయకత్వలక్షణాలూ అలవడుతాయి. బాలసభ

పూర్తిఅయిన తరువాత గ్రామస్తుల ఉపన్యాసంలో ప్రశంసలు, ఒకరితోఒకరు చర్చించుకోవటం మొదట్లో మా నమోదు శాతంకు దోహదపడినాయి తరువాత ఇప్పుడున్న 100 శాతం నమోదు కొనసాగటానికి కూడా ఉపయోగపడుతుంది.

ముఖ్యంగా మా పాఠశాలలో రెండు డిజిటల్ తరగతులను ఏర్పాటుచేయడం జరిగింది. ఒక డిజిటల్ తరగతి, ఐదవ తరగతి నుండి ఎనిమిదవ తరగతి వరకు మరియు రెండవది నర్సరి నుండి నాల్గవ తరగతి వరకు ప్రతిరోజు ప్రొజెక్టర్ సహాయంతో తరగతుల వారిగా నిర్వహణ జరుగుతుంది. విద్యార్థులు ఎంతో ఆసక్తితో నూతన సాంకేతిక విద్యను అభ్యసిస్తున్నారు.

విద్యార్థులు నూతన విద్యావిధానాలను పొందడం వెనుక ఎంతోమంది గ్రామస్తుల సహాయ సహకారాలు ఉన్నాయి. అదేవిధంగా గ్రామస్తుల సహాయ సహకారాలతోపాటు ముఖ్యంగా పాఠశాల ప్రధానోపాధ్యాయుల చొరవ, శ్రమ, పట్టుదల మరియు ఉపాధ్యాయుల అంకితభావం వీటికి ఎంతగానో దోహదపడినవి.

గ్రామస్తుల సహాయ సహకారంలో భాగంగా గోపాలమిత్ర రైతు సంఘం వారు 35000/- రూపాయల విలువగల ప్రొజెక్టర్ను విరాళంగా ఇవ్వడం జరిగింది. అలానే విద్యార్థులకు ప్రత్యక్ష ప్రసారాల ద్వారా సాంకేతిక విద్యను అందించుట కొరకై గ్రామ శివాజీ యువజన సంఘంవారు 6000/- రూపాయల విలువగల RTO ని విరాళంగా ఇవ్వడం జరిగింది. ప్రీ ప్రైమరీ విద్యార్థులకు కథలు, అభినయగేయాలు ప్రొజెక్టర్ ద్వారా బోధించడం జరుగుతుంది. పిల్లలు

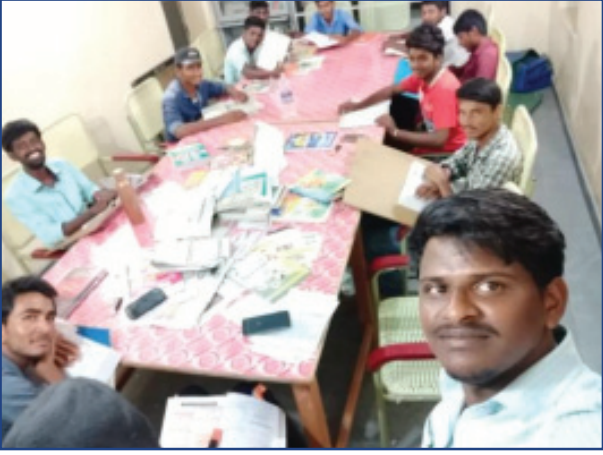
ఎంతో ఆసక్తిగా నేర్చుకుంటున్నారు. దీనిని MP LADs నిధుల ద్వారా సమకుర్చడం జరిగింది.

తరగతి గదిలో కంప్యూటర్ మరియు ప్రొజెక్టర్ ఉండటంవలన ఎలాంటి ఉపాధ్యాయుడికైనా లాభదాయకం ఎందుకంటే తరగతి గదిలో కంప్యూటర్ సహాయంతో విద్యార్థులకు కొత్త తరహాలో పాఠాలను బోధించగలరు కొత్త విషయాలను అందించగలరు, కొత్త ప్రోగ్రాంలను ఉపయోగించడం ఎలాగో చూపగలరు, నూతన వెబ్సైట్లు చూపగలుగుతారు.

### పాఠశాలలో గ్రంథాలయం ఏర్పాటు - విద్యార్థుల నమోదు

ప్రతి పాఠశాలలో గ్రంథాలయం ఒక భాగమే కావచ్చు కాని మా పాఠశాలలో దాని పరిధి పెంచుటకు చాలా కృషిచేయడం జరిగింది. గ్రామపంచాయతీ, సోలార్ ప్లాంట్ సొసైటీ మరియు యువజన సంఘాల సహాయ సహకారాలతో, మా పాఠశాల ఆవరణలోనే స్వతః భవనం నిర్మించుకొని అధునాతన సౌకర్యాలతో గ్రంథాలయం ఏర్పాటుచేయడం జరిగింది. ప్రతి తరగతికి ఇద్దరు విద్యార్థులు చొప్పున బాధ్యత తీసుకొని గ్రంథాలయ కమిటీని ఏర్పాటుచేయడం జరిగింది.

కమిటీ సభ్యులు విద్యార్థులకు అవసరమైన పుస్తకాలను ఇవ్వడం తిరిగి తీసుకోవడం లాంటి కార్యక్రమాలు బాధ్యతగా నిర్వహిస్తారు. ప్రతి రోజు విద్యార్థులు గ్రంథాలయాన్ని సందర్శిస్తూ వారికి కావలసిన పుస్తకాలను అడిగి తీసుకుంటారు. పాఠశాలలో గ్రంథాలయం నెలకొల్పడంవలన క్రమక్రమంగా పాఠశాలలో విద్యార్థుల నమోదుతోపాటు



హాజరు శాతం కూడా పెరిగింది. పాఠశాలలోని 4వ తరగతి విద్యార్థుల నుండి 8వ తరగతి విద్యార్థుల వరకు రోజూ క్రమం తప్పకుండా గ్రంథాలయం వెళ్లి దినపత్రికలు మొదలుకుని వారికి అవసరమైన అన్ని రకాల పుస్తకాలను చదువుతారు. గొప్పగొప్ప దేశనాయకుల జీవిత చరిత్రలను చదవటం వలన విద్యార్థులు స్ఫూర్తిని పొందుతారు. అంతేగాక విద్యార్థులలో క్రమశిక్షణ, నైతిక విలువలు పెంపొందుతాయి. గ్రంథాలయ కమిటీ విధులు నిర్వహించే విద్యార్థులలో నాయకత్వ లక్షణాలు కూడా వృద్ధిచెందుతాయి. ఈ విధంగా పాఠశాల గ్రంథాలయం పనితీరును చూసిన గ్రామంలోని ప్రైవేటు పాఠశాలలకు తమ పిల్లలను పంపించే తల్లిదండ్రులు కూడా మనసు మార్చుకొని తమ పిల్లలను మా ప్రభుత్వ పాఠశాలలో చేర్పించటం జరుగుతుంది. పాఠశాల పనివేళలతో సంబంధం లేకుండా గ్రంథాలయం నిర్వహణ ఉండటంవలన గ్రామస్థులకు కూడా ఎంతో ఉపయోగకరంగాను ఉంటున్నది.

గ్రామంలోని యువకులు నిరంతరం గ్రంథాలయంలో చదువుతూ ప్రభుత్వ ఉద్యోగాలు సాధించారు. దీనిని స్ఫూర్తిగా తీసుకున్న పిల్లల తల్లిదండ్రులు పిల్లలను బడిలో చేర్పించారు. పాఠశాలలో ప్రవేశాలు పెరిగాయి. అంతేగాక వీరు గ్రామంలో ఇంటింటికీ తిరిగి విద్యార్థుల తల్లిదండ్రులతో మాట్లాడి, వారు తమ పిల్లలను ప్రభుత్వ బడిలో చేర్పించారు. అందుకే అంటారు గ్రంథాలయాలు ఆధునిక దేవాలయాలు అని. దేవాలయాలు సంస్కృతి సంప్రదాయాలను నేర్పిస్తే, గ్రంథాలయాలు వివేకాన్ని పెంపొందిస్తాయి కదా!



## “ఉద్యోగమే ఒక వారధి - ఉపాధ్యాయుడే సారధి”

|                               |  |
|-------------------------------|--|
| పాఠశాల ప్రధానోపాధ్యాయుని పేరు | : పంతునాయక్ కేతావత్                                    |
| పాఠశాల                        | : ప్రాథమిక పాఠశాల దిల్ వార్ ఖాన్ పల్లి, మాడ్గుల్ (మం.) |
| జిల్లా                        | : రంగారెడ్డి   |
| ఫోన్ నెంబర్                   | : 9703498290   |
| ఇ-మెయిల్ ఐడి                  | : siripanthu@gmail.com                                 |

### దిల్వార్ ఖాన్ పల్లి గ్రామం, ఇక్కడి పరిస్థితులు

దిల్వార్ ఖాన్ పల్లి అనే పేరు పెద్దగా ఉన్నా, గ్రామం మాత్రం చిన్నది. ఇది ఇర్విన్ గ్రామపంచాయతీకి ఆవాస గ్రామంగా ఉంది. మండల కేంద్రమైన మాడ్గుల్ కు 12 కి.మీ. దూరంలో, ఉమ్మడి

మహబూబ్ నగర్ జిల్లాలో ఉండేది. ప్రస్తుతం ఈ గ్రామం రంగారెడ్డి మరియు నాగర్ కర్నూల్ జిల్లాల యొక్క సరిహద్దులో ఉంది. అదేవిధంగా రాష్ట్ర రాజధానియైన హైదరాబాద్ నగరానికి 100 కి.మీ. దూరంలో ఉంది.



నాడు



నేడు

గ్రామానికి రావడానికి కనీసం రోడ్డు సౌకర్యం గాని రవాణా సౌకర్యంగాని లేదు. చిన్నపాటి దారులున్న అవి రాళ్లమయంగా, గుంతలమయంగా ఉన్నాయి. మండలంలోనే అతి పెద్దదైన ఇర్విన్ చెరువు యొక్క కట్ట మీదుగా వాగులు దాటుకుంటూ ఈ కుగ్రామానికి కాలి నడకన చేరుకోవాలి.

వర్షాకాలంలో గట్టిగ ఒక గంటపాటు వర్షం కురిసిందంటే, గ్రామం నుండి ప్రధాన రహదారికి రావడానికి వాగులు దాటుకుంటూ రావలసిందే. ఇక్కడి ప్రజల ముఖ్యమైన జీవనాధారం ప్రధానంగా వ్యవసాయం. మరి ముఖ్యంగా వ్యవసాయ కూలీలు ఎక్కువగా ఉంటారు. పురుషులు లారీ డ్రైవర్లుగా

మహారాష్ట్ర, కర్ణాటక ప్రాంతానికి నెలల తరబడి కుటుంబాన్ని వదిలేసి పోతుంటారు. అలా వెళ్లి ప్రమాదాలకు గురైన కుటుంబాలు అనాథలుగా మారిన



పరిస్థితులు కొన్ని ఉన్నాయి. రాజకీయ కలహాలు కూడ ఎక్కువ. ఒకప్పుడు నక్సలైట్ ప్రభావితం ఉన్న అజిలాపూర్ గ్రామానికి ఇది శివారు గ్రామంగా ఉంది.

అయినప్పటికీ కూడా మా పిల్లలు బాగా చదవాలి. ఆ దేవుడు మా కుటుంబాన్ని చల్లగా చూడాలి అనే భావనతో 1985లో ప్రారంభమైన చావడి బడి అనేక సంవత్సరాలుగా అందులోనే కొనసాగింది. అయితే, అప్పటికే వెలమ రాజులు తమ కొరకు కట్టుకొని, తమ పరిపాలన కొనసాగించిన బురుజుతో కూడిన కోట ఖాళీగా ఉండేది. వారిని ఒప్పించి ఎలాగైనా కోట ఉన్న స్థలంలో బడిని, గుడిని నిర్మించాలని సంకల్పించి, దాదాపుగా ఎకరం స్థలంలో ఇప్పుడు ఉన్న బడిని, దాని వక్కనే గుడిని నిర్మించుకున్నారు. ఇక్కడ 95% షెడ్యూల్డ్ కులాల జనాభా, 5% వెనకబడిన జనాల కుటుంబాలు ఉన్నాయి. 5 ముస్లిం కుటుంబాలు ఉన్నాయి. ఈ విధంగా కొనసాగుతున్న బడిలో 2009 వరకు ఇద్దరు ఉపాధ్యాయులు విధులు నిర్వహించేవారు. 35 మంది విద్యార్థులు ఉండేవారు. ఆ తర్వాత జరిగిన ఉపాధ్యాయుల సాధారణ బదిలీలో జరిగిన ఇద్దరు ఉపాధ్యాయులు బదిలీపై వెళ్లగా, వారి స్థానంలో కేవలం

ఒకరు మాత్రమే విధుల్లో చేరారు. మరొక పోస్టు ఖాళీగా ఉండిపోయింది. వచ్చిన ఉపాధ్యాయులు పదవి విరమణకు వయస్సుకు దగ్గరలోని వారు కావడంతో పరిస్థితిని అర్థం చేసుకున్న తల్లిదండ్రులు తమ పిల్లలకు ఏకోపాధ్యాయుని ద్వారా ఇక నాణ్యమైన విద్య అందదు అనే భావనతో ఆటోలో ఇర్విన్ లో ఉన్న ప్రైవేట్ పాఠశాలకు పిల్లలను పంపించడం ప్రారంభించారు. ఈ విధంగా ఒక సంవత్సర కాలం గడిచిపోగానే ఖాళీగా ఉన్న రెండవ పోస్టులో నేను నా యొక్క మొదటి నియామకం ద్వారా నవంబర్ 6, 2010 నాడు విధులు నిర్వహించడానికి పాఠశాలలో చేరాను.



ఉపాధ్యాయ వృత్తిలో చేరి, నేను నేర్చుకున్న విజ్ఞాన సంపదతోపాటు నేను పడిన కష్టాలు నా దగ్గర చదివే విద్యార్థులు పడకూడదు అనే భావనతో వచ్చిన నాకు ఎంతో ఆవేదన ఎదురైంది. కనీసం నన్ను విధుల్లో చేర్చుకోవడానికి ఉన్న ఒక ప్రధానోపాధ్యాయుడు పాఠశాలలో లేరు. ఎందుకంటే గుంతలతో నిండి ఉన్న దారి గుండా ద్విచక్ర వాహనంపై వస్తూ ప్రమాదానికి గురై మెడికల్ లీవ్ లో ఉన్నారు. ఇది ఇలా ఉండగా ఆయన సెలవులలో ఉన్న సమయంలో గ్రామంలోని ఒక తాత్కాలిక విద్యావాలంటీర్ తో పాఠశాల కార్యక్రమాలు నిర్వహించబడినవి. పాఠశాలలోని పరిస్థితులు చూసి వేదన కలిగింది. అపరిశుభ్రంగా ఉన్న పాఠశాల పరిసరాలు, అపరిశుభ్రమైన పాఠశాల

దుస్తులతో ఉన్న విద్యార్థులు, పాఠశాల ఆవరణంలో మొక్కలు, గడ్డి అసంపూర్తిగా ఉన్న ప్రహారీ గోడ, పడిపోయి గేటు, రంగులు లేక వెలిసిపోయిన గోడలు, తలుపులు, కిటికీలు, పాఠశాల ఆవరణంలో పశువులు, గేదెల అరుపులు. పాఠశాలలోని వరండా పిల్లలకు పశువులను కట్టివేయడం, పిల్లలకు ఉపయోగపడే మరుగుదొడ్లు లేవు. మధ్యాహ్నాభోజనం వండటానికి వంటగది లేదు. 2011వ సంవత్సరం జూన్ నెలలో జరిగిన ఉపాధ్యాయ బదిలీల్లో ప్రధానోపాధ్యాయులు వి. మురళీధర్ రావు గారు వేరే పాఠశాలకు వెళ్లడం జరిగింది. తిరిగి నేను ఏకోపాధ్యాయునిగా మిగిలాను. అప్పటికి పాఠశాలలోని మొత్తం విద్యార్థుల సంఖ్య 13 మాత్రమే. చూస్తే దాదాపుగా కొన్ని రోజుల తర్వాత బడి మూతపడే స్థాయికి వెళ్లే పరిస్థితి కనపడింది.. 2011 జూన్ నెలలో నేను బడి బాట కార్యక్రమంలో భాగంగా “మన ఊరు - మన బడి, బడి మనదే - బాధ్యత మనదే” అనే నినాదంతో ఇంటింటి సర్వే చేశాను. ఏకోపాధ్యాయునిగా ఉండటం ద్వారా విద్యాశాఖ సహాయంతో మరొక విద్యాలంటరిని నియమించుకొని ప్రైవేటు పాఠశాలకు వెళ్లే విద్యార్థులు దాదాపుగా తిరిగి పాఠశాలలో చేర్చుకోవడం జరిగింది. అయితే మూడు సంవత్సరాల వయసునుండే కొందరు తల్లిదండ్రులు తమ పిల్లలను ఇంగ్లీష్ మీడియం కొరకు పక్కగ్రామానికి పంపించడం జరుగుతుండేది. తర్వాతి కాలంలో ఒకటవ తరగతిలో చేరడానికి విద్యార్థుల సంఖ్య క్రమంగా తగ్గుతూ వచ్చింది.



ఆ తరువాత 2012 సంవత్సరంలో ఖాళీగా ఉన్న మరొక ఉపాధ్యాయ పోస్టులో ఉపాధ్యాయురాలుగా ఎస్.సరిత టీచర్ గారు పాఠశాలలో చేరడం జరిగింది. ఈ విధంగా తిరిగి పాఠశాలను ఎలాగైనా బలోపేతం చేయాలనే సంకల్పంతో సమాజ భాగస్వామ్యంతో ముందుకు వెళ్లి ప్రభుత్వ బడి మీద నమ్మకం కలిగించాలని పాఠశాల యాజమాన్య కమిటీతోపాటు పాఠశాల అభివృద్ధి కమిటీని ఏర్పాటుచేయడం జరిగింది. ముందుగా విద్యార్థుల సంఖ్యను 13 నుండి 35 వరకు పెంచడంతోపాటు నాకు సమయం ఉన్నప్పుడు స్వతహాగా పాఠ చేతబట్టి పాఠశాల పరిసరాలను శుభ్రంచేసి, శిథిలావస్థలో ఉన్న తరగతి గదులకు రంగులు వేయించాం. పశువులు కట్టే వారిని పాఠశాల ఆవరణంలో పశువులు కట్టవద్దని నివారించాను. ప్రభుత్వ నిధులతో అసంపూర్తిగా ఉన్న ప్రహారీ గోడ పూర్తి అగునట్లు ప్రయత్నించడం జరిగింది. గేట్ను నా సొంత ఖర్చులతో మరమ్మతు చేయడం జరిగింది. బాలబాలికలకు అవసరమైన మూత్రశాలలను ప్రభుత్వ నిధులతో నిర్మించడం జరిగింది. ప్రభుత్వ నిధులతో విద్యార్థులకు మధ్యాహ్నాభోజనానికి అవసరమైన వంటశాల నిర్మించడానికి కృషి చేయడం జరిగింది. ఖాళీగా ఉన్న పాఠశాల యొక్క పరిసరాలలో హరితహారంలో భాగంగా 100 టేకు మొక్కలతోపాటుగా ప్రహారీ చుట్టూ రకరకాల అందమైన పూల చెట్లు, పండ్లు చెట్లు నాటడం జరిగింది. పాఠశాలనూ ఒక పూలతోటగా తీర్చిదిద్దడం జరిగింది. మధ్యాహ్నాభోజనానికి అవసరమైన కొన్ని కూరగాయలు పండించడం జరుగుతుంది. గత కొన్ని సంవత్సరాల నుండి దాదాపుగా 15 మంది విద్యార్థులు గురుకులాలలో సీటు సాధించడం జరిగింది. ఇదే సమయంలో ప్రధానోపాధ్యాయులుగా నేను

తల్లిదండ్రులతో, గ్రామస్తులతో మంచి సంబంధాలు కొనసాగిస్తూ, వారి యొక్క పరిస్థితులను గమనిస్తూ, వారి అలవాట్లు, పిల్లలను పెంచే విధానంలో మార్పు రావాలని మరీ ముఖ్యంగా బాలికల యొక్క ఉన్నత చదువుల విషయమై ప్రత్యేక శ్రద్ధ చూపిస్తూ మధ్యలో చదువు ఆపకుండా పదవ తరగతి తర్వాత ఏదైనా హాస్టల్లో చేరే విషయంలో ప్రత్యేక శ్రద్ధ చూపించడం జరిగింది. ఈ విధంగా తల్లిదండ్రులతో పిల్లల విషయమై ప్రధానోపాధ్యాయుడు చూపే చొరవతో గ్రామంలోని మిగతా తల్లిదండ్రులందరూ కూడా ఈ విషయంలో ప్రధానోపాధ్యాయుని యొక్క సలహాలు సూచనలను కోరుతూ వచ్చేవారు.

ఇక మా ముందున్న సవాలు ఏందంటే, 3+ వయస్సు ఉన్న పిల్లలు కూడా కొందరు ప్రైవేటు పాఠశాలకు వెళ్లేవారు. ఈ విషయం ప్రధానోపాధ్యాయుడిగా నన్ను తీవ్రంగా కలిచివేసింది. ఎలాగైనా గ్రామంలోని ప్రతి విద్యార్థి సర్కారు బడిలోనే చదవాలి అని, ప్రైవేటు పాఠశాలలో అందుతున్న ఇంగ్లీషు చదువు ప్రభుత్వ పాఠశాలలో కూడా అందించాలని నిత్యం వరితపించే వాడిని. దీనికొరకుగాను చేయని ప్రయత్నం లేదు. విద్యార్థులను పాఠశాలలో చేర్చడానికి తిరగని ఇల్లు లేదు. ఎలాగైనా పాఠశాలలో ఇంగ్లీష్ మీడియం కూడా ప్రారంభించాలని, 3+ వయస్సు ఉన్న పిల్లలు కూడా సర్కారు బడిలోనే చేరాలని నిర్ణయించాను. గ్రామస్తులందరిని ఒకే వేదిక మీదికి తెచ్చి ప్రభుత్వ బడిపట్ల వారికి అవగాహన కలిగించాలని చాలా పెద్ద ప్రయత్నం చేశాను. “బడి మనదే - బాధ్యత మనదే”, “మన ఊరు - మన బడి” అనే నినాదంతో ముందుకు వెళ్లి నా సొంత ఖర్చుగా 25 వేల రూపాయలు ఖర్చుపెట్టి పాఠశాల వార్షికోత్సవం

నిర్వహించాను. ఈ కార్యక్రమానికి మండల, జిల్లా, గ్రామ ప్రజాప్రతినిధులను పిలిచాను. అతిథుల ముందు పాఠశాలకు అవసరమైన వస్తువుల గురించి వివరించాను, తర్వాత పాఠశాలకు కావలసిన వసతుల కల్పనకు ఒక్కొక్కరూ ముందుకు వచ్చారు.

2018-19 విద్యాసంవత్సరంలో పాఠశాలకు కల్పించబడిన వసతులను చూసి, పాఠశాల అభివృద్ధి గమనించిన గ్రామంలోని మిగతావారు ప్రతి ఒక్కరూ తమ పిల్లలను బడిలో చేర్చిస్తామని ప్రతిజ్ఞ చేశారు. తేదీ: 13-06-2019 నాడు మండల అధికారులచే ఒక ప్రత్యేక సమావేశాన్ని ఏర్పాటుచేసి ఇంగ్లీష్ మీడియం అమలుపై ఉన్న కొన్ని సందేహాలను ఎం.ఈ.ఓ. గారు, ఎం.పి.డి.ఓ. గారు, సి.ఐ. గారు, కాంప్లెక్స్ హెచ్.ఎం. గారు నివృత్తి చేశారు. ఫలితంగా గ్రామంలోని ప్రతి విద్యార్థి నేడు ఊరి బడిలో విద్యనభ్యసిస్తున్నారు. కేవలం నలుగురు పిల్లలు మాత్రమే వారి యొక్క వ్యక్తిగత కారణాలనుబట్టి గ్రామం నుండి ఇర్విన్ గ్రామంలోని ప్రైవేట్ పాఠశాలకు వెళుతున్నారు. వారు తప్పిస్తే మిగతా పిల్లలందరూ ప్రతి ఒక్కరూ గ్రామంలోని ప్రభుత్వ పాఠశాలలోనే విద్యను అభ్యసిస్తున్నారు. మూతపడే స్థితికి వెళ్ళిన బడి నేడు “**మూడు పువ్వులు - ఆరు కాయలు**” అన్న చందంగా ప్రైవేటుకు ధీటుగా అన్ని విషయాలలో ముందుకు వెళుతూ కల్వకుర్తి తాలూకాలోని ఆరు మండలాలలో ఒక్క ప్రత్యేక గుర్తింపును పొంది అందరికీ ఆకర్షణీయంగా నిలిచింది. ఇప్పుడు నేను బడి కొరకు కన్న కలలు నిజమైనందుకు చాలా సంతోషంగా ఉన్నాను. అదే విధంగా మండల అధికారులచేత మంచి గుర్తింపు పొందిన పాఠశాలగా నిలిచి మండలంలోని అనేక పాఠశాలలకు అన్ని విధాలుగా ప్రభావితం చేసే ఒక ఆదర్శవంతమైన

పాఠశాలగా అందరి మన్ననలను పొందుతూ, పాఠశాలలో జరుగుతున్న ప్రభావితమైన మార్పులను గమనిస్తున్న ఇతర పాఠశాల ప్రధానోపాధ్యాయులు వారి పాఠశాలలో కూడా ఇలాంటి వినూత్నమైన కార్యక్రమాలు చేయడానికి నడుం బిగిస్తున్నారు. పాఠశాలలో జరుగుతున్న అభివృద్ధి గ్రామాభివృద్ధికి పునాదులు వేసే దిశగా ముందుకు వెళుతుంది. ప్రజల మధ్య రాజకీయ బేధాలు, కలహాలు తగ్గాయి. వారి వేష భాషలు, జీవన నైపుణ్యాలలో మార్పులు జరిగాయి. బడి అభివృద్ధి కొరకు అందరూ ఒకే తాటిపైకి వచ్చి చక్కటి ప్రణాళికతో ముందుకు వెళుతున్నారు. అన్ని రకాల సౌకర్యాలతో కూడిన నాణ్యమైన విద్యను పొందడానికి ప్రధానోపాధ్యాయులు గారితో కలసి ఇలాంటి కార్యక్రమాలు చేయడానికి ఎల్లవేళలా తాము

సిద్ధమని, ఇప్పుడు ఉన్న ఉపాధ్యాయులు ఎప్పుడు ఇదే పాఠశాలలో విధులు నిర్వహించాలని కోరే మంచి మనసున్న మహానుభావులు ఆ పల్లె ప్రజలు. అందుకే పల్లెకు వెళ్లడానికి ఎన్ని కష్టాలైనా వారు చూపించే ప్రేమాభిమానాల ముందు నాకు ఉన్న కష్టాలు చాలా చిన్నవిగా కనబడుతున్నాయి. పిల్లలు మా పిల్లలుగా భావించి వారికి అనేక విధాలుగా వినూత్నమైన పద్ధతిలో బోధన కొనసాగిస్తూ, వారిలో నైపుణ్యాల అభివృద్ధి కొరకు విహారయాత్రుల, క్షేత్ర పర్యటనలు, అదేవిధంగా విజ్ఞానవికాసంతో పాటు మానసికోల్లాసాన్ని అందిస్తూ వారిలో సంపూర్ణ మూర్తిమత్వాన్ని పెంపొందించడానికి వివిధ జాతీయ పండుగలు చేస్తూ వస్తున్నాము.

పాఠశాలను పిల్లల కలల ప్రపంచంగా మార్చే దిశగా ప్రయత్నాలు కొనసాగిస్తున్నాము.

# Racing Towards Technology and Making Learning Easy

**Name of the Head Master** : P. Suresh  
**School** : GHS Vijayanagar  
**District** : Hyderabad  
**Phone Number** : 9866272932  
**E-Mail ID** : authorsuresh32@gmail.com

## School History



### Socio economic background :

This school was established in 1931 at Vijayanagar colony of Hyderabad district in Telangana State. The school is surrounded by slums and parents from below poverty line send their wards to this schools in a hope that their child can have

a meal in the afternoon i.e. mid day meal. All the children are first generation learner.

### Vision & Mission

"Our vision is to make this school a techno friendly and 100 percent dropout free school".

"Our mission to achieve the vision by focusing mainly child centred education, joyful learning with the extension of career guidance to arrest the child labour and early".

## Challenges

- A. Less pass percentage in 10th grade
- B. Lack of investment from parents
- C. Poor attendance
- D. Changing the mindset of parents and school children from earning money to techno supported academic learning.

### Reasons for Challenge - A) Less pass percentage in 10th grade :

1. Low self-esteem of students
2. Peer pressure which affects the large number of students in academics, especially in mathematics and physical sciences.

### Reasons for Challenge - B) Lack of investment from parents :

1. Maximum Number of students are from Below poverty line families'

2. Parents cannot find time to attend PTM to understand the progress of their children as they are daily labours.

## School Transformation

### 1. Future classroom initiative

**Google** established future classroom (Google lab) with the support of IL&FS education which was recently changed its name as school net by providing 40 Google chrome books, K-Yan projector, router for internet and furniture. Approximately cost of this project is 50 lakh rupees to promote digital classroom and its application.



Mr. P. Suresh Kumar who has M.Sc, Ph.D in physics with electronics specialisation is the Headmaster. He has taken initiation for establishment of this lab. Sri. J.S. Ranjan, Principal Secretary for IT, Sri. G. Kishan, Director and Commissioner of school education, Sri. G. Ramesh, District educational officer, Hyderabad, Sri. Manas Arora CMD of Google (India) participated in the inauguration of this lab.

Cost for colouring, electrification and construction of storage units, earthing and minor repairs was spent by P. Suresh Kumar, Headmaster and mobilized various companies like Microchip company and learning links foundation for supporting training and regular classes for children.



Most of the school children are not aware of laptops and its usage. No security, no watchmen, no attender are the main obstacle for the school but with the support of the mathematics teacher Smt. M. Sumalatha lab maintenance and preparation of time table for conducting regular classes at Google lab on taken care.

Recently, the Director of School Education Sri. B. Vijayakumar visited this lab and expressed his happiness as "when entered in this school I felt it's a government school after spending more than three hours with children in Google lab, Robotic lab and ATL lab I felt I was in international school like Okridge". He

honoured children with prizes for their performance in the lab and also conducted a press conference at his office chamber.

The Jharkhand state team visited the school and expressed their happiness and invited the HM for promoting digital technology at their state.

### **Flipped Classroom :**

A new pedagogical strategy adopted in the classroom using Google Chrome books and Intelli space software, Google Note. Children will write the examination in Google class software with online Mode. Their performance evaluated and remedial teaching also incorporated. A periodical Time Table is given to all the classes for conduction of Digital Classes at Google Lab.



### **Concepts of Super students :**

As majority of the students have Low Potential in academics it would be extremely difficult for the teacher to reach out to every student explaining their doubts. As per learning Pyramid teaching to others is more effective than the other parts of the pyramids. So, we introduced

this model of concept of super student where every high rigour student will be explaining and teach the subject contents with teaching learning material and digital tool to their friends who are academically poor. This works like a pro because peer sharing would be fun and effective.

## 2. Robotic lab

The Robotic lab was established by Creya organisation in 2017 for developing the skills like exploring innovating creating and collaborating by using building blocks and STEM (science technology engineering mathematics) education. The main objective of this lab enhances and enriches the learning experience.



After execution of this lab the mindset of the children has changed, they adopted joyful learning with play way methods and model making. Activity based learning improved the school strength from 234 to 456. The approximate cost of this lab is 25 lakhs. The furniture, stem kits, software was

provided by the Creya with free of cost by the initiation of Head Master P. Suresh Kumar.

## 3. Atal tinkering lab

ATL lab was inaugurated in 5th September,2019 at this school by Smt. B. Seshu Kumari director of SCERT Telangana by the funding of Niti Aayog of central government of India in this lab the children will prepare various models by using various sensors and 3D printer.

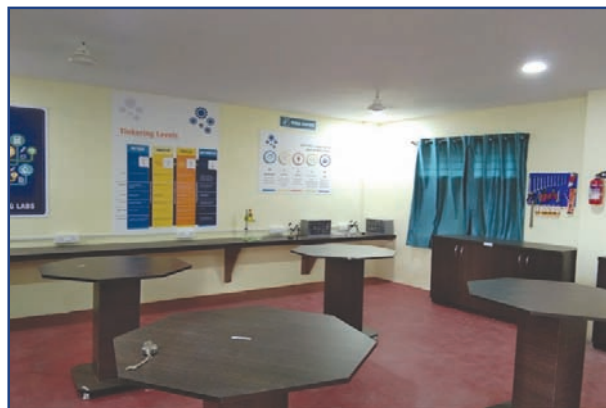


Learning Links Foundation, in partnership with AIM NITI Aayog, has been working with students of the school to support the Atal Tinkering Laboratories initiative with an objective to instil the spirit of innovation in them from a young age. This initiative is giving students ample opportunities for hands-on experimentation in different fields of science and technology, be it

science, math, electronics, robotics, computer science - or just plain tinkering around. This works towards the Atal Tinkering Laboratories (ATL) mission of creating one million neoteric child innovators in India by 2020. The objective of this scheme is to foster curiosity, creativity, and imagination in young minds.



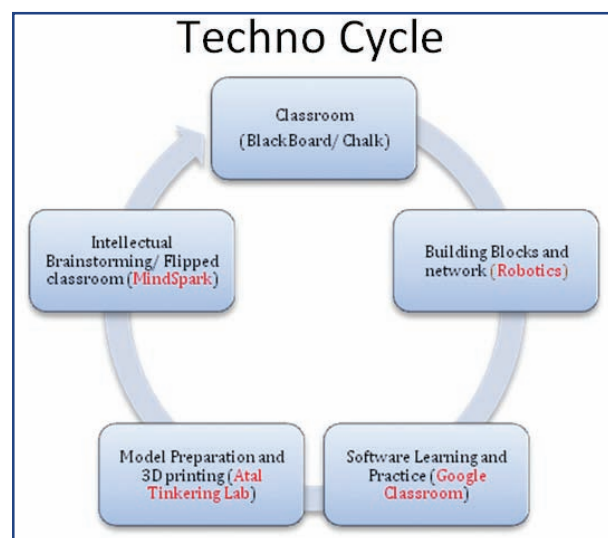
This lab is a good platform for creating innovating and exploring things for the children. The cost of this lab is 12 lakhs which provides more tinkering values.



### Integration of 3 labs :

Children will learn the concepts of physical like "Building blocks" and stem models in robotics lab. Working principles of mechanics, simple electric circuits as

basic principles of constructing and assembling of robots are learned as practice at Robotic labs. These children will learn and practice the various software like Geogebra, Robo Compass, Quiver, Photomath at Google lab, various teaching and learning strategies are practiced. Students enriched with these technologies and software, practiced at Atal tinkering with use of various sensors and 3D printer they prepare various models by their own.



### Teaching through technology :

Visual learning helps for the long-term memory of the students. The problem of re-iteration and retention of concepts was also an issue especially keeping our children who are in B and C grades. By using the three labs various software animated movies motivational videos subject expert lessons are shown to the children for more enhanced personalised learning experiences.



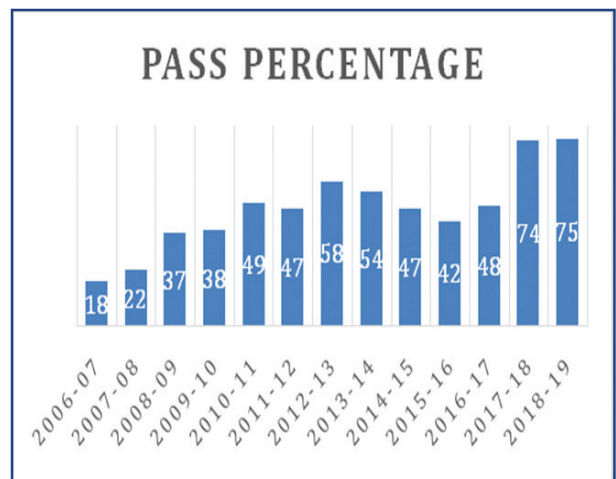
## Achievements

- Students B. Soumya, M Sandeep, G Satvik, M Poojitha, T Ganesh Got appreciation certificates from Director of school education Telangana for the techno vision.
- The google lab initiative was highly appreciated by all leading news channels and news papers covering importance of google lab in academic performances.

## Major Learning

During the process of school transformation there were some learnings that we observed based on few outcomes are results in this process they are documented below :

- Technological innovation helps the students to accelerate their academic growth
- Leadership qualities were imparted in the high report kits
- Teacher and student relationship strengthened because of mentorship
- Students participate in Innovation bootcamps, and National and international competitions like Bebras challenge.



## Appreciations from Various organisations

- T News telecasted special report on the school and laboratories.
- Eenadu, Namaste Telangana Indian Express published exclusive Coverage on the schools and the labs.
- Press conference conducted by DSE at his Chamber about excellence of the school.

- Various state teams visited the school and expressed their compliments.



# ‘గూగుల్ ల్యాబ్’.. గురువు

- విజయనగర్ కాలనీ ప్రభుత్వ పాఠశాలలో గూగుల్ ల్యాబ్
- రెండేండ్లుగా విజయవంతంగా అమలు • రాష్ట్రానికే ఆదర్శంగా నిలుస్తున్న స్కూల్
- ఇదే స్కూల్ లో రాష్ట్రవ్యాప్తంగా అమలుచేసేందుకు విద్యాశాఖ ప్రయత్నాలు

నిడియార్, సమస్త తెలంగాణ :

మొందింది కొంత ప్రోత్సాహం.. మనమే ఇతరులకు మార్గదర్శకంగా ఎక్కువ జ్ఞానాన్ని సంగ్రహించవచ్చు. కానీ అనలు దీని అందరినీ రేఖంగా విద్యార్థుల సౌకర్యంగా ఆభ్యసించవచ్చు. ఇక్కడ వారికి మరోసారి పాఠాన్ని చెప్పించుకోవచ్చు. ఆకృతికల్పన వల్ల ఎక్కడైనా విద్యార్థుల నిష్పాదనను అంతనావేయవచ్చు. ఇక్కడ లోపాలుంటే వదిలించుకోవచ్చు. ఇలాంటి అవకాశాన్ని ఇక్కడ గూగుల్ ల్యాబ్ హైదరాబాద్ జిల్లా ఆసిఫాబాద్ మండలంలోని విజయనగర్ కాలనీ ప్రభుత్వ ఉన్నత పాఠశాలలో ప్రయోగించారు.

గూగుల్ ల్యాబ్ సహాయంతో పాఠాలు బోధిస్తున్నారు. దూ. 25 లక్షల వ్యయంతో..

ఉన్నత పాఠశాల విద్యార్థులకు పౌరీకశాస్త్రం, జీవశాస్త్రం, గణితం పాఠాలను బోధిస్తున్నారు. ప్రభుత్వ పాఠశాలలను బలోపేతం చేయడంలో సహకారమందించేందుకు ప్రముఖ ఇటీవల సర్వ గూగుల్ తమకు ఆనుబంధంగా గూగుల్ ఎడ్యుకేషన్ గ్రూపును ఏర్పాటు చేసింది. తెలంగాణ వ్యాప్తంగా ఉన్న ప్రభుత్వ పాఠశాలలను పరిశీలించిన గూగుల్ ఎడ్యుకేషన్ గ్రూపు హైదరాబాద్ లోని విజయనగర్ కాలనీ ప్రభుత్వ పాఠశాలను ఎంపిక చేసింది. ఈ పాఠశాలలోని ఉపాధ్యక్షులు తరగతి గదిలో పాఠాన్ని బోధిస్తారు. విద్యార్థులు ఉపాధ్యాయుడు అడిగే ప్రశ్నలకు సమాధానాలిస్తారు. కానీ గూగుల్ ల్యాబ్ ద్వారా విద్యార్థులకు గూగుల్ క్రోమియంను (క్రోమియం) ఇస్తారు. వీటి సహకారంతో ఫ్లిప్ బుక్ ఛానెల్ లో డిజిటల్ బోధనోపకరణాలను ఉపయోగించి పాఠాలను అర్థమయ్యేలా చెబుతారు. విద్యార్థుల సౌకర్యంగా బోధించడం వల్ల శాసన అవగాహన పెంచుకోవడంతో పాటు, ఇతరులు పలు మార్పు అర్థవంతంగా వినే అవకాశముంటుంది. ఉపాధ్యాయుడికి సైతం పాఠ్యాంశాన్ని విద్యార్థులు ఎంత మేరకు అర్థం చేసుకున్నారని మూల్యాంకనం చేయవచ్చు. దివరగా.. విద్యార్థులందరికీ ఆన్ లైన్ లో పరీక్షను నిర్వహిస్తారు. ఉపాధ్యాయుడి ప్రశ్నలకు తయారుచేసిన అక్కడికక్కడే విద్యార్థులందరికీ ఆన్ లైన్ లోనే పరీక్షను నిర్వహిస్తారు. ఉపాధ్యాయుడి వద్ద ఉండి ల్యాబ్ లో మిగతా గూగుల్ క్రోమియంలన్నింటిని అనుసంధానం చేయడం వల్ల, విద్యార్థులు ఎన్నో ప్రశ్నలకు సరైన జవాబులిచ్చారు. ఎన్నో దిన తర్పుగా రాకారు అన్నది అక్కడికక్కడే తేలిపోతుంది.

**గూగుల్ ల్యాబ్ బోధన ఇలా..**

**Economically our students may be poor but technically we are very rich.**

# Connecting Classrooms Globally

**Name of the Head Master** : E. Anjaneyulu  
**School** : ZPHS Jangapally, Ganneruvaram  
**District** : Karimanagar  
**Phone Number** : 9441671643  
**E-Mail ID** : anjaneyulurmd@gmail.com

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## Vision

The objective is to give the students experiences of lifetime. Connecting classrooms to technology and integrate with curriculum.

## Story

Vinayadhar Raju Prathikantam, an English teacher at ZPHS Jangapally of Karimnagar district, is a continuous learner and tech savvy. With intent to further nurture his in-built skill of using non-conventional methods of teaching, he could grab the attention of USIEF to spot him eligible for Fulbright Excellence and Achievement Program.

To his surprise, when he entered the U.S. classrooms, he came across a few of innovative English teaching

methodologies which he had already started using in his classroom. He has 24 years of experience in teaching and his efficacy in handling in-service teacher trainings by integrating technologies in training sessions and classroom teaching has promoted him to take up a collaborative project with the teacher in The Honor Roll School, Texas, USA. During this project he connected his classroom with U.S. classroom using asynchronous technology. Students from U.S. and ZPHS Jangapally worked together on projects like "Backpacks" and "Film Reviews" using Padlet, a collaborative wall. At the end, the students have given it a shape by presenting a poster presentation alongside to discuss the concepts constructively with their U.S. peers. **The other tools used for establishing a connection with those**

**students on the other side of the world are** Zoom and hangout. These tools support online conferences in real time.

He believes that technology has changed the role of teacher from teaching to mentoring, facilitating, collaborating, event organizer, content developer and E-moderator. Finally, language learning is a process oriented, not product oriented, learning happens when students are engaged in real life situations by creating an urge to do something. Collecting evidence of learning using technology is a key to become a successful teacher in the 21st century

### **Process followed**

The project was designed for seven weeks. The activities included the project were introducing each other on online collaborative wall by posting three sentences, out of those third one is a lie. This continued for two weeks and helped children to develop analytical skills. When it comes to writing a film review, the Indian students and the U.S. students discuss on the film reviews written on latest films released in the respective countries. They have written a review comprising the details of the cast and crew along with a summary of the movie that is attached with relevant posters of the film and its characters. This initiative not only improved English writing skills of the students but also opened the doors for critical and creative thinking.



*Students involved in writing film reviews*



*Student's online interaction with the students of USA government schools*

During the last week of the project, they focused on how to reduce the weight of the backpacks and have come up with some solutions that were exchanged on the collaborative wall. The information required for preparing the content was gathered by students alone giving them a wide exposure to the world beyond school and got habituated to reading a variety of books to unlock the doors of memory and it's inbuilt registers for the world of words, knowledge and imagination. While doing this, "We struggled a lot because

uploading lengthy videos in low tech environment is troublesome. So we changed our plan and made portable documents of our presentation using camscan application and have sent through the mail for which they received comments," said the student of Class 10. The provision for students to interact with native speakers directly in the classroom was taken care of by Vijayandhar, who persistently browse the latest technologies and have learned around 24 online courses.

## Outcome

This instructional learning approach tuned the students to accept independent learning and helped them to discipline their thought process when participated in group activities. The students of ZPHS Jangapally could feel increase in confidence levels and are able to write the answers to the questions on their own. Following the same in the classroom, the students face the examination with confidence and loosen themselves from the fear of not being able to understand any twisted question.



*Student's online interaction with the students of USA government schools*

## Connecting Indian Classrooms to Global Schools

**Name of the Head Master** : Sridhar Gajula  
**School** : Govt. Nehru Memorial High School,  
Malakpet  
**District** : Hyderabad  
**Phone Number** : 9849719609, 9705163872  
**E-Mail ID** : gajula123@gmail.com  
vummajipadmapriya@gmail.com

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**Theme** : Leading innovative practices of learning

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### Vision

To enable students socialize and learn the subject in depth by interaction and information exchange.

### Story

The increasing global market is tapping the skill of Indian youth capable of doing multi-tasking in a given time frame. For students to compete on the tough ground, the modern educators should develop a versatile content and teach the students the concepts through universally recognised teaching methods which helps the child acquire the essential knowledge without hassle.

Use of technology in teaching the curriculum shouldn't be restricted to visual aids. The schools must ensure that students develop a sense of connection to the technology for the purpose of learning. The utilization of digital content must be creatively designed for students to share, analyse, conceptualise the concepts.

Nehru Memorial Government School of Hyderabad District is one such school where knowledge transaction happens digitally between nations on a swift pace. The school that once lacked the required infrastructure is now able to give the students a lifetime experience by availing the internet facility for its students to

interact with students from different countries on SKYPE, started off with USA. The school arranges for a daily conversation with the students of another country, opening new avenues of learning for its students to become self-reliant. They talk on inspiring real time situations and also entertain each other apart from holding a constructive discussion on mathematics, the most effervescent subject. When talked about the learning experiences and cultural diversity, the school students feel excited looking at the resources in the USA classroom, share their school schedule, the subjects they learn at school, know about their hobbies. However, it was a great challenge to intersect the two sides of the globe at single time slot.



## Process followed

Initially, the mathematics teacher V Padma Priya, who is one of the Fulbright scholars, under the guidance of the headmaster convinced parents of VIII class students to allow their wards stay back after school hours till 7.00pm in the evening for making sure every child participate in the interaction session with USA school students and its faculty. Most of the parents supported the programme in the pretext that their children would get an opportunity to interact with global students. The sessions were appropriately planned in consultation with the USA teacher who teaches math. The students from both the nations were overwhelmed, in a good way and be on their heels to engage in talk.

The students of Nehru Memorial Government High School interact with Ms Isabelle Hui Saldana, the Fulbright-Nehru fellow and an English Teaching Assistant, Ms. Jacqueline Thurston, a special education teacher at Totoket valley Elementary school, Connecticut, USA,



Ms Tina Banks, an art teacher at Creek elementary school, Indianapolis, USA, initially helped students to follow their English accent and eventually started speaking in that accent. It helped them to become a confident speaker.



## Outcome

The success at achieving the target of bringing the students of both the countries India and United States of America on a shared platform, the school expanded its areas of connection with students learning in abroad that includes Russia now and trying to reach out to the global classrooms of African countries including Zambia and Nigeria to make students realise what skills set is required to be eligible for global market. They have tried to catch up with Ms Jacqueline Malcom who is the advice chairperson of the alumni advisory board for the University of East London. As an academic counsellor, she made the class 10 students understand the importance of

choosing correct career option and to lead a happy and perfect life. She also interacted with VIII grade pupils in her second session.

Hanumanthu, parent of Samatha said "My daughter was speaking with a foreign student, even though I could not understand what she was speaking, I could see the excitement on her face. Thanks to the school for organising such sessions and providing opportunities to my daughter. I am ready to make my daughter stay after school hours in the coming sessions too."

Mahesh a Student attributed that "I was very excited to see their classroom with full of resources, each one of them can take a laptop from the classroom, they told that they will be moving to different classes for learning different subjects unlike us where teachers come to our classrooms and teach".

## A Small Change in Functioning of School Brings Significant Change in Child's Life

|                                |                                       |
|--------------------------------|---------------------------------------|
| <b>Name of the Head Master</b> | <b>: CH. Ravindar Raju</b>            |
| <b>School</b>                  | <b>: ZPHS Gowdavally, Medchal (M)</b> |
| <b>District</b>                | <b>: Medchal</b>                      |
| <b>Phone Number</b>            | <b>: 9849792912</b>                   |
| <b>E-Mail ID</b>               | <b>: chaluvagali17@gmail.com</b>      |

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### **Vision**

The school's main objective is to help students grow in all aspects. The overall development of students is more emphasized.

### **Story**

The schools conducting extra-curricular activities for students' growth along with emphasising on academic flourish for years because they continue to work on the lines of student's interests. With designing such impressive curriculum, the students can experience significant changes over a time that would be helpful for lifetime.

Gowdavally is a village dotted with government and private schools. The villagers being low income generators, they send their wards only to government schools, one among are ZPHS Gowdavally in which the students' strength is 436 in 2019. The school that constantly works on student's overall development.

For the best of students, the headmaster and teachers jointly formed a team to focus on primary interests of children, it can be academics or extra-curricular activities. The teachers identify the interests of students and keep encouraging them to achieve their set goals at school level. The extra-curricular activities include sports, indoor games and cultural activities. To improve

students in academics, they are given the opportunity to participate in science fairs for which a computer lab and library is provided for students to the subjects of



***IISF 2018 Participation of ZPHS Gowdavally at NBRI in 2018***



***Poster Presentation at NBRI Along With Jury Members Appreciation***

their interest. When compared to previous years, the school achieved 9.5 GPA in 2016. Seeing the results, some villagers who can afford to join their children in private schools and those children studying in private schools joined ZPHS Gowdavally.

### **Process followed**

On appreciating the success of school in all aspects, the NGOs and local community poured in donations to meet the student's needs. Through the involvement of NGOs, the school could get infrastructure and establish a conducive environment. At the time of faculty crunch, the funds were effectively utilized to appoint vidya volunteers for teaching students. The funds were also raised to financially help students for their participation in science fairs, cultural programs, sports and games.

Giving an opportunity for students to develop the scientific temper, the school has tie up with various organisations like IICT-CSIR, NRSC, reputed software companies and neighbour engineer colleges. With gained knowledge at every stage of academics, the students won awards at ANVESHANA Inter-college Science Fair Merit Awards, INSPIRE State level award, JNNSMEE award and ULLAS Merit scholarships, Cognizant Merit Scholarships.



***Anveshan -Agastya-Synopsys - Inter Engineering College Science Fair with Collaboration of MLRIT Engineering College at Vishveshwaraiah Institute of Engineers Hyderabad***



***MUN- (MODEL UNITED NATIONS CONFERENCE ) Participation as different country delegates and debate participation in many various contemporary issues by our students***



***Digital Learning Centre***

## Outcome

The outcomes observed over the last three years.

- Attendance of the students in school has been consistently increased from 65% to 92%.
- Teaching has become more interactive. Learning has become a pleasant and active experience. Increase in application of audio visual means using T-SAT.
- Parents attend the parent-teacher meetings regularly and have realized that school is inculcating morals and values in students, besides, academics.
- Increased participation of children in important activities like National Science Day, National Mathematics Day and Children's Day.
- Local engineering colleges - MLRIT, IARE and HITAM have been helping the children in preparing for Science Fairs/competitions and conducting various workshops.
- Children have been attending State, National level and International level science fairs.
- An NGO - Jayasurya Foundation selected ZPHS Gowdavelly for their First DIGITAL LEARNING CENTRE in Telangana in a different way of methodology.
- Mumbai based Hi-5 Foundation set up its Basketball court in Gowdavelly. The students are given coaching and long term support.
- Corporates like CA and Cognizant are helping with library, computer lab, and merit scholarships.

## Let us 'CLICK'

|                                |   |
|--------------------------------|---|
| <b>Name of the Head Master</b> | <b>: C. Umarani</b>                           |
| <b>School</b>                  | <b>: Govt. Primary School, Lalaguda No. 2</b> |
| <b>District</b>                | <b>: Hyderabad</b>                            |
| <b>Phone Number</b>            | <b>: 8500118324</b>                           |
| <b>E-Mail ID</b>               | <b>: mani.injumuri@gmail.com</b>              |

*While teaching multiple grade kids at one place itself is challenging... tackling differently abled kids and imparting education is entirely different task that demands undivided attention and complete engagement of students to bring the desired results...*

### **School History**

The school that Ms. Umarani is currently working, functions in a single room, accommodating students from classes 1 to 5 of both English and Urdu media, which is not student friendly. There is no space for play activities making it difficult to bring fun into learning. Since she is a senior teacher in the school, she is expected to attend multiple administrative duties of the school. As she has relatively less time for her students that left her

dissatisfied as she is passionate to help the first generation learners. This burden piled up when her fellow teacher went on a medical leave for about 3 months.

### **Vision & Mission**

"Our Vision is to utilize modern teaching techniques to handle different age group children including a dyslexic"

"Our mission is to find interesting means and innovative techniques to teach children with the available resources."

### **Challenges**

- A. Handle multiple age group kids at one place
- B. Absence of modern teaching aids
- C. Handling a differently abled kid

### **Reasons for Challenge - A) handling multiple age group kids at one place :**

1. Non availability of class rooms.
2. Absence of teachers to handle the kids throws a major challenge.

### **Reasons for Challenge - B) Absence of modern teaching aids :**

1. Handling different age group kids at one place with redundant technology is a major setback.
2. Lack of funds or means to bring the change.

### **Reasons for Challenge - B) New challenge to teach dyslexic kid :**

1. Inventing new methods to teach the kid

## **School Transformation**

Considering the above situations, she started looking for interesting means to teach children with the available resources. She used videos of rhymes in English and Telugu and also some number rhymes for Mathematics. After a few days we had a new admission in school. As the teacher has specialization in special education, She could identify that the child was suffering from Dyslexia. This has made her job more challenging and as child would not concentrate on things that were taught and

repeatedly lose interest in learning. She tried various methods to teach him counting in traditional way and also tried showing him videos on the desktop available at school, but the boy would lose interest quickly. She continued her efforts and found interactive mobile applications that would help him learn numbers and counting and gave him access to her mobile for learning. After continuous exposure and some special attention, now he can identify and count all the numbers from 1-20 and this indeed helped her move forward with the student and also had opened him up for more learning.

### **a. Journey towards transformation :**

Through the process of downloading and using the mobile applications, She realised that there are multiple applications available to suit the needs of specific topics. She explored further and found applications useful her students who are between class 1 and 5.

She followed the different criteria for filtering and selecting the interactive mobile based applications which are related to counting numbers. She downloaded the applications which are

- free to download and use
- which are more attractive, creative and are theme based
- which are more relevant to the purpose and closer for students to relate and understand

Some of the applications were avoided which increased the temperature of the phone, some of which had difficult language and phonetic instructions.

**b. Role of the Teacher / Leader :**

**Phase I** : At the beginning of the academic year a base-line test was conducted to assess the performance of the students.

**Phase II** : With the help of baseline scores, a group of slow learners / below average / group C students were identified.

**Phase III** : Based on the understanding levels of students, She exposed them to interactive mobile applications to enhance their abilities in learning Mathematical concepts like counting, identification of small and big numbers, before numbers, after numbers, between numbers...etc.

**Phase IV** : The practice of using applications continued repeatedly in remedial teaching hours alternatively in the afternoon session along with the regular syllabus.

**Phase V** : To evaluate the understanding of students with the use of applications, a mid-test was conducted after working days. She noticed that almost all students, especially the group of slow learners, performed well and showed a positive rise of 15%-20% in the test.

**c. Results / Outcomes :**

It was noted after the mid-term results that the students especially slow learners, when frequently exposed to learning through interactive mobile applications, tend to show a positive performance in identifying alphabets and numbers. It was also observed there were increased levels of attention and also longer attention spans among them.

**Limitations:**

Though the study showed positive results and encourages usage of mobile phones for teaching, there are certain limitations that I would like to bring attention to,

- The study was limited to a small number of 4-5 students who were supported by one teacher. Scaling up this study would bring in complications that need to be addressed
- Study was also limited to two subjects, English and

Mathematics and concentrated on concepts like - identification/ pronunciation and writing of alphabets; counting/identifying and writing numbers from 1-20; and concepts like after numbers, before numbers, between numbers, sequence numbers only, so the effects cannot be generalised and justified.

- The study was also limited to slow learners and the sample of differently abled students was 1.
- The number of mobile phones required for this method would be high as each student should be able to get an opportunity to work with it and learn

#### Scope for further implications :

- A suitable interactive mobile application must be identified for each subject for specific content and also for students at different levels of learning
- This method of teaching can also be extended to subject areas like EVS, Science, etc.,

- Teaching through this method might be helpful to students of ADHD, as there is a possibility of increasing their span of attention.
- This would be more effective in multi-grade teaching

NOTE : After successful usage of interactive mobile applications for Mathematics, now we are using for teaching other subjects like English and Telugu also.

#### d. Pictures about the school :



*"It always gives me immense joy when I see these kids learning and exploring the world through technology and gaining the knowledge"*

*- C. Umarani, GPS Lalaguda No.2*

## A Web Portal of Rural School for Better Learning

**Name of the Head Master : Mohammed Takhee Pasha**

**School : ZPHS Tekumatla**

**District : Jayashankar Bhupalpally**

**Phone Number : 9849698030**

### **Vision**

To make available all the technological facilities that are available to only a select few in private schools to the government school children of Tekumatla.

### **Story**

Due to Carona both State Government and Central Government are facing the problem to impart quality education to the students in COVID-19 lockdown but a Teachers and Head Master(FAC) of this Government school in the remote area have proved that Education can be given even in Carona Crisis by adapting to changing times with Digital Technology on par with Corporate Schools.

MOHAMMED TAKHEE PASHA, Head Master (FAC) & School Assistant (English) and his team of teachers of ZPHS Tekumatla, Jayashankar Bhupalpally thought innovatively to give the education to the rural area students by adopting Digital means of education with the help of Teachers like Web portal, WhatsApp Teaching-Learning Process, Zoom cloud online classes, Google Forms & Sheets and Google classroom

The following innovative digital paths have been adopted for Teaching, Learning and Assessment process

#### **A) Whatsapp Teaching-Learning Process:**

Groups were made on this social media platform based on the class of the students. These groups have been operational for more than 2 years for the

9th and 10th grades, and with the advent of COVID-19, they started it from 6th grade itself. A special Time Table was prepared for the Teachers to post a day-wise topic or lesson in the morning session and the question paper in the evening session. Responses of the students would be recorded in the group and feedback by the teacher is given in a descriptive manner. If students have any doubts, clarifications were given on video calls. Written Assignments and Project works were also given and presented through WhatsApp.

Whatsapp based Teaching Learning has been adopted for two years but it is effectively used in COVID-19 Lockdown. The students may not get 100% benefitted as in Offline classes but it makes students not to divert from the mainstream of syllabus and Academic Year. Students also get benefitted with Whatsapp oriented learning. Parents are also being counseled through Whatsapp video calling.

### **B) Web portal :**

First Time in our state, a Government School is running a Web portal for the benefit of their students. Head Master himself created a web portal [www.zphstekumatla.blogspot.com](http://www.zphstekumatla.blogspot.com) to serve digital content like E-Text Books,

Video Classes, Previous Question Papers, Projects, Syllabus, Teachers Hand & Resource Books, E-Co-Curricular Books, Career & Guidance Material in both Telugu and English Medium and T-SAT Channels, NTSE and NMMS links also provided.

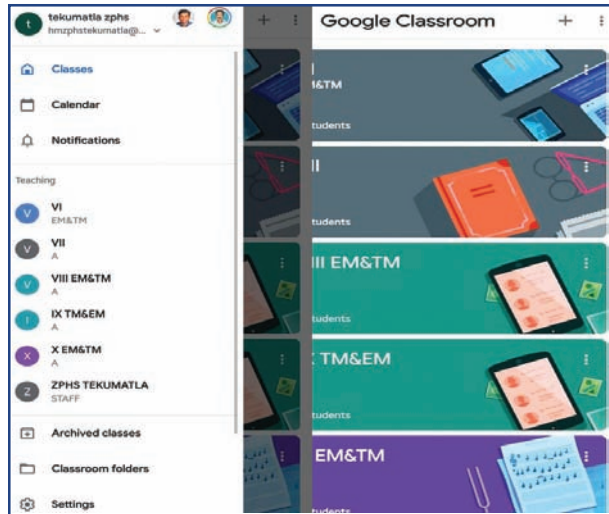
Students can know their subject wise Syllabus and access the E-Text Books and also directly watch ready-made video classes from VI to X classes and can grasp the subject effectively. In case of doubts in concepts, the students could directly click on the videos and could rewatch them at any time from any mobile and with this, the school had solved the problem of access to kids who did not have smart phones in their homes. They could, at any time go to a friends' house or a net center and watch the videos.

SSC Career Guidance Data has also been uploaded for their future planning and motivation as per their goals.

Teachers Handbooks & Resource Books are also uploaded, along with teaching strategies helping out the Teachers. Interestingly, Little Teachers, an initiative by the school where students would act as teachers and even upload videos to motivate their peers was taken up and was run successfully.



The Question papers link would be sent to the concerned WhatsApp group and instructed to open them with their Email id to appear the Exam. The online assessment was done and marks were shown to them along with their errors and Teachers' feedback.



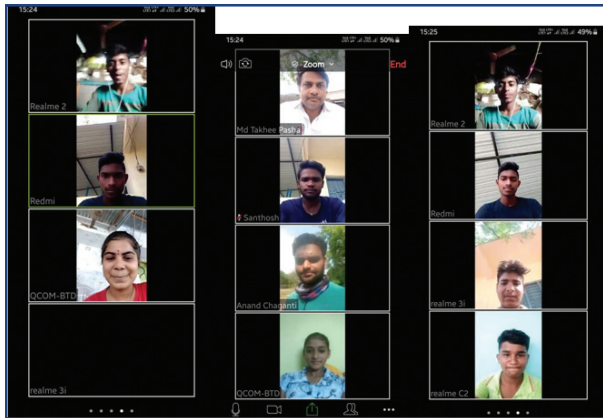
#### D) Online Classes with ZOOM CLOUD App:

To fulfill the direct teaching by their Teachers during Covid-19 Lockdown, particularly for SSC-2020 and IX class students online classes are being held with the contribution of concerned subject teachers on "Zoom Cloud Meeting App". For which special time table and teaching material like slides, charts, video clips were prepared with the efforts of teachers. Daily two subject teachers would be taken the online classes regularly and the students also participated in regularly and

#### C) Google Class Room /Google Forms/ Google Sheets :

Class wise, Subject wise, Topic wise E-Question Papers were prepared with the help of the concerned subject Teachers in both Objective and Descriptive mode and were made available to the students through Google Sheets / Forms in Google Class Room.

clarifying their doubts then and there. It is used as a live interface between Teachers and students. Parents Teachers Meeting is being also conducted to know the students' performance and share feedback with their parents.



## Outcomes

With all these technological initiatives taken up the staff of ZPHS Tekumatla, they have been able to continue to provide quality education to all the students of the school. Their outcomes have drastically improved and the children are very much invested in studies when compared with previous years. The school boasts that almost 95% of their kids have access to the web portal and that more than 50% of the students are attending Zoom classes on a daily basis. 80% of the students are submitting their works on google classroom and around 90% are approaching their teachers on WhatsApp to get their doubts clarified.

## De-coding Success - Python

**Name of the Head Master** : Vishnu Priya  
**School** : TMS Palamakula, Shamshabad  
**District** : Ranga Reddy  
**Phone Number** : 9963530528

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The world of today is so rapidly evolving that it has undeniably become every educational institution's responsibility to ensure that its students are prepared to take on the technological challenges that they will inevitably face. The Education Department, Telangana, having taken cognizance of such developing trends, has laid the groundwork for the introduction of programmes across the state that oversee the building of proficient computer skills among the students in its care.

Telangana Model School, Palamakula at Shamshabad, Ranga Reddy district, is a fine example of the success of this initiative, as its students have not only perfected their knowledge in computer coding but have also put them to practical use. A few months back, a pilot project on the computer programming language

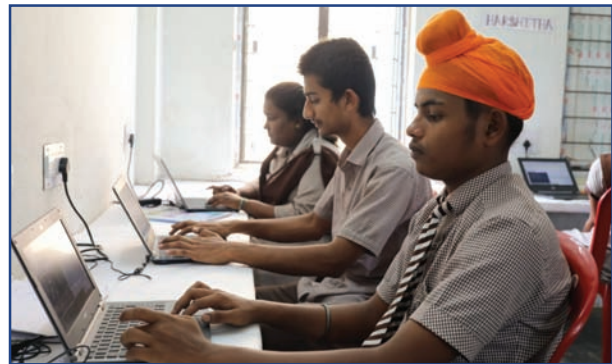
Python was introduced for the students of Class IX to XII of the school. It was a pleasant surprise, when at the end of the training sessions, all nineteen students who had enrolled in the project managed to code better than even professional programmers. After the intensive training, the students found coding an engrossing subject and felt more confident about their computer skills. The initiative has functioned as a gateway to those students who had dreamed of mastering a programming language, and even those



who were only interested in learning the basics of coding, instilling in them the confidence to explore software programming in depth. In the words of Vishnu Priya, the principal of the school, the project enjoyed immense popularity among her pupils because, "the students today are extremely sharp and highly competent. There is just a need to provide them with the right opportunities to grasp the needs of the ever-evolving education system."



In education, technology can be a life-changer, a game changer, for kids who are both in school and out of school. Technology can bring textbooks to life. The Internet can connect students to their peers in other parts of the world. It can bridge the quality gaps and take us one step closer in realizing the dream of a global village. The essence of her words is alive in this initiative which not only changed the students' perception of learning computer languages, but also ignited in them a desire to discover more of it. Arbaaz Khan, a student who participated in the project and scored 76% in the test on Python programming, explained the experience with delight, "It's so exciting



to be able to understand how a computer and the human brain interacts. This program has provided me with a clarity towards the principles of coding. We have been taught to write codes for various arithmetic operations like converting numbers to strings, the Fibonacci series, etc. I believe that there is a need for a variety of user-friendly apps and would love to contribute towards developing them. Hailing from remote areas, the computer is far from accessible to students like us. There is a dire need to upgrade technical education to ensure that we don't fall behind and I hope the government takes this project up at schools across the state". Arbaaz, a second year MEC student, is currently busy writing programs for apps that calculate household expenditure and dreams of pursuing higher education in software programming. Revanth, another participant of the programme and a second-year student, CEC, says that the training helped him understand the intricacies of coding which will be of immense help on the road to achieving his dream of a profession that exists at the intersection of software engineering and banking.

# GeoGebra

|                            |                                    |
|----------------------------|------------------------------------|
| <b>Name of the Teacher</b> | <b>: J. Srinivasulu</b>            |
| <b>School Name</b>         | <b>: UPS Tallavellam</b>           |
| <b>District</b>            | <b>: Nalgonda</b>                  |
| <b>Phone Number</b>        | <b>: 9640043396</b>                |
| <b>E-Mail ID</b>           | <b>: jsrinivasulu365@gmail.com</b> |

## The beauty in numbers :

Paul Halmos once quoted, "Mathematics is not a deductive science - that's a cliché?. When you try to prove a theorem, you don't just list the hypotheses, and then start to reason. What you do is trial and error, experimentation, guesswork". It is believed that practising mathematics regularly would not only expand your understanding of the concepts of the subject, but also equip you with skills to overcome a plethora of



challenges in your life. However, mathematics is often observed commonly across schools as an object of intimidation amongst students and that seems to be one of the biggest challenges confronted by the teachers alike. For many students, the confusion in conceptualising the logic itself discourages them to chase the solution and that is the prime responsibility of the teachers, to assist the students in overcoming this apprehension towards the same.

The Telangana government schools, recognizing this obstacle for what it is, have been constantly working to cope with the students' block towards mathematics and make the subject rather stimulating yet easy for them to grasp. In order to achieve this, the government school teachers are finding ways to teach the subject more comprehensively over the



conventional approach of teaching, where the inscribed examples preside the theory. Some of the teachers in government schools are using GeoGebra, an open software that gives visual appeal to the mathematical concepts and theorems and ease their understanding by digitally complementing the explanations of theory and formulae. J Srinivasulu, a Math teacher at Upper Primary School, Tallavellam in Nalgonda District, shares his experience with the software, "I have been using GeoGebra to demonstrate the mathematical operations and geometrical constructions to my students from Class 6th to 10th and I would not deny the fact, that it has been of immense help to me. This dynamic tool has revealed such creative ways of explaining the most difficult concepts to my students with such affluence, making the learning process as enjoyable and intriguing for my students, as the teaching process for me. The software facilitates a hassle-free explanation of the entire process at every step, and the students can revisit their

classes and chapters in the archives at any instant. It would be a revolutionary step for the education system of our country, if technologies and applications such as these are adopted to help the children visualize their concepts while reducing the over-all burden of the curriculum off of their shoulders".

The whole effort behind these constant experimentations and upgradations is taken up, to help the students build a strong foundation which would go with them a rather long way in life. GeoGebra has not only achieved success in actualizing these efforts but also sparked the curiosity amongst the students to explore and acquire more. The students, along with improved academic performances are also raising questions and finding solutions to their problems, which definitely signifies them turning into rather responsible and responsive individuals. One can say, that GeoGebra has succeeded to quite an extent, in addressing the fear of mathematics amongst students. Vouching for its usability, Spoorti of Class 7 shares, "It's such a delight to be able to visualize mathematical concepts. I look forward to my math classes now and would love to study all that there is to the subject".

## Digitizing Administration

**Name of the Head Master** : Payyavula Ramaswamy  
**School** : ZPHS Indiranagar  
**District** : Siddipet  
**Phone Number** : 8500202224  
**E-Mail ID** : hmzphsindiranagar@gmail.com,  
ramaswamyhm09@gmail.com

Being part of the technology-aided school education system, the government schools of Telangana State are invested in creating innovative avenues of learning as well as in using the same advancements in technology to improve the day-to-day management of the school. By maintaining school records in the digital format, schools safeguard the authenticity of the students' data and eliminates any discrepancy in the administrative work. Catching up to establishments in other sectors, government schools' decision to go digital has led to a decrease in tedious paperwork, guaranteeing error-free information about its students, available with a single click on a computer.

Keeping up with the changing times, the administration staff, along with the teacher's and headmasters, have undergone thorough training on the storage and retrieval of digital data. While once numerous registers were maintained to record the names of the students, the dates of their admission into the school and their attendance, the schools have now consolidated all this information to create a complete database of all the students' details, including their academic performances and other achievements.



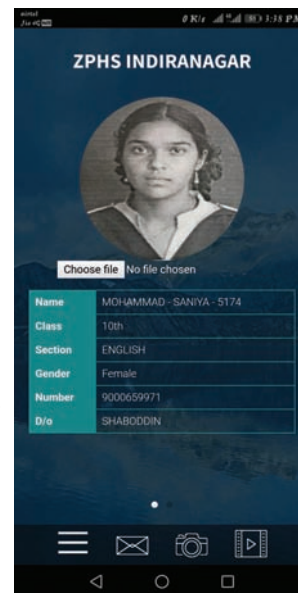
Among the government schools that have undertaken this bold venture is ZPHS, Indira Nagar, Siddipet, which uses an MS Excel spreadsheet for the identification of every child enrolled in the school, along with specifics like their attendance patterns and subject-wise academic performance. Mr. Ramaswamy, the headmaster of the school, was the recipient of an appreciation certificate for innovative practices in school administration in 2017 from Prakash Javadekar, former Minister for Human Resource Development, where he was honoured for his diligent efforts in digitalization of the student records. Speaking about the digitalisation of school records, he says, "It is fascinating, how easily we can scrutinise the academic performance of our students and the school's overall performance, as well as conduct a comparative analysis of the various batches of students, all with a single click. These insights help us curate our curriculum more efficiently and effectively. A teacher's success lies in the complete involvement of every child in the curriculum, an objective which has been made easier after this change as it has given us the liberty to customise classes as per the students' requirements."

ZPHS, Indira Nagar has also initiated the practise of observing "Zero Hour", during which the concept of behavioural change is explained to the students. Those

exhibiting significant and consistent progress are appreciated during the school assembly in front of their peers, an attempt at encouraging them to attend school regularly and strive for improvement.

Making further inroads in accepting digital advances, the school has also developed a mobile application - ZPHS, Indiranagar Siddipet (available for download on Google Play Store) which has proven in-

strumental in mapping the students' academic progress and their performance in co-curricular and extracurricular activities, exhibiting a showcase of their achievements throughout the academic year. The app proves useful in keeping the guardians of the students updated in all matters of their child's education, including alerts about upcoming events in the school calendar. With such a unique approach to involving the parents in the school's activities, it is no wonder that ZPHS, Indira Nagar has witnessed a united effort from the community in enriching its scholars' lives.



## Encourging Synchronised Learning

**Name of the Head Master** : N. Hari Prasad  
**School Name** : ZPHS Potyala  
**District** : Peddapally  
**Phone Number** : 9704511448  
**E-Mail ID** : hariprasadnalumasu12@gmail.com



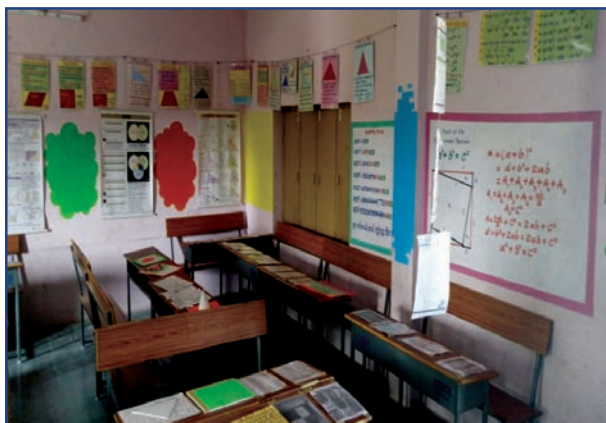
ZPHS Potyala, Pedapalli district, achieved 100% success in SSC 2019 with a considerably large portion of students achieving a GPA of above 8. On its own, this statistic fails to convey the massive efforts the school took to get there, and this trajectory of success has as its locus on the hard work and dedication from teachers and students, as well as from the eight villages that send its children to this school. Most of the students come from

modest financial backgrounds, and are often first-generation learners in their families.

Established in 1961, the school opened its doors for the senior secondary section in 2000. Built on a vision of nullifying the high rate of school dropouts in the area, it acts as a safe haven for students by providing a way out of child labour and a shield against child marriage. The school's initial ambitions

were modest - achieving the 3 R's: writing, reading and arithmetic - but it turned life around for many of its pupils by instilling in them confidence in their intellect, even in those who had feared the behemoth that mathematics appears to be. Improving children's belief in their abilities is no small feat, and the school should be lauded for proving to them and their families - who had initially been less supportive, resulting in lower pass percentages - that no goal is insurmountable with the right training and effort. Regular screenings of motivational videos and the teachers' efforts in dispelling the students' low self-esteem deserve particular mention in this regard.

To help students overcome their fear of maths, a Mathematics Lab, dedicated solely to the simplification of mathematical concepts in geometry, arithmetic, trigonometry, etc., has been established. The walls of the lab bear



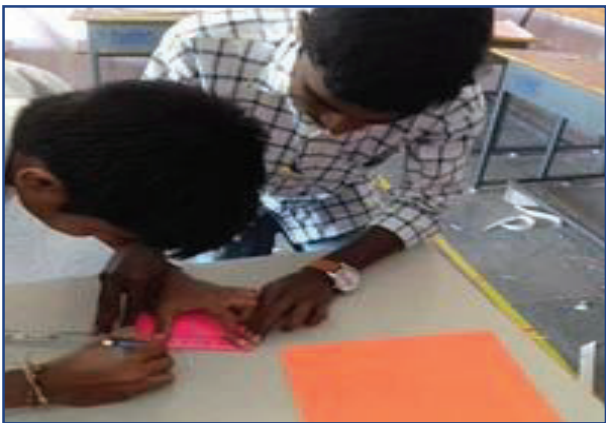
visual representations of formulae and concepts, using charts prepared by the students themselves. The lab took almost a month to set up with the teachers and students pitching in with their best ideas, working through their leisure time while also ensuring minimal disruption of the usual schedule.

The lab's success can be best observed in the children's heightened interest and participation in maths classes after its inception. This new found love



for mathematics has propelled a few of them to incredible performances at the local and district-level Talent Search Examinations (2018-'19). Of this new crop of math enthusiasts are Rishith of the Std X, who came first at the district level Mathematics Talent Test (TSLEE) conducted by Ayan Society, Warangal, and M. Shivani. Shivani and Rishith performed well in a mathematics talent test conducted by Sadisha Foundations and advanced to

the district-level as well. The school also conducts out-of-the-box events to keep students engaged with maths, like the Rangoli competition where students presented mathematical formulae through rangolis, and frequent maths quizzes and tests which challenge them in a time-constrained environment. Adoption of visual learning methods has helped students internalise concepts to be able to apply them both theoretically in examinations and practically to solve real-life problems.



Another unconventional strategy that has boosted the students' learning experience is the "Little Teacher" model which the school follows by encouraging pupils with a stronger understanding of the subject to play 'the teacher', facilitating an empathetic approach towards various issues and challenges faced by their peers.

It is clear that the teachers and school administration at ZPHS Potyala have left no stone unturned when it comes to

tactics that would help them have a wider view of the issues at hand and evaluate the hurdles, constantly working towards feasible solutions for their students' problems.



## Self-Determination Drives to Success

|                                |                                      |
|--------------------------------|--------------------------------------|
| <b>Name of the Head Master</b> | <b>: B. Vittal Nayak</b>             |
| <b>School</b>                  | <b>: ZPHS Mustabad, Mustabad (M)</b> |
| <b>District</b>                | <b>: Rajanna Siricilla</b>           |
| <b>Phone Number</b>            | <b>: 9440676048</b>                  |
| <b>E-Mail ID</b>               | <b>: vittalnayak77@gmail.com</b>     |

*"Every child needs a simple push in his skill to achieve the success in their area of interest". Everybody has a talent, when it is polished they can do wonders. This has been proved by one of the Head Masters who committed for betterment of the kids learning. Let us see how it is....*

### **Vision**

To improve the enrollment and standards of learning.

### **School History**

The school was established in 1951 at Mustabad Mandal of Rajanna Sircilla district in Telangana State. The school provides education from class 6 to class 10 in the regional medium. The children from surrounding villages- Mohinikunta, Morraipally and Therlumaddi come to school.

### **Community**

The villagers earn meagre amounts as daily wage labours. They generate income from rolling beedis and farming. They lead families with great struggle.

### **Story**

The school took a shape in the year 2015 after B Vittal Nayak assumed the HM post. The time when he took charge, he observed irregular attendance, high dropout rate, children those who come to school avoid doing homework and carry textbooks and no discipline. This shocked him for a while but with having the experience of dealing the challenges smoothly, Nayak taken steps to resolve the issues. But, his first strategy was utterly a failure. The talk with parents to send their wards back to school didn't work because the community is more dominated with illiterates.

However, this rejection from parents didn't deter him from taking his mission forward. One day, he convened a meeting with his staff members and instructed them to throw up some ideas that can help to raise the dignity of school. The dignity lies in students who come to school for achieving greater heights.

## Process Followed

The teachers have come up with creative ideas of which a few were planned to execute. Amongst all, the formation of houses - blue house, green house, red house, yellow house, created a huge impact on the change that the headmaster envisioned. The concept of these houses is to equally divide the students into four groups and place them in one particular house. The house members are given some dedicated task to be monitored for a week. Each week the task given will change. This idea excited students and made them to attend the school regularly. They eagerly wait for the task every week.

On seeing the school with children all around, the headmaster and the teachers felt happy and satisfied but their incessantly worked hard to sustain the achievement. For it, the school constituted two committees - Balala Sangalu and Balika Chetana Committee. The Balika Chetana Committee is specifically aimed at addressing the issues of girls and empower girls to fight back for their dignity. Later came the introduction of digital classes. With the help of the donors the school could accommodate the

resources required for running digital classes thus one could witness a paradigm shift in teaching learning methodologies.

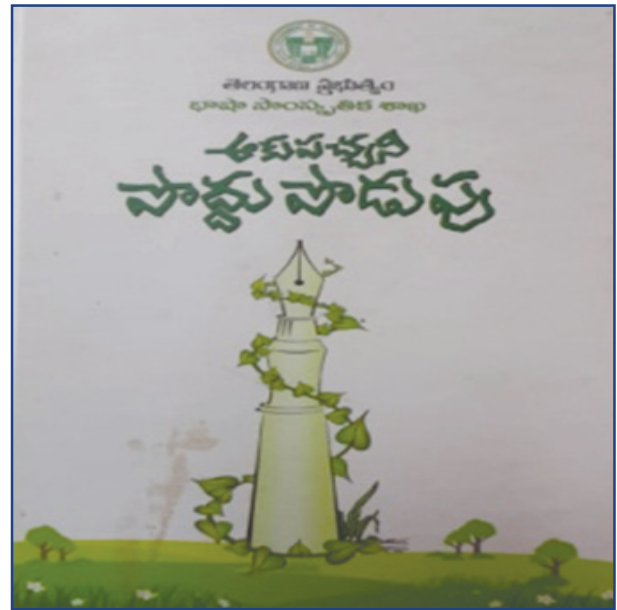
Apart from academics, the students are encouraged in arts. The students write poems, stories, draw images and paintings. On noticing the students increasing interest toward literary, the school has scheduled a library hour. The students have become aggressive readers and gained the skill to write small stories. In an act of giving them a boost to do much more, a book 'JAMPAMDLU BADIPILALA KATHALU' was published. It the collection of stories written by children.

## Achievements

- The school has published a book titled "JAMPANDLU" a collection of their school real time stories and incidents which has received lot of appreciations from our **honourable Chief Minister of Telangana, K. Chandrasekhar garu**, district officials like District Collector



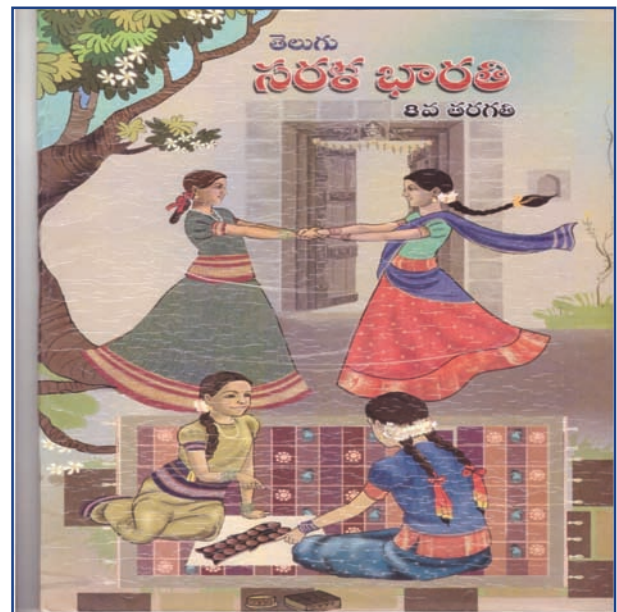
- Student Master Bhanu has received 'BALA TEJA' award along with the cash prize of Rs. 5000/- by the **Department of Language and Culture** by **Saraswathi Seva Smithi** as a Best writer.



- Student written stories were published in almost 5 books that were one of the best selling regional books.
- The Story written by Lokam Bhanu Prasad of Class VIII titled "Sendriya Vyavasayam" was published in Class VIII Telugu textbook of Maharashtra Government - Telugu Sarla Bharathi. They also awarded cash prize of Rs. 5000/- to him.

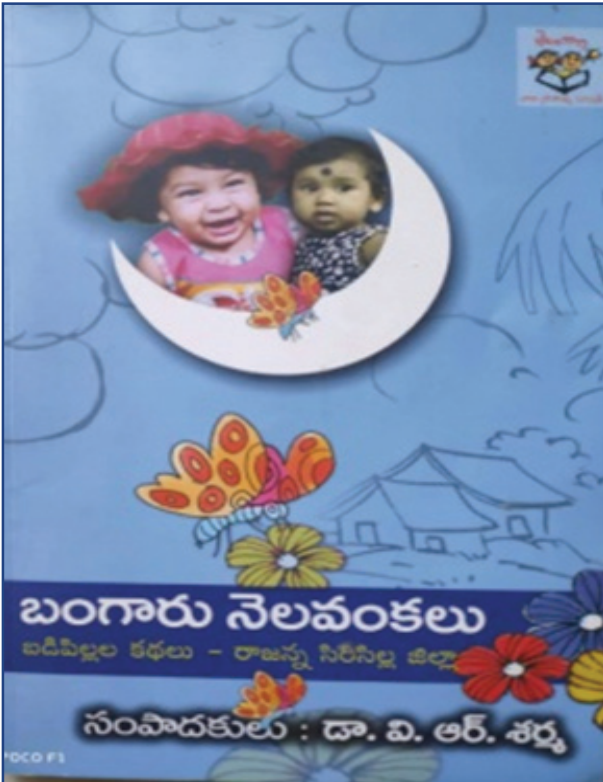


- Students have organized a drama entitled "AMMA NENU BADIKI POTHU" that depicted the merits of coming to school regularly and demerits of dropping out from school. The message we portrayed has touched the hearts of many and to their surprise the attendance percentage has increased so much.





- Dream book was made by every student on his own which has all the goals and dreams that they want to achieve. This book depicts all the creativity of the kids.



- Many competitions were conducted by the school for all the occasions and regional festivals. Be it anywhere in the

state students of Mustabad topped all the events.

- Vittal Naik was awarded the Best Teacher award for 2 years continuously in district level and received appreciations from the top Government officials
- The percentage of SSC result has increased every year since 2015 from 53% to 100%



*The Science laboratory*



*Students win certificates for story telling*

## Our School- Our Society

|                                |                                     |
|--------------------------------|-------------------------------------|
| <b>Name of the Head Master</b> | <b>: Jarthi Sathish Kumar</b>       |
| <b>School</b>                  | <b>: ZPHS Gangapur, Rebbena (M)</b> |
| <b>District</b>                | <b>: Kumrambheem Asifabad</b>       |
| <b>Phone Number</b>            | <b>: 9490201890</b>                 |
| <b>E-Mail ID</b>               | <b>: jarthi.sathish@gmail.com</b>   |

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The government school authorities would face multiple challenges when taken the responsibility to improve the school conditions. One of the major challenges is the language barrier. It takes considerable time for any school to fix this issue. It is the same case with ZPHS Gangapur. The school is located in Gangapur, a village that is 3km away from Rebbenamandal and 25km far from Asifabad district headquarters.

This is the story of a school which upgraded to Upper Primary School in 2009. It is one of the high schools in the district that provides quality education to children and the teachers invest their efforts to identify the skills and capacities of students. The students are encouraged to gain expertise in the skill they are born with. However, a lot of efforts and hard

work went into the process of nurturing the children. The children come from Marathi speaking families. Here comes the challenge, the teachers impart lessons in Telugu language as the medium of teaching is Telugu in the school. This resulted to increase in drop outs. On knowing the reason, the headmaster J Satish Kumar initiated a few measures to chase the issue. He arranged parent meetings on regular basis and with the help of Marathi speaking teachers, the school authorities could communicate about the child's performance. When given a thought on how can the students learn Telugu language, the headmaster has organized Language Mela and constituted BalaSabha. In Bala Sabha, the students recite poems, stories, songs, skits, etc in Telugu. Apart from that each student should speak two

new words and that student will be lauded in the assembly. On practicing these steps for change, the students have given a start to write poems, stories, essays in Telugu.

Furthermore, the school headmaster resourcefully designed the curriculum for the students to understand the lessons easily. The teachers were instructed to prepare TLMs and avail K-yan projector for teaching lessons. The use of TLMs and video learning have enhanced the understanding capacities of students. The other major achievement of the school is to introduce English medium from 2018. This led to an increase in admissions and at present the strength of the school is 250 and some students who studied in this school are now in top positions.



## Aumini opinion

In the initial days, we were not able to understand Telugu language. My heart overwhelms with gratitude for teachers who have identified easier ways for us to improve in language and communication.

## Community opinion

The headmaster and teachers have not only invested their efforts in changing the lives of students but have also changed the mindsets of parents. They have strengthened our belief that education is the only tool for transforming one's lives.

## Outcomes Observed

- The Students have improved their communication skills.
- The Students actively participate in school programmes.
- The reading and writing skills have improved.
- The students are free from stage fear.

# Instructional Leadership in School

|                                |                                    |
|--------------------------------|------------------------------------|
| <b>Name of the Head Master</b> | <b>: Thammali Bhasker</b>          |
| <b>School</b>                  | <b>: ZPHS Mylaram</b>              |
| <b>District</b>                | <b>: Siddipet</b>                  |
| <b>Phone Number</b>            | <b>: 991219634</b>                 |
| <b>E-Mail ID</b>               | <b>: bhaskerthammali@gmail.com</b> |

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## School History

Mylaram is a small village located 5km away from Mandal headquarter, 60km away from district headquarter and 5km away from Rajiv High Way. All our students hail from 2 villages located around Mylaram. Here there are a few tourist attractions like caves and religious places. But, the access and exposure to education was not that high.

## Vision & Mission

"Our vision is to give access and exposure to the students so that they can improve their learning and have a clear understanding of their academics"

"Our mission is to provide all the available resources that would help a child learn their academics and equip them with the skills and knowledge as well."

## Challenges

Not much progress was witnessed in the school as the medium of instruction is Telugu and the limited faculty, comprising 1 GHM, 7 Subject Teachers and 3 part-time instructors couldn't bring the much required change. However, both the school staff and the villagers strongly believed that getting educated is the only chance to acquire life skills which further helps to lead a decent life.

## School Transformation

- 1. Team Building :** With the help of school leadership development program, the staff has convened a school level development committee. Besides academics every teacher has been given additional tasks as in charges for different committees to ensure smooth functionality of the proposed program. Therefore,

Sri.K.Vijender Reddy besides teaching science is also appointed as the in charge for NGC and 'Haritha Haram'. N. Mallesh (SA) a Maths teacher works as examination in charge, K. Narsimha Reddy, English teacher is also a games & sports in charge; P. Narsaiah a Social teacher is both MDM & cultural in-charge, and G. Anji Reddy a Hindi teacher additionally given in charge for organizing school prayer and also manages scholarships for students. Srilatha is Telugu teacher and in-charge of library too. In addition, language teachers are responsible to encourage students to utilize the library hours for their FA Exams preparation.

2. **E - classroom :** Digital class room was modified to meet the students' requirements. RMSA funds have been used to purchase ROT. Students are made to hear T-SAT lessons regularly. Before the session starts teachers usually brief T SAT lessons to the students and important points are noted down both by the teachers and students at the end of the sessions.

With the introduction of digital classes' students are able to understand lessons quite easily. They started watching video clippings and images for understanding lessons that

includes experiments in science, dramas, poems, songs, geographical areas, maps, and some other concepts of social science.

3. **Motivation through Library :** Through RMSA funds they purchased Science Lab Equipment, materials, charts, long tables etc. They also purchased all library books related to sports, health guides, Yoga and G.K books for competitive exams. Yearly subscriptions were also paid to Eenadu daily news's Paper and Bala Bharatham monthly Magazine for children to improve students' daily reading habit. One general period per week has been allotted to read Telugu books exclusively. Considering all the available books, the school has a rich library of 500 books.
4. **Handwriting Practice :** In Substitution periods when teachers are absent, the other teachers will make the children to practice Hand writing in Telugu, Hindi, English languages. As a result, children improved their handwriting skills. HM will sit and engage in Digital class periods and interact with the students about topics scheduled for the day.
5. **Health & Hygiene :** In order to avoid unnecessary health complications the habit of washing hands before eating food has been

developed among the students, they are even advised to implement the same habit after using the toilets. The students are following the practice even at their homes. This indeed reduced the percentage of students falling sick and increased the attendance percentage. Culture of sitting in a row in the school veranda during MDM has reduced serving time. These practices are helping to retain the students.

- 6. Steps towards Eco Balance :** Introducing "Haritha Haram" has turned out to be a great success as our school premises now resemble a lush garden with all kinds of plants producing fruits, flowers, vegetables. Another change towards establishing eco balance is taken up by NGC team by making 'Clay Ganesha Idols'. The joy of making their own clay idols adds new festive mood and even arouses a healthy competitive spirit among our students during Ganesh Chaturthi, celebrated every year. Concept of "Vruksha Raksha Bandhan" is yet another leap to help students of the school to understand the advantages of planting and safeguarding the trees. Presence of Art & Craft Teachers is certainly another advantage as they introduced greatness of art and also improved drawing skills in students.

## **Community Talk**

"Head Master & Staff are doing well. We are very co-operative to our school staff and students. We are very much thankful to HM and other teachers achieving 100% SSC results in March 2019".

"Head master sir developed our school in all aspects. He had put much efforts in teaching learning process. We are sending our children to school regularly".

### **Students Voice:**

"We are enjoying learning by doing in science lab. We are very much interested in reading in library books like stories, news paper, 'Bala Bharatham' magazine. We concentrate on digital lessons to understand content easily. We always feel happy to plant and take care of them. We planted many saplings in our School ground".

"We will take part in NGC activities, pollution free activities, making clay ganesha, Haritha Haram and clean and green activities. We will take part in cultural activities also like dancing, singing, in essay competitions, G.K competitions".

## **Major Learning's & Achievements**

### **Systematic processes for Learning and Administration :**

Management has decided to draft academic calendar 2019-2020, wherein teacher wise and class wise time tables are prepared much earlier and communicated to the staff. Besides conducting staff meetings, parents meetings and SMC meetings are convened regularly to obtain parents feedback in order to improvise the school activities.

### **Students' Success Stories :**

Students started enjoying learning by doing experiments in science lab, developed interest to read all kinds of books, news papers, Bala Bharatham magazines etc. They introduced digital lessons to help students understand subjects easily. Students regularly plant new trees and take care of the existing ones in the school ground during 'Haritha Haram' program.

Students took part in NGC activities, pollution free activities, making Ganesh idol clay, 'Haritha Haram' and 'Clean and Green' activities. Besides they are taking active part in cultural activities like dancing, singing, essay competitions and G.K competitions.

## **Faculty's Team Work :**

Headmaster and Staff are now working with mutual understanding; he is very co-operative towards school staff and students. ZPHS School is extremely happy with the performance of their students who achieved 100% SSC results in March 2019.

Thus, the Head master has succeeded in developing the school in every aspect. He had put many efforts in remodeling the 'Teaching - Learning' process. Above all students' attendance ratio has gone up conveniently well whereas parents are extremely happy after witnessing the positive transformation among their students.

## Know India

|                                |   |
|--------------------------------|---|
| <b>Name of the Head Master</b> | <b>: M. Madhavi</b>                     |
| <b>School</b>                  | <b>: KGBV Parvathgiri</b>               |
| <b>District</b>                | <b>: Warangal (Rural)</b>               |
| <b>Phone Number</b>            | <b>: 9866386308</b>                     |
| <b>E-Mail ID</b>               | <b>: kgbvparvathagiri8396@gmail.com</b> |

### *Connecting school students to the uniqueness of India*

The learning about the diversity of Indian culture at an early age inculcates in children a quality to honor and respect other states with a sense of appreciation. It would be a great favor to the growing children when the schools itself be the place of learning about India and its culture. For an instance, a Kasturba Gandhi Balika Vidyalaya in Warangal District is stimulating the zeal to learn, about the cultures, traditions and languages in various states of India, among students.

KGBV Parvathagiri in Warangal (Rural) District has been successful in ensuring overall development of girl students. Among all the initiatives being implemented for the welfare of the students, the commencement of

programme to introduce students to the learning of Haryanvilanguage (dialect of Hindi spoken in Haryana), custom, dance, food and dressing style of Haryana state has gained prominence. This programme is taken to students under Eak Bharat Shreshtha Bharat(E.B.S.B) - It is a Government of India initiative that aims to improve cultural connection across various states of India.

With the curiosity to know about Haryana state, the students have delved deep into the world of internet for gathering information. On the other side, the teachers would encourage students to share the data they have collected and make them be part of interactive sessions. For the sessions, the teachers come prepared with the videos and power point presentations to demonstrate the vibrant

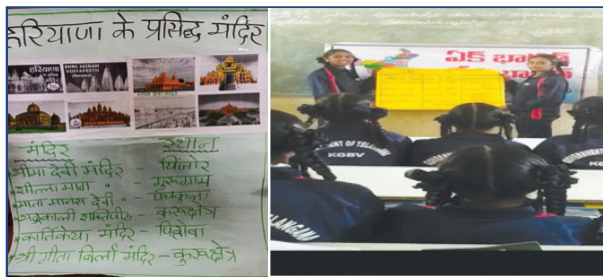
culture and tradition of Haryana state. Each teacher has taken the responsibility of explaining various interests of Haryana state. When comes to the tastes of Haryana people and their intake of nutritious food, the concerned teacher prepared some of the state's food for students to try different flavors and learn the making procedures. Apart from that, the students give presentations on the learned information and perform Haryana's traditional dance. "The knowledge gained by students is put to test and corrections are made on the spot. They write down the meaning of Hindi sentences (language of Haryana) in Telugu and English," said M Madhavi, HM, KGBV Parvathagiri.

Eventually, this particular programme could draw the student's attention at large. The students be on their toes to learn sentences and words of this language. Over a time, this learning practice enabled a student of class 9 B Bindu to read 30 sentences in Haryana language without any pause.



**Dance marks Haryana's culture**

**Food Items of Haryana state**



**Chart shows the temples of Haryana**

**Students learning sentences in Haryanvi language**

For student awareness and general understanding of science and technology, KGBV Parvathagiri yearly organizes science day and the students show active participation. On Science Day, the students come up with displays of food pyramid, global warming, air pollution etc. Besides, teachers of Physical Science and Biology motivates students to work on innovative models. These models will be showcased on Science day where the students demonstrate its uses and applications.



**Students participation on Science Day**

Further, this KGBV provides girls with full-fledged library to access books in free time and a library period is also arranged once in a week. There are around 400 books in the library including English subject books, moral story books, Indian epics and subject books. The teachers

make sure that students read books and enhance their knowledge on various topics outside academics. A regular habit of reading helped a class 8 student G Suma improve her learning and remembering capacities. She once surprised everyone with the recitation of 11 Shlokas in Sanskrit.

On viewing the overall development of the KGBV Parvathagiri, the exclusive activity of teaching Hindi language (Haryana) is spreading a message to other government schools and KGBVs to take up such programmes for the child socio-cultural development.



*G Suma recites 11 shlokas in Sanskrit*

## Young Entrepreneurs

**Name of the Head Master** : S. Sarala Reddy  
**School** : ZPHS Kareemabad  
**District** : Warangal (Urban)  
**Phone Number** : 9948632395  
**E-Mail ID** : saralareddybilla@gmail.com

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### *Students going self-employed*

It is known to everyone that government of India have come with many government schemes with an aim to promote self-employment. We commonly see undergraduates and women to enroll in self-employment programmes for livelihood. But, have you ever come across or even thought of any government school pushing its students to be self-employed at an early age? Let us get into details, on realizing the immense benefits of being self-employed, a government high school Kareemabad at Khilla mandal in Warangal Urban has been striving hard to provide children the knowledge required to enhance their self-employment skills. In its implementation, the school started 'work education class' on the school premises. This thoughtful approach that was put to execution in the year 2013 has been financially aiding students till today.

On a confident move, a perfect platform is launched with providing a skilled work education teacher A Karuna Kumari and infrastructure for students to explore. The students design and manufacture little industry products under the brand 'Kareemabad Students Products' and the products are made of 'Low Cost No Cost' material'. These products include dolls, clay Ganesh, chinks, washing powder, Vaseline, paper bags, crack cream, phenol, chocolates, flower bouquets, Bangles and earrings. "The students are showing great interest and feel excited when called little entrepreneurs. The products are put to sale at craft Mela once in a year. The people come from close by villages to buy the products," said A Karuna, work education teacher.

During the sale, the students earn anywhere between Rs 150 to Rs 200 on each product. P Vaishnavi, a class 10 student said that "Our teacher ensures that we learn the skill of making a variety of products. While learning and designing, I feel enthusiastic to complete my task and move to another. This learning practice is an additional skill for us to rely on at any time. I did products like pen stand, photo frame etc."

This learning opportunity is enabling students to be self-employed and the earned amounts is helping them to meet their basic educational resources. Another student G Abhinay from class 9 said that "I was initially surprised when teacher started telling about the design of crafts and industry products with waste and low-cost materials. The visitors be impressed all the time when they come to our craft mela. They purchase our products and applaud us for our innovative works. The earned money will be used for buying the raw materials and other academic items." Further, the acquired skill is aiding students even after passing out from the school. G. Sreeja who recently passed out from ZPHS Karemabad is using her skill of making decorative products to meet her academic expenses. She is now pursuing intermediate 1st year.

On the other side, with school opening new avenues of learning, the parents thank the teacher and the headmaster for taking up such unique steps. "I feel proud of my child. I have never seen such toys before. It keeps the child's mind up to think of innovative products all the time and I give all my credits to the work education teacher and the headmaster," said G Rajitha, a parent of a class 9 student.

Thereby, this kind of innovative and impressive activity that started Seven years ago has not only made the school stand out to be the best school but also inspiring the nearby schools in the district.





*Work Education Class*



*Crafts Mela*

## A Definite Path Amplifies Success

**Name of the Head Master** : S. Ravinder  
**School** : ZPHS Sangem  
**District** : Warangal (Rural)  
**Phone Number** : 9866448485  
**E-Mail ID** : ravinder.pghm@gmail.com

### *Comprehensive learning aids academic growth*

The Zilla Parishad High School Sangem is located at 25km from Warangal. The school started a 'Middle School' before independence. Later with the efforts of teachers and the then headmasters the school upgraded to high secondary school in the academic year 1963-64. Ever since its inception, the school went on delivery quality education and it was a matter of pride for teachers to see their students holding prominent positions in both government and private sectors. But, in the year 2018, unfortunately, the school faced a tough time. With the transfer of headmaster and the teachers who nurtured a close relationship with the students, the school suddenly offered a new environment for

students to adjust. As the students found difficult to switch over to learner-centered pedagogy from traditional pedagogy, the new set of teachers have put extra efforts to create interest in students with a variety of innovative teaching - learning methodologies. Eventually, the students have started gaining interest and began to enjoy the teaching process. From then, the academic standards have improved along with children learning competencies.



*School Premises*

The school majorly focus as on quality education. With students hailing from economically backward sections, the school aims to aid them with the provision of quality education. In order to ensure its students' gain knowledge beyond text books, the school library is filled with diverse collection of books. The headmaster invested a part of his salary and prize amounts he achieved for the set-up of the library. Adding to it, learning about the efforts of the headmaster, some fund was donated by previous batch students. The gallery includes academic books, magazines, journals, moral story books, books on freedom struggle and freedom fighters and some books on inspiring personalities.

With regular reading of books, the concentration levels have improved and the students are able to study academic textbooks for long hours. The reading of academic journals is facilitating them to connect their theoretical knowledge with real time research. The continuous reading habit is arousing the interest in them to learn more and be familiar with the science and mathematical concepts. "I read general knowledge, history, language books in library. The way the library is maintained persuades us to stay back after class hours. The posters of scientists,

freedom fighters and educational experts ignites the fire in us to learn hard to make the world a better place to live in," said Vamsi, a class 10 student.



*Students in school library*

Besides, offering academic resources, a special and individualized attention is given to students. For which, the students of each class are divided into groups. Each group has five students and a dedicated teacher. On doing this, the students get the opportunity to learn more effectively. It is also helping teachers to graph the capacities of students and take appropriate steps to further enhance their learning. This practice of evaluating the strengths of each student has improved the pass percentage by 20% this year.

Apart from just providing easy-to-understand learning experiences, the teachers conduct regular slip tests and make sure the students are up to date in preparation. These kind of initiatives and procedures made the students to excel in

SSC examination. Thereby, the pass out rate has improved from 63% to 95%.

Coming to other activities, the school is conducting activities such plantation of saplings under Haritha Haram program and encouraging students to make clay idols during Ganesh festival every year. These idols are given out free to villagers to avert them from purchasing

idols made of Plaster of Paris. "I was very happy when involved in making clay Ganesh. We took out rally in the village to educate the local people over the hazardous effects of Plaster of Paris made Ganesh idols and promoted the use of clay Ganesh idols which can prevent water contamination," said M Prathyusha, who got 9.8 GPA in SSC 2019-20.

## A Turning point

**Name of the Head Master** : Shailaja  
**School** : ZPHS Dudyal  
**District** : Vikarabad  
**Phone Number** : 9032861288

### *Giving a shape to the age-old school*



ZPHS Dudyal School is located at Dudyal Village of Bomraspet Mandal in Vikarabad District. Presently, the school runs with a total strength of 344 students. This school is a place known for turning out first-rate students. The school gained

the trust of the local community for delivering quality and comprehensive education. However, it wasn't a cake walk for both the Headmaster and the school staff to reach this pinnacle of excellence.



*The condition of the school till 2017*



*The school in 2018*

The school was rejuvenated with the funds collected from the passed-out students

This school which was established in the year 1975 had classrooms with no properly covered roof and students would face tough time especially during the rainy season and this became a cause for concern to the distressed students and parents. As time passed over years, there comes a diligent and dedicated Headmistress Shailaja to assume a wide range of role and responsibilities for the development of the school. In the year 2018, the school and its premises underwent a major overhaul in the supervision of Shailaja. Firstly, she decided to improve the academic standards among the students. For which, she directed all the teaching staff to begin special classes to students. These classes

helped children to clarify their doubts and improve their understanding of the subject. On the other hand, the videos are played to offer digital learning for understanding science experiments. This session is scheduled once in a week and the students are instructed to research the topic selected for visual learning.

After giving a shape to the school, she went all the way along with the teaching staff to meet parents for making them to rejoin their wards into school. A series of SMC meetings were conducted to gain the confidence of local community and parents. With all the efforts put in, the school witnessed an increase in enrollment and attendance percentage as well.

On the other side, when entered into the school, one see a vast kitchen garden with a variety of vegetables. The

students and parents are encouraged to work for the Kitchen garden with the help extended from the Agricultural department. The vegetables that grow in the kitchen garden includes tomatoes, chilly, ladyfinger, spinach, fenugreek, coriander, pumpkin, bitter gourd, bottle gourd etc. For systematic maintenance of the kitchen garden, the students from class 6 to class 9 are divided into two groups. Every child in each group get the chance

to work for the kitchen garden and they bring manure like cow dung from home to feed plants.

This activity has sensitized students over the protection of the environment and inculcated a sense of belongingness, besides, instilling in them the respect to dignity of labour. The students also enjoy eating the lunch prepared with fresh vegetables from the garden that they have grown.

## చదువుకి భాష అడ్డూరాదు

|                               |   |  |
|-------------------------------|---|--|
| పాఠశాల ప్రధానోపాధ్యాయుని పేరు | : | బి. శ్యామ్ చందర్ రావు  |
| పాఠశాల                        | : | ఎమ్.పి.పి.ఎస్. మామిళ్ళగూడెం, ముల్కాలపల్లి (మం)               |
| జిల్లా                        | : | భద్రాద్రి కొత్తగూడెం   |
| ఫోన్ నెంబర్                   | : | 9949111876   |
| ఇ-మెయిల్ ఐడి                  | : | mppsmamillagudem111@gmail.com<br>shyamrathod111876@gmail.com |

నేపథ్యం : **School Leadership for improving learning and learning out comes**

ఛత్తీస్ గడ్ అడవులలో పోడు వ్యవసాయం చేస్తూ సంచార జీవనం సాగించే గొత్తికోయలు నీతికి, నిజాయితీకి మారుపేరు. వాగులు వంకలు దాటుకుంటూ అడవి తల్లి ఒడిలో ప్రకృతితో సహజ జీవనానికి అలవాటుపడినవారు, తీవ్రవాద ప్రభావిత ప్రాంతాల్లో ప్రభుత్వ రక్షణ దళాలు మరియు తీవ్రవాదుల మధ్య నలిగినవారు, శరీరంపై కొపీసం మాత్రమే ధరించి కావడిలు మోస్తూ చామలబారును తలపించేలా రోడ్లు ఎంత వెడల్పుగా ఉన్నా వారు ఒకే వరుసలో క్రమశిక్షణగా నడిచేవారు. అలాంటి గొత్తికోయలు కాలక్రమంగా కొంత చైతన్యం పొందుతూ, క్రమంగా అడవులు అంతరించడం, అడవుల్లో జీవనానికి

కలుగుతున్న ఆటంకాలవల్ల అడవుల నుండి బయటకు వచ్చి స్థిర నివాసాలు ఏర్పాటుచేసుకొని పోడు వ్యవసాయం ద్వారా జీవనం సాగిస్తున్నారు.

వీరిని అడవుల నుండి బయటకు రప్పించేందుకు వీరి జీవన విధానాలు మెరుగుపరిచేందుకు ప్రభుత్వాలు, స్వచ్ఛంద సంస్థలు అనేక సంవత్సరాలుగా అనేక రకాలుగా ప్రయత్నాలు చేస్తున్నాయి. ఈ నేపథ్యం నుండి బయటకువచ్చి ఉమ్మడి ఖమ్మంజిల్లాలో కొత్తగా ఏర్పడిన భద్రాద్రి కొత్తగూడెం జిల్లా ములకలపల్లి మండలంలోని గ్రామమే మామిళ్ళగూడెం. తాము ఎంపిక చేసుకున్న గ్రామపెద్ద మాటనే వేదవాక్కుగా అమలుచేయడం ఈ తెగవారి ప్రత్యేకత.



ఏ పిల్లవానికైనా భాష తెలియకపోయినా భావం తెలిసేలా చెప్పగలిగితే ఆ విద్యార్థికి కొంతమేరకు విషయం అర్థం అయ్యేఅవకాశం ఉన్నది. ఈ విభిన్న సంస్కృతీ సంప్రదాయాలు ఉన్న పిల్లలను బడిబాట కార్యక్రమం ద్వారా మా పాఠశాలలో నమోదు చేసుకోవడం జరిగింది.



వీరి ఆచార వ్యవహారాలు భిన్నంగా ఉండటంవల్ల వీరు ఇతర పిల్లలతో కలవకపోవటం అందరితో సరిగా ఉండలేకపోవడం వలన వీరికి సామర్థ్య సాధనలో కొంత ఇబ్బందిపడ్డాయి. వీరికోసం ప్రత్యేక టి.ఎల్.ఎమ్.తో బోధన చేయడం జరిగింది.



మొదట ఈ బోధనోపకరణాలను కేవలం గమనించడం దాని తర్వాత వారికి (KNOWN TO UNKNOWN) తెలిసిన విషయాల నుండి తెలియని విషయాలకు మరల్చడం జరిగినది. సహజ సిద్ధంగా తమంతటతాము నేర్చుకోవడంలో TLM ఇష్టపడుతున్నట్లు గమనించాను.



నేర్చుకోవటం అనేది నిరంతర ప్రక్రియ. పిల్లలు అనేక విషయాలను అనేక సందర్భాలలో సహజసిద్ధంగా నేర్చుకొంటారు. తమకు ఆసక్తి కలిగిన విషయాలను తొందరగాను ఆసక్తిలేని వాటిని నేర్చుకోవటంలో ఇబ్బందులుపడటం గమనించాను. వారు నేర్చుకొనే విధానానికి ప్రాధాన్యత కల్పించాల్సిన అవసరం ఎంతైనా ఉంది.



అనుభవాలు స్వాతంత్ర్య అన్వేషణల ద్వారా జ్ఞాన నిర్మాణం జరుగుతుంది. స్వయంగా విద్యార్థి ఈ బోధనోపకరణము పరిశీలించి తాకి తానేదో చేస్తున్నట్లు లీనమై అనుభూతి తరగతి గదిలో (Through Real Life Experiences) నిజ జీవిత అనుభవాల ఆధారంగా వినియోగించగలిగే నవకల్పనలు పాఠశాలలో జరగాలని భావించాను.



విద్యలో నాణ్యత కొరకు గుణాత్మక విద్యకై పాటుపడడం, బడిలో చేరిన పిల్లలందరిలో తాము చదవగలుగుతున్నామనే భావనతో పాటు, నేర్చుకోవడానికి అనువైన వాతావరణం కల్పించడం, సంక్లిష్టమైన అంశాలను బాగా తెలిసిన ఉదాహరణలతో అభ్యసనను సరళీకృతం చేయాలి.

ఈ కథలో కథానాయకులైన వేణు ఆదిలక్ష్మిల కోసం ఏదైనా చేయాలనే సుదీర్ఘ ఆలోచన తరువాత వారికోసం **GAMINGACTIVITY BASED TLM** రూపొందించటం జరిగింది. కేవలం

పాఠ్యప్రణాళిక ఆధారం కాకుండా ఉపాధ్యాయ శిక్షణలో నేర్చుకున్న అనుభవాలను మరియు SLDP ట్రైనింగ్ లో పొందిన స్ఫూర్తితో, నూతన ఒరవడితో మా పాఠశాలలో బోధనోపకరణాల ద్వారా బోధించటం జరుగుతున్నది. విద్యార్థులకు వీలైనంతవరకు (Real Objectives) నిజ వస్తువులను అది సాధ్యంకానపుడు వారి భాషలోని పదాలను నేర్చుకొని ఆ భాషలో చెప్పడం ద్వారా ఆవాస ప్రాంత పిల్లలందరిని పాఠశాలకు రప్పించి నాణ్యమైన విద్యను అందిస్తున్న మామిళ్లగూడెం ఉపాధ్యాయుల సమిష్ట కృషి వలన తల్లిదండ్రులు కూడా పాఠశాల కార్యక్రమాలలో భాగస్వాములు కావడం ప్రారంభం అయ్యింది.



### Process Followed :

**ఆక్టివిటీ : ఆకారాలు**

**విద్యార్థి పేరు : ఎస్. ప్రేమ్ కుమార్**

**తరగతి : 3 వ**

రేఖ గణితములోని ఆకారాలను జియో బోర్డు సహాయంతో చదురస్త్ర, దీర్ఘ చతురస్త్ర, త్రిభుజం, రాంబస్, ట్రిఫిజియం, పంచభుజి, షడ్ భుజి అష్ట భుజి, ఆకారాలను వాటి చుట్టూ కొలతలను నేర్చుకోటం జరిగింది.



**అభ్యసన ఫలితం :** వివిధ ఆకారాలు వైశాల్యం పెరిగినప్పుడు వాటి చుట్టుకొలత పెరగవచ్చు, తగ్గవచ్చు అని తెలుసుకున్నాడు. కోణాల తేడాను గుర్తించగలుగుతారు.

**ఆక్టివిటీ : సెంచరీ బోర్డు**

**విద్యార్థి పేరు : కీర్తన**

**తరగతి : 5**

1 నుండి 5వ తరగతి వరకు తనకు సరిసంఖ్య, బేసిసంఖ్య, గుణిజాల గురించి తెలియదు. కానీ ఈ ఆక్టివిటీ ద్వారా రోమన్ సంఖ్యలు, సరి, బేసి సంఖ్యలు, 3 నుండి 10 వరకు గుణిజాలను గుర్తించడం చేయగలుగుతున్నారు.



**అభ్యసన ఫలితం :** వందలోపు సరి బేసి గుణిజాలను గుర్తించ గలుగుతారు.

**ఆక్టివిటీ : సంఖ్యలను తెలుసుకుందాం**

**విద్యార్థి పేరు : జోగ**

**తరగతి : 4**

9999 వరకు అంకెల గ్లాసులను మార్చుకుంటూ సంఖ్యలను గుర్తించటం, వాటి విస్తరణ, సంక్షిప్త రూపాలలో స్థాన విలువలను తీసుకుంటారు.



అభ్యసన ఫలితం : 9999 వరకు సంఖ్య విస్తరణ సంక్షిప్త రూపంలో అవగాహన చేసుకుంటారు.

ఆక్టివిటీ : వదిలేసి చెప్పు

విద్యార్థి పేరు : జ్యోతి

తరగతి : 4



ప్రత్యేకంగా తయారుచేసిన 100లోపు అంకెలు ఉన్న బోర్డు సహాయంతో ఒకే క్రమంలో అంకెలను వదిలేసి చెప్పడంతో వారికి తెలియకుండానే ఎక్కాలు, గుణిజాలు, ప్యాటర్న్స్ నేర్చుకుంటారు.

అభ్యసన ఫలితం : గుణిజాలు, ప్యాట్రన్స్ తెలుసుకొంటారు.

ఆక్టివిటీ : సంఖ్యలను తెలుసుకుందాం

విద్యార్థి పేరు : చందు

తరగతి : 3

పాత 1000, 100, 10, 1 నమూనా కరెన్సీలను ఒక్కటికి 9 ఉండేలా తీసుకొని విద్యార్థులతో ఏ ఆటను ఆడించుట జరిగింది?

ఉదాహరణ : 5263 -

5 - 1000 నోట్లు

2 - 100 నోట్లు

6 - 10 నోట్లు

3 - 1 రూపాయి నోట్లు



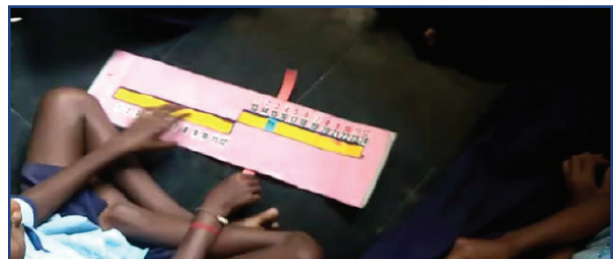
అభ్యసన ఫలితం : స్థాన విలువలు, విస్తరణ సంక్షిప్త రూపాలలో రాయగులుగుతారు.

ఆక్టివిటీ : సమయం చెప్పండి

విద్యార్థి పేరు : రామ్ తేజ

తరగతి : 4

గడియారంలోని AM, PM మధ్య తేదాలు తెలుసుకుంటారు.



అభ్యసన ఫలితం : నిజ జీవితం AM PM  
మధ్య తేడాలను ఖచ్చితంగా గుర్తించగలుగుతారు.

### ఆక్టివిటీ : Cone Festival

విద్యార్థి పేరు : సుమిత్ర మరియు గ్రూపు

తరగతి : 3

పిల్లలు ఒక్కొక్క చేతిమీద అంకెలురాసి రెండు కలిపి చదవడం.



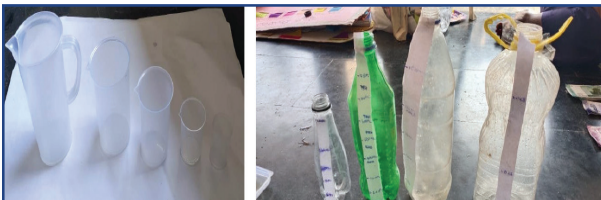
అభ్యసన ఫలితం : 99 లోపు అంకెలను సరిగా గుర్తించటము.

### ఆక్టివిటీ : ఈ పాత్ర ఎంత పడుతుంది

విద్యార్థి పేరు : లక్ష్మణ్

తరగతి : 5

1 లీటర్, 1/2 లీటర్ 200ml, 100ml మరియు 50ml కొలపాత్రలతో కొలవడం.



అభ్యసన ఫలితం : ద్రవ పరిమాణం లీటర్ మరియు మిల్లీలీటర్లో కొలుస్తారని అవగాహన చేసుకోవడం.

### ఆక్టివిటీ : బిజినెస్ గేమ్

విద్యార్థి పేరు : లక్ష్మణ్ మరియు గ్రూప్

తరగతి : 5

40 సినిమా పేర్లతో Community Chest (లాభం, నష్టం) Chance (లాభం, నష్టం) Jail, Income tax గళ్ళలో ఏర్పాటుచేసుకొని 2 డైస్ సహాయంతో ఆడే ఆట.



అభ్యసన ఫలితం : కరెన్సీ విలువలు (2000, 500, 100, 50, 10) denomination, తక్కువ, ఎక్కువ, తీసివేయడం కూడడం చిల్లర ఇవ్వడం నేర్చుకొంటారు.

### ఫలితాల పరిశీలన

- నా విద్యార్థులకు నేనెప్పుడు బోధించను. నేను వారు అభ్యసించగలుగు పరిస్థితులు కల్పించుటకు మాత్రమే ప్రయత్నిస్తాను". - ఆల్బర్ట్ ఐన్స్టాన్

నేను పిల్లలను ఆటపాటల ద్వారా పాఠాలు చెప్పడం, పిల్లలకు తెలియకుండానే వారు నేర్చుకుంటున్నామనే భావన కలగకుండా, ఈ ప్రత్యేక పెట్టెలో అన్ని గణిత బోధనోపకరణాలను చేసి వాటిని ఉపయోగించి నూతన విషయాలను నేర్చుకొన్నారు. ఇక నాణ్యమైన విద్య అందని ద్రాక్షా పండుగా ఉన్న నేటి పరిస్థితులలో ప్రతీ విద్యార్థి అన్ని సభ్యత్వాలలో తరగతి స్థాయి కలిగి ఉండటం కోసం ప్రత్యేక బోధనోపకరణాల

ద్వారా బోధన విద్యార్థులు చురుకైన భాగస్వామ్యం వంటివి విద్యార్థిలో అభ్యసనానికి ఎంతో తోడ్పడుతున్నాయి. మా TLM పెట్టె “ప్రయోగాల ఒడి పెట్టెలో బడి” విద్యార్థులను ఎంతో ఆకర్షించింది. పిల్లలు బాగా ఆక్టివ్ గా పాల్గొనటం అభ్యసన వేగంగా

జరుగుతుంది. ఇక్కడ ఇద్దరు పిల్లలు పాఠశాలకు రాకముందు వచ్చిన తరువాత మార్పును మీ ముందు ఉంచాము, మా పాఠశాలలో 100% హాజరుకు ఇదే మా BEST ACHIEVEMENT.



BEFORE

CHANGE



AFTER

## కాన్వెంట్ రహిత గ్రామం - నర్సింహాపురం

|                               |   |
|-------------------------------|---|
| పాఠశాల ప్రధానోపాధ్యాయుని పేరు | : మద్దిరెడ్డి నాగేశ్వరరెడ్డి                    |
| పాఠశాల                        | : ఎమ్.పి.పి.ఎస్., నర్సింహాపురం, ఎర్రపాలెం (మం.) |
| జిల్లా                        | : ఖమ్మం   |
| ఫోన్ నెంబర్                   | : 9441611057                                    |
| ఇ-మెయిల్ ఐడి                  | : mnreddyhm@gmail.com                           |

### పాఠశాల విజయగాథ

నేను ఉపాధ్యాయ వృత్తిలోకి ప్రవేశించినప్పటి నుండి నేను ఎంచుకున్న లక్ష్యాలు మరియు నా యొక్క విజన్.

1. గ్రామంలో (5(+)) సంవత్సరముల వయస్సు నుండి 9 (+) సంవత్సరముల వయస్సు కలిగిన బాలబాలికలందరిని 100% ప్రభుత్వ పాఠశాలలో జాయిన్ చేయించాలి. (ప్రస్తుతం ప్రతి సంవత్సరం నేను పనిచేసే గ్రామంలోని బడిఈడు పిల్లలందరూ వందశాతం ప్రభుత్వ పాఠశాలలో జాయిన్ అవుతున్నారు.)
2. పాఠశాలలో చేరిన పిల్లలందరికీ ప్రైవేటు పాఠశాలల కంటే మెరుగైన నాణ్యమైన విద్యను రాజీలేని విధంగా బోధించడం.
3. పాఠశాలలో జాయిన్ అయిన విద్యార్థులందరూ ప్రతినిత్యం వందశాతం హాజరు అయ్యేవిధంగా విద్యార్థులను ప్రోత్సహించుట మరియు చదువు విలువ తెలిసేలా తల్లిదండ్రులను చైతన్యపరచడం.

4. ప్రతి విద్యాసంవత్సరము నవోదయ, గురుకుల పాఠశాలల ప్రవేశ పరీక్షలలో విద్యార్థులు ఎంపిక అయ్యే విధముగా లాంగ్టర్మ్ కోచింగ్ ఇవ్వడం.
5. బోధన మరియు పాఠశాల నిర్వహణ విషయములో రాజీలేని విధముగా పాఠశాలను ఉన్నత ప్రమాణాలు, ఆశయాలతో నిర్వహించడం.

### నేను ఈ పాఠశాలలో జాయిన్ అయ్యే నాటికి పాఠశాల స్థితి గతులు

నేను ది 11-07-2018న బదిలీలలో భాగంగా ఎమ్.పి.పి.ఎస్. సత్యనారాయణపురం నుండి ఈ పాఠశాలలో జాయిన్ అయినాను. ఈ పాఠశాలలో నేను జాయిన్ అయినప్పుడు 1వ తరగతి నుండి 5వ తరగతి వరకు 15 మంది విద్యార్థులు మాత్రమే కలరు. ఆ 15 మంది విద్యార్థులకు సైతము కనీస అభ్యసన సామర్థ్యాలు రాలేదు. ఈ 15 మంది విద్యార్థులు కూడా ప్రతిరోజు రెగ్యులర్గా పాఠశాలకు హాజరు అయ్యేవారు కాదు.

పాఠశాల తరగతి గదులు అపరిశుభ్రంగా మురికిగా వుండేవి. పాఠశాల ఆవరణ కూడా అపరిశుభ్రంగా వుండేది. అప్పటికి గ్రామములోని

బాలబాలికలందరు ప్రైవేటు పాఠశాలలకు వెళ్తున్నందున గ్రామస్తులు పాఠశాలను గురించి పట్టించుకోలేదు.



నేను పాఠశాలలో జాయిన్ అయినప్పుడు పాఠశాల స్థితి తెలుపు దృశ్యం

### కాన్వెంటు రహిత గ్రామంగా తీర్చిదిద్దుటకు నేను చేసిన కృషి వివరములు

ఉపాధ్యాయ బదిలీలలో భాగంగా నేను ఎర్రుపాలెం మండలం ఎమ్.పి.పి.ఎస్. సత్యనారాయణపురం నుండి ది 11-07-2018న ఎమ్.పి.పి.ఎస్. నర్సింహాపురం పాఠశాలలో జాయిన్ అయినాను. ది 11-07-2018న ఈ పాఠశాలలో 15 మంది బాలబాలికలు మాత్రమే విద్యనభ్యసించుచున్నారు. అప్పటికి గ్రామములో చాలామంది బడిఈడు పిల్లలు ప్రైవేటు పాఠశాలలకు వెళ్ళుతున్నారు.

నేను పాఠశాలలో జాయిన్ అయిన మరుసటి రోజునుండి గ్రామంలో ఇంటిఇంటికి తిరిగి పిల్లలను ప్రభుత్వ పాఠశాలకు పంపవలసినదిగా కోరాను.

ప్రైవేటు పాఠశాలల మాదిరిగా ఇంగ్లీషు మీడియంలో బోధిస్తానని, ఎల్.కె.జి., యు.కె.జి. తరగతులు కూడా నిర్వహిస్తానని తల్లిదండ్రులకు తెలిపాను. నాణ్యమైన విద్యనందిస్తానని, తమ పిల్లలను ప్రభుత్వ పాఠశాలకు పంపి వారం, 10 రోజుల చదువును చూడమని గ్రామస్తులను వేడుకున్నాను. ఒకవేళ నేను పిల్లలకు సరిగా బోధించలేక పోతే నా మీద కలెక్టరుకు లేదా విద్యాశాఖాధికారికి ఫిర్యాదు చేయవచ్చని గ్రామస్తులకు బహిరంగంగా చెప్పాను. అదే విధముగా నా మొబైల్ ఫోను నుండి మీరు కలెక్టరుగారికి నేను విద్యార్థులకు చదువు సరిగా చెప్పుటలేదని తెలియజేయవచ్చునని తెలిపినాను. ఆ సందర్భంలో ప్రతి ఇంటికి తిరిగి ప్రైవేటు పాఠశాలలకు వెళ్ళే విద్యార్థుల జాబితా తయారు చేసుకున్నాను.

నాడు నేను గ్రామములో ఇంటింటికి వెళ్ళి తమ పిల్లలను పాఠశాలలో చేర్పించమని అడిగినప్పుడు గ్రామస్థులకు నాకు మధ్య జరిగిన సంభాషణ వివరాలు

**ఉపాధ్యాయుడు** - మీ పిల్లలను ప్రభుత్వ పాఠశాలలో చేర్పించిన యెడల మీ పిల్లలకు ప్రైవేటు పాఠశాలలో మాదిరిగా ఇంగ్లీషుమీడియంలో బోధిస్తాను. మంచిగా బోధిస్తాను మీ పిల్లలను మా పాఠశాలలో జాయిన్ చేయండి.

**పేరెంట్ (రామచంద్రరావు గారు)** - మీరు ఒకటి రెండు సంవత్సరముల తరువాత వేరే పాఠశాలకు వెళతారు. మీ పై నమ్మకంతో మేము మీ పాఠశాలలో ఎలా జాయిన్ చేయాలి?

**ఉపాధ్యాయుడు** - 8 సం.ల వరకు నేను మీ గ్రామపాఠశాలలోనే వుంటాను. నమ్మకం కుదరాలంటే బాండ్ రాసిస్తాను.

**పేరెంట్ (ఏడుకొండలు గారు)** - ప్రభుత్వ పాఠశాలలో చదువు సరిగా చెప్పటం లేదనే కదా మేము మా పిల్లలను ప్రైవేటు పాఠశాలకు పంపుతున్నాము. ఇప్పుడు మీ పాఠశాలకు ఎలా పంపుతాం?

**ఉపాధ్యాయుడు** - మా పాఠశాలలో మీ పిల్లలను చేర్పించి ఒక పదిరోజులు నా బోధన చూడండి. నేను బోధించే పద్ధతి నచ్చక పోతే గ్రామస్థులందరు కలసి నా మీద కలెక్టరుగారికి ఫిర్యాదు చేసి తిరిగి మీ పిల్లలను ప్రైవేటు పాఠశాలకు పంపించవచ్చు.

**అప్పారావు గారు (పేరెంట్)** - ప్రైవేటు పాఠశాలలలో మాదిరి ఇంగ్లీషు మీడియంలో చదువు చెబుతారా? డైరీలు అన్ని రాస్తారా?

**ఉపాధ్యాయుడు** - ప్రైవేటు పాఠశాలల కంటే మెరుగ్గా ఇంగ్లీషుమీడియంలో బోధిస్తాను. మరియు ప్రతిరోజు డైరీలు వ్రాయిస్తాను.

**అనిత గారు (పేరెంట్)** - ప్రైవేటు పాఠశాలలో అయితే ఉదయం 8 గం||ల నుండి సాయంత్రం 5 గం||ల వరకు పాఠశాల వుంటుంది. మరి మీరు ఆవిధంగా పాఠశాలలో మా పిల్లలకు చదువు చెబుతారా?

**ఉపాధ్యాయుడు** - మీరు కోరుకున్న సమయముల ప్రకారం పాఠశాలలో చదువుచెబుతానని వ్రాతపూర్వకముగా హామీ పత్రము కూడా వ్రాసి యిస్తాను.

ఈ విధంగా నేను గ్రామస్థులు వేసిన ప్రశ్నలకు బాధ్యతతో భరోసా ఇవ్వగా ది 18-9-2018 న గ్రామములోని ఎల్.కె.జి. నుండి 5వ తరగతి వరకు ప్రైవేటు పాఠశాలలకు వెళ్ళే విద్యార్థులు 46 మంది ఒకే రోజు మా పాఠశాలలో జాయిన్ అయినారు. ఈ విధంగా ఎల్.కె.జి. నుండి 5వ తరగతి లోపు బాలబాలికలు ఒక్కరు కూడ ప్రైవేటు పాఠశాలకు వెళ్ళకుండా కాన్వెంటు రహిత గ్రామంగా తీర్చిదిద్దడమైనది.



నేడు పాఠశాలలో బాలబాలికలను సూచించే చిత్రం

**కాన్వెంట్ రహిత గ్రామంగా తీర్చిదిద్దిన అనంతరం బాలబాలికలకు నాణ్యమైన విద్యను అందించిన విధానం**

పాఠశాలలో ఎల్.కె.జి., యు.కె.జి. తరగతులతో పాటు 1వ తరగతి నుండి 5వ తరగతి వరకు నేను మరొక విద్యా వాలంటీరు నహాయంతో ఇంగ్లీషుమీడియంలో తరగతులు బోధించటమైంది. ప్రతి రోజు నేను పాఠశాలకు 8 గంటలకు వెళ్ళి సాయంత్రము 5 గంటల వరకు పాఠశాలలో బోధించేవాడిని. సాయంత్రం 6 గంటల నుండి రాత్రి 8-30 ని॥ వరకు తల్లిదండ్రుల ఆర్థిక సహకారముతో ఒక ట్యూటర్‌ను నియమించి విద్యార్థుల విద్యా ప్రగతిని మెరుగుపరచుటకు కృషి చేసాను.

గ్రామస్తులకు గురుకుల, నవోదయ పాఠశాలల ప్రవేశ పరీక్షల గురించి అవగాహన లేనప్పటికి ఆ విషయమై వారికి అవగాహన కల్పించి 2009-10 విద్యా సంవత్సరము నుండి ప్రతి సంవత్సరము 4, 5

తరగతుల బాలబాలికలకు లాంగ్ టర్మ్ కోచింగ్ ఇచ్చి సదరు పరీక్షలు వ్రాయించినాను.

ఇప్పుడు ప్రతి విద్యాసంవత్సరములో గురుకుల, నవోదయ పాఠశాలల ప్రవేశ పరీక్షలో ప్రతిభ సాధించి సీట్లు పొందుచున్నారు. ప్రతి సంవత్సరము ప్రారంభములో పాఠశాలలోని బాలబాలికలకు నాణ్యమైన విద్యనందిస్తానని తల్లిదండ్రులకు వ్రాతపూర్వకముగా హామీ పత్రములు ఇస్తున్నాను. ఎల్.కె.జి., యు.కె.జి. నుండి 5వ తరగతి వరకు జి.కె., హిందీ సబ్జెక్టులు ప్రైవేటు పాఠశాలలకు ధీటుగా బోధిస్తున్నాను.

పాఠశాలలో బాలబాలికల సంఖ్య నమోదు పెరుగుదల ఒక్కటే కాకుండా విద్యార్థులకు నాణ్యమైన విద్యను బోధిస్తూ ఈ విద్యాసంవత్సరము కూడ గ్రామములో 5 (+) సంవత్సరముల వయస్సు నుండి 9(+), సంవత్సరముల వయస్సు నిండిన బాలబాలికలు అందరు ప్రభుత్వ పాఠశాలలోనే నమోదయ్యారు. మరియు గ్రామంలో ఒక్క విద్యార్థి కూడా ప్రైవేటు పాఠశాలకు వెళ్లడంలేదు.

**విద్య మా హక్కు**  
**సర్వ శిక్షా అభియాన్**  
అందరూ చదవారి - అందరూ ఎదగారి

నాణ్యమైన విద్యను ( ప్రైవేటు పాఠశాల కంటే మెరుగైన విద్య )  
బోధిస్తామని పాఠశాల తరువున హామీ పత్రం -  
పి.యస్. సత్యనారాయణపురం -ఎర్రపాలెం (మం)  
- ఖమ్మం (జిల్లా)

గౌరవయులైన శ్రీ \_\_\_\_\_ గారికి యువపి.  
యస్. సత్యనారాయణపురం తరువున ఇచ్చి పాఠి ఏమనగా మీ కుమారుడు /  
కుమార్తె అయిన \_\_\_\_\_ మీ \_\_\_\_\_ తరగతిలో  
తెలుగు / ఇంగ్లీషు మీడియంలో నాణ్యమైన విద్యను ( ప్రైవేటు పాఠశాల కంటే  
మెరుగైన విద్య) 2015-2016 విద్య సంవత్సరములో లోపిస్తామని లాభ పూర్వ  
కముగా పాఠి ఇచ్చామన్నాము.

తరగతి ఉపాధ్యాయుని సంతకము                      ప్రధానోపాధ్యాయుని సంతకము

**ఉపాధ్యాయుడు ఎమ్.నాగేశ్వరరెడ్డి గ్రామస్తులకు  
వ్రాత పూర్వకంగా నాణ్యమైన విద్యను అందిస్తానని  
వ్రాసి యిచ్చిన హామీ పత్రము**

**గతంలో పాఠశాల మేనేజ్‌మెంట్ కమిటీ సమావేశాలు నిర్వహించిన విధానం**

నేను ఈ పాఠశాలలో జాయిన్ కాకముందు బాలబాలికల తల్లిదండ్రుల మేనేజ్‌మెంట్ కమిటీ సమావేశములు అసలు ఒక్కసారి కూడా జరిగినట్లు దాఖలాలు లేవు.

కనీసం ఈ పాఠశాలలో పాఠశాల మేనేజ్‌మెంట్ కమిటీ వాళ్ళు పేర్లు కలిగిన రిజిస్టరు లేదు.

వారి సమావేశాలు నిర్వహించినట్లుగా కనీసం ఒక్క రిజిస్టరు కూడ లేదు.

ప్రభుత్వం వారు ప్రభుత్వ పాఠశాలలో అందిస్తున్న సౌకర్యాలపై గ్రామస్తులకు అవగాహన లేదు.

నేను ఈ పాఠశాలలో జాయిన్ అయిన తరువాత పాఠశాల మేనేజ్‌మెంట్ కమిటీ సమావేశములు నిర్వహించిన విధానము మరియు పాఠశాలకు గ్రామస్తులను భాగస్వాములను చేసిన విధానము.

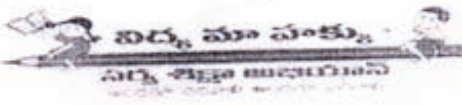
నేను ఈ పాఠశాలలో జాయిన్ అయిన తరువాత గ్రామంలో పిల్లలను పాఠశాలలో జాయిన్ చేసుకునేటప్పుడు తల్లిదండ్రులకు ఒక హామీ ఇచ్చినాను. ఆ హామీ ప్రతి నెల పాఠశాలలో తల్లిదండ్రుల సమావేశం నిర్వహించి పిల్లల చదువును ప్రత్యక్షంగా మీ ముందు పరీక్షిస్తానని తెలియజేసాను. నేను ఈ పాఠశాలలో జాయిన్ అయినప్పటి నుండి పాఠశాలలో తల్లిదండ్రుల సమావేశమును ప్రతి నెల 9వ తేదీ నిర్వహిస్తున్నాను. తల్లిదండ్రుల సమావేశంలో తరగతుల వారీగా బాలబాలికల చదువును ప్రత్యక్షంగా పరీక్షిస్తున్నాం.

తెలుగు, ఇంగ్లీషు సబ్జెక్టులలో ఒక పేరా చదివించడం మరియు 10 డిక్టేషన్ పదాలను చెప్పి వ్రాయించడం మరియు పరిసరాల విజ్ఞానం సబ్జెక్టులో ఒక పేర చదివించడం, పూర్తి అయిన సిలబస్‌లో ఒక ప్రశ్నకు జవాబును వ్రాయించడం, బాలబాలికలచే తల్లిదండ్రుల సమావేశములో పరీక్షిస్తున్నాం.

ప్రతి నెల క్రమము తప్పకుండా తల్లిదండ్రుల సమావేశము నిర్వహించి సమావేశ వివరాలను రిజిస్టరులో నమోదు చేయిస్తున్నాను. ఈ సమావేశముల ద్వారా తల్లిదండ్రులకు పాఠశాల మీద నమ్మకం లిగేటట్లు చేయగలిగాను.

ప్రైవేటు పాఠశాలలో మాదిరిగానే రోజువారీ టాస్క్ డైరీలలో పిల్లల చదువుపై రిమార్క్ కాలమ్‌లో వ్రాయడం జరుగుతోంది. ఈ పాఠశాలలో విద్యార్థుల హాజరు శాతం 99% ఉంటుంది. పాఠశాలలో రోజు

హాజరు వేసిన తరువాత బడికి రాని పిల్లల కోసం తీసుకొని వెళితే పొలం వెళ్ళి పిల్లలను బడికి తీసుకొని పిల్లల ఇంటికి వెళ్ళి వారిని పాఠశాలకు తీసుకొని రావడం వస్తున్నాను. జరుగుతోంది. తల్లిదండ్రులు పిల్లలను పొలం పనులకు



**మండల పరిషత్ ప్రాథమిక పాఠశాల**  
**నరసింహపురం - ఎర్రపాలెం (మం) - ఖమ్మం జిల్లా**  
**అభిప్రాయ సేకరణ వక్రము**

విద్యార్థి పేరు..... తరగతి.....  
 తండ్రి పేరు..... విద్యార్థ తలు..... వృత్తి.....

గమనిక - మీ అభిప్రాయాలను ఈ క్రింది ఇచ్చిన గడిలో  మార్కు ద్వారా లేదా ఇచ్చిన బాల్ లో నాసి తెలుపగలరు

1. ఎ) నోటుక్వి కరెక్షన్ ఎలా వున్నది? సంతృప్తికరంగా  అసంతృప్తికరంగా   
 బి) ఏ సభ్యుల్లో అసంతృప్తికరంగా వున్నది?.....
2. ఎ) ఉపాధ్యాయుల బోధనా విధానాలలో సంతృప్తికరంగా ఉన్నారా? అవును  లేదు   
 బి) ఏ సభ్యుల్లో అసంతృప్తికరంగా ఉన్నారా?.....
3. ఎ) మీ కుమార్తె/కుమారుని చరణా నైపుణ్యాన్ని సంతృప్తికరంగా ఉన్నారా? ఉన్నది  లేదు   
 4. ఏ ఏ సభ్యుల్లో చరణా నైపుణ్యాన్ని సంతృప్తికరంగా లేదు?.....
5. ఎ) మీ కుమార్తె/కుమారుడు ఇంగ్లీషులో వ్యక్తపరచే నైపుణ్యాన్ని గురించి సంతృప్తిగా ఉన్నారా? ఉన్నాము  లేదు   
 బి) మీరు అసంతృప్తిగా ఉన్నచో ఎలాంటి నైపుణ్యాన్ని కోరుకుంటున్నారు?
6. మీ కుమార్తె/కుమారుని చేతిద్రాత గురించి సంతృప్తికరంగా ఉన్నారా? ఉన్నాము  లేదు
7. ఎ) మీ కుమార్తె/కుమారుని చదువులో అభివృద్ధిలో సంతృప్తికరంగా ఉన్నారా? ఉన్నాము  లేదు   
 బి) మీరు అసంతృప్తిగా వున్నచో ఏ ఏ సభ్యుల్లో అభివృద్ధి కోరుకుంటున్నారు?
8. పాఠశాల నిర్వహణ ఎలా వున్నది? సంతృప్తికరంగా  అసంతృప్తికరంగా
9. పాఠశాలలో మధ్యాహ్న భోజనం ఎలా వున్నది? సంతృప్తికరంగా  అసంతృప్తికరంగా
10. పాఠశాలలో హాయిలెట్స్ నిర్వహణ ఎలా ఉన్నది? సంతృప్తికరంగా  అసంతృప్తికరంగా
11. పాఠశాలలో విద్యార్థుల శ్రమశిక్షణ ఎలా వున్నది? సంతృప్తికరంగా  అసంతృప్తికరంగా

**తల్లి/తండ్రి/ సంరక్షకుని సంతకం**

ఎమ్.పి.సి.ఎస్. దివ్యంపాఠశాల పాఠశాలలో ఉన్న పాఠశాలకు కర్మకాండకు ప్రతి రూపాయిలోకూడా ఉపాధ్యాయులు ఇచ్చే టిక్ బ్యాగ్ లాభం

### 1. కొత్తపల్లి బాబూరావు, పేరెంట్

మాది నర్సింహాపురం గ్రామము. నాగేశ్వరరెడ్డి మాస్టారు ఈ పాఠశాలకు రాకముందు మా కుమార్తెను ప్రైవేటు పాఠశాలలో చదివించాను. ఈ మాస్టారు వచ్చిన తరువాత గ్రామములో ప్రైవేటు పాఠశాలకు వెళ్ళేపిల్లల తల్లిదండ్రులందరివద్దకు వచ్చి మమ్ములను కలిసి ప్రైవేటు పాఠశాలలో కంటే మంచిగా చదువు చెబుతానని హామీ ఇచ్చి మాకు నమ్మకం కుదిర్చినందున ది 18-7-2018న మా కుమార్తెను ఈ ప్రభుత్వ పాఠశాలలో జాయిన్ చేసాను. మాకు హామీ యిచ్చినట్లుగానే మాస్టారు మా పిల్లలకు చదువు బాగా చెబుతున్నారు.



### 2. కోలా పావని, 3వ తరగతి

నాపేరు కోలా పావని. నేను 3వ తరగతి ఇంగ్లీషుమీడియం చదువుతున్నాను. నాగేశ్వరరెడ్డి మాస్టారు మా గ్రామములోని ప్రభుత్వ పాఠశాలలో జాయిన్ అయిన తరువాత మా నాన్నగారు నన్ను ప్రైవేటు పాఠశాలనుండి మాన్పించి ఈ పాఠశాలలో జాయిన్ చేయించారు. నాగేశ్వరరెడ్డి మాస్టారు, ఇతర మేడమ్ గార్లు ఇంగ్లీషుమీడియంలో మాకు పాఠాలు అర్థమయ్యేలా బోధిస్తున్నారు. మా పాఠశాల ఉదయం 7-45 గం.ల నుండి సాయంత్రం 6-00 గంటల వరకు ఉంటుంది. ప్రైవేటు పాఠశాలకంటే మెరుగ్గా పాఠాలు చెబుతున్నారు. పాఠశాలలో రాత్రి సమయంలో కూడా స్టడీ అవర్స్ నిర్వహిస్తున్నారు.



### 3. గుంతాల వేణుగోపాల్, 4వ తరగతి

నా పేరు గుంతాల వేణుగోపాల్. నేను 4వ తరగతి ఇంగ్లీషుమీడియం చదువుతున్నాను. నాగేశ్వరరెడ్డి మాస్టారు ఈ పాఠశాలకు వచ్చిన తరువాత నేను ప్రైవేటు పాఠశాల నుండి ఈ పాఠశాలలో జాయిన్ అయినాను. మాకు పాఠ్యాంశాలతో పాటు హిందీ, జి.కె. సబ్జెక్టులు కూడా బోధిస్తున్నారు. మాకు మాస్టారు స్పోకెన్ ఇంగ్లీష్ కూడా బోధిస్తున్నారు. నేను ప్రైవేటు పాఠశాలకు వెళ్ళినప్పుడు నాకు చూసి చదవటం కూడా సరిగా రాలేదు. మరియు లెక్కలు కూడా సరిగా రాలేదు. కాని ప్రభుత్వ పాఠశాలలో జాయిన్ అయిన తరువాత పాఠాలు బాగా చదవగలుగుతున్నాను. మరియు లెక్కలు కూడా బాగా చేయగలుగుతున్నాను. మా ఉపాధ్యాయులు చదువు బాగా చెబుతున్నారు.



నేను ఉపాధ్యాయ వృత్తిలో ప్రవేశించినప్పటి నుండి నేను పని చేసే ఏ గ్రామాన్నైనా కాన్వెంట్ రహిత గ్రామముగా తీర్చిదిద్దుచున్నాను.

ఈ పాఠశాలలో చదువు విద్యార్థులు ప్రతి విద్యా సంవత్సరము నవోదయ, గురుకుల పాఠశాల ప్రవేశ పరీక్షలలో మెరిట్ ఆధారంగా సీట్లు సాధించుచున్నారు.

నేను పాఠశాలకు సంబంధించిన రిజిస్టర్లు, రికార్డు వర్క్ అంతా ఇంటి వద్ద వ్రాసుకొని, పాఠశాలలో నా మూర్తి నమయాన్ని విద్యాబోధనకే వినియోగిస్తున్నాను.

గత సంవత్సర కాలంలో ఈ పాఠశాలకు అవసరమైన కనీస మౌలిక వసతులను గ్రామస్తుల సహకారంతో సమకూర్చుటమైంది.



తహసీల్దార్ అన్వారీకి వివరణపత్రం అందిస్తున్న విద్యార్థుల తల్లిదండ్రులు

## మా మాస్టారు మాకు కావాలి

### ★ నాగేశ్వరరెడ్డిని బదిలీ చేయిద్దని తల్లిదండ్రుల ఆందోళన

ఎర్రుపాలెం, న్యూఢిల్లీ: సత్యనారాయణపురం ప్రాథమిక పాఠశాలకు నాగేశ్వరరెడ్డి మాస్టారు వచ్చాక విద్యార్థుల సంఖ్య పది నుంచి 80కి చేరింది. గ్రామం నుంచి ఎవరూ ప్రైవేటు పాఠశాలకు వెళ్లలేదు. ఉత్తమ బోధనతో పాఠశాల ఆవిష్కృతికి కృషి చేసిన మాస్టారును బదిలీ చేయవద్దని కోరుతూ గ్రామస్థుల ఎర్రుపాలెం తహసీల్దార్ కార్యాలయం ఎదుట దర్నా నిర్వహించారు. నాగేశ్వరరెడ్డి వచ్చాక విద్యార్థులకు అంగ్ర మాధ్యమంలో బోధన చేశారని, ప్రైవేటు పాఠశాలకు డీటుగా బోధన చేశారని అన్నారు. ఆయనను మళ్లీ ఇదే పాఠశాలకు పంపించాలని లేకుంటే విద్యార్థుల బిచ్చి ప్రశ్నార్థకంగా మారుతుందని తహసీల్దార్ కేఎంఎం అన్వారీతో చెప్పి మహిళలు కన్నుటి పర్యంతమయ్యారు. దీంతో చలించిన తహసీల్దార్ ఎంతో ప్రణాళికతో మాట్లాడి పాఠశాలలో ఉత్తమ బోధన జరిగేలా చూడాలని సూచించారు. నాగేశ్వరరెడ్డితోపాటు ఇదే పాఠశాలలో పని చేసే ఉపా

ధ్యాయిని సౌజన్యం వైరా మండలానికి బదిలీపై వెళ్లారు. పాఠశాలలో ఇరువురు ఉపాధ్యాయులు లేకపోవటంతో మండల విద్యా శాఖాధికారి తాత్కాలిక పలంబీర్తో పాఠశాలను నిర్వహిస్తున్నారు. రూ.వేలాది పెట్టి ప్రైవేటు పాఠశాలలకు పంపించలేమని, ఉత్తమ బోధన చేపడుతున్న నాగేశ్వరరెడ్డిని మళ్లీ తమ పాఠశాలకు డిప్యూటీషన్పై పంపించాలని కోరుతూ గ్రామస్థులు శుక్రవారం జిల్లా కలెక్టర్, డీ.ఈ.ఈ.కు విన్నవించున్నారు. గురువారం పాఠశాలకు వచ్చిన నాగేశ్వరరెడ్డిని మీరు మా పాఠశాలలో ఉంచాలని విద్యార్థులు, వారి తల్లిదండ్రులు కోరారు. తమతో ఉన్న అనుబంధాలను నెమరు వేసుకుని విచారం వ్యక్తం చేశారు. వినతిపత్రం అందించిన వారిలో రాంబాబు, భూలక్ష్మి, కోటేశ్వరి, వెంకటలక్ష్మి, వీరమ్మ, తిరుపతమ్మ, వెంకటేశ్వరరెడ్డి, రమాదేవి, చంద్రిక, జమలమ్మ, అప్పమ్మ, ఏసుపాదం, వెంకటనర్సమ్మ, రమేష్, వెంకటేశ్వరరావు తదితరులు ఉన్నారు.

ప్రతి మూడు నెలలకొకసారి తల్లిదండ్రులకు లో ఇచ్చిన సూచనలు పాటిస్తూ పిల్లల చదువులో బాలబాలికల చదువు గురించి ఫీడ్ బ్యాక్ ఫారమ్ అభివృద్ధి సాధించుట జరుగుచున్నది. ఇచ్చుచున్నాము. తల్లిదండ్రులు ఫీడ్ బ్యాక్ ఫారమ్



రాజుపాలెం గ్రామమునుండి ప్రతినిత్యం ఇద్దరు విద్యార్థులను పాఠశాలకు బండిమీద తీసుకువస్తున్న ఉపాధ్యాయుడు ఎమ్.నాగేశ్వరరెడ్డి

నేను నా వృత్తిని దైవంగా భావిస్తున్నాను.

## వైజ్ఞానిక విజయం

|                               |                              |
|-------------------------------|------------------------------|
| పాఠశాల ప్రధానోపాధ్యాయుని పేరు | : పోతుగంటి నర్సయ్య           |
| పాఠశాల                        | : జెడ్.పి.హెచ్.ఎస్. చెన్నూరు |
| జిల్లా                        | : జనగాం                      |
| ఫోన్ నెంబర్                   | : 9849242099                 |

రవీంద్రనాథ్ ఠాగూర్ స్థాపించిన శాంతి నివాసం ఎలా ఉండేదో కానీ మా చెన్నూరు పాఠశాల ఒక ఆశ్రమ పాఠశాలను తలపింపజేస్తుంది. చూడగానే విద్యార్థుల్లో దేశభక్తి ఉప్పొంగే విధంగా జాతీయ నాయకుల విగ్రహాలు, చిత్రాలు ఉన్నాయి. పర్యావరణాన్ని కాపాడే బాధ్యత మాదే అనే విధంగా సహస్రానికిపైగా పచ్చని చెట్లు, మొక్కలు ఉన్నాయి. శాస్త్ర సాంకేతిక రంగాలలో మాదే పైచేయి అన్నట్లు పాఠశాల ప్రాంగణంలోకి అడుగుపెట్టగానే పి.యస్.యల్.వి. రాకెట్ ఆవరణలో అనేక చిత్రాలు రంగురంగులలో శోభాయమానంగా దర్శనమిస్తాయి. సాంస్కృతిక కార్యక్రమాలకు సకల కళలకు సర్వ విద్యలకు ఆలవాలమని తెలియపరచే విధంగా కళాప్రాంగణము, ఆహ్వానం పలుకుతాయి. శారీరక వికాసానికి క్రీడలే బలమంటూ తెలియజేసే విశాలమైన ఆటస్థలం అందు వివిధ క్రీడలలో నైపుణ్యం పెంచుకోవడానికి అవసరమైన క్రీడావస్తువులెన్నో ఉన్నాయి. “ఉత్తమ విద్యార్థి ముఖ్య లక్షణం నిరంతరం పుస్తక పఠనం” అని తెలుపుతూ వివిధ పుస్తకాలను అందుబాటులో ఉండే విధంగా విజ్ఞాననిధియైన

గ్రంథాలయం ఉంది. కార్పొరేటు పాఠశాలల విద్యార్థులవలె ఆంగ్ల భాషలో నైపుణ్యం సాధించడానికి అవసరమైన ఆంగ్ల భాషాప్రయోగశాల, ప్రాజెక్టులతో కూడి ఉంది. విజ్ఞానశాస్త్ర విషయాలు ఆసక్తికరంగా, ఆకర్షణీయంగా నేర్చుకొనుటకు విజ్ఞానశాస్త్ర ప్రయోగశాల, దానికి తగినట్లు జీవభౌతిక రసాయన శాస్త్ర అభ్యసన పరికరాలతో అధునాతనంగా ఉంది.

ఆకర్షణీయంగా, ఆశ్రమ పాఠశాలను తలపించే విధంగా ఉన్న మన పాఠశాలలో 280 మంది విద్యార్థులు విద్యనభ్యసిస్తున్నారు. మనది సక్సెస్



పాఠశాలే కానీ తల్లిదండ్రుల అభీష్టం మేరకు నడుపుతున్న పాఠశాల, పాఠ్య, సహపాఠ్య కార్యక్రమాలలో విజయాలబాటలో పరుగులు తీస్తున్న పాఠశాల కావడం విశేషం. ఇది గ్రామప్రజల ఆశలకు, ఆశయాలకు, అభ్యున్నతికి మార్గంగా నిలుస్తుందని చెప్పడంలో సందేహంలేదు.

గత ఐదు సంవత్సరాలుగా పాఠశాలలో మౌఖిక వసతులు, తరగతి గదుల, అలంకరణ, పాఠశాల ఉపాధ్యాయినీ, ఉపాధ్యాయులదే ఆకర్షణీయమైన ఆదర్శవంతమైన బోధనవల్ల బడుగు, బలహీన వర్గాల పిల్లలు 160 మంది విద్యార్థులతో ఉన్న పాఠశాల క్రమక్రమంగా పెరుగుతూ ఈ సంవత్సరానికి 280 మంది విద్యార్థులకు చేరుకుంది. “పైవేటు చదువులు వద్దు, ప్రభుత్వ చదువులు ముద్దు” అనే నినాదంతో సమాజంలో వచ్చిన పరివర్తన పాఠశాలను ఈ స్థాయికి తీసుకురావడం జరిగింది.

పాఠశాల ప్రధానోపాధ్యాయులు, ఉపాధ్యాయుల సమావేశం ఏర్పాటుచేసి పాఠశాల పరిరక్షణ, పచ్చదనం - పరిశుభ్రత, నాణ్యమైన విద్యను విద్యార్థులకు అందించుట, క్రమశిక్షణ, సమయపాలన, పాఠ్య సహపాఠ్య కార్యక్రమాలతో పాఠశాలను బలోపేతం చేయుట గురించి చర్చ కొనసాగించి, తాను పరిచేస్తూ, ఉపాధ్యాయినీ, ఉపాధ్యాయులను పనిచేయించడానికి ఎనలేని కృషిచేశారు.



ఉపాధ్యాయుల సమావేశంలో తీసుకున్న నిర్ణయాలలో వార్షికోత్సవ కార్యక్రమం విజయవంతం కావడంతో అతి ముఖ్యమైన అంశం అయిన పాఠశాల విద్యార్థుల నమోదు ప్రక్రియ కార్యక్రమమైన “మే నెలలో - పిల్లల నమోదు” అనే కార్యక్రమంలో క్రింది అంశాలపై దృష్టిపెట్టడానికి నిర్ణయించారు.

### ప్రజల్లోకి తీసుకెళ్ళాల్సిన అంశాలు

- పైవేటుపై ఉన్న మోజు, భ్రమలు తొలగించడం.
- జెడ్.పి.హెచ్.ఎస్. చెన్నూరు ఎస్.ఎస్.సి. ప్రగతి ఫలితాలు.
- తల్లిదండ్రులపై ఆర్థిక భారం లేకుండా చేయడం.
- సాధించిన విజయాలపై ప్రకటక, HIT, NMMS, State Level Competitions Games - Sports, Science Fair, Etc.,
- వివిధ వర్గాలకు ప్రభుత్వం అందించే స్కాలర్షిప్లు.
- ఆంగ్ల మీడియా, TLM Digital Classes.
- Teaching Faculty - Experience, Qualifications - Profile.

2015 నుండి ప్రతి విద్యాసంవత్సరము, బయటకు వెళ్లిన 10వ తరగతి విద్యార్థుల కంటే ఎక్కువ అడ్మిషన్లు రావడం సంతోషకరమైన విషయంగా భావిస్తున్నాను.

| విద్యా సంవత్సరం | 10వ తరగతి పాసైనవారు | నూతన అడ్మిషన్స్ |
|-----------------|---------------------|-----------------|
| 2014-15         | 77                  | 124             |
| 2015-16         | 65                  | 145             |
| 2016-17         | 80                  | 75              |
| 2017-18         | 42                  | 93              |
| 2018-19         | 46                  | 76              |

### పాఠశాల యాజమాన్య కమిటీ, యువత మరియు పూర్వ విద్యార్థులతో

పాఠశాల వైభవానికి - గ్రామ యువత పాత్రే ఎజెండాగా ప్రధానోపాధ్యాయులు గారి అధ్యక్షతన సమావేశం జరిగింది. గ్రామ యువజన సంఘాల బాధ్యులందరూ, ఎస్.ఎమ్.సి. వెంబర్స్ ఈ సమావేశానికి హాజరైనారు. పాఠశాలను కాపాడుకోవాల్సిన ఆలోచనలను మరియు టీచర్స్ మీటింగ్లోని తమ నిర్ణయాలపై వారికి అవగాహన కల్పించారు. గ్రామ యువత అందరూ ఉత్సాహంగా ముందుకు వచ్చి బడిపై తమకున్న గౌరవంతో, అభిమానంతో పాఠశాలకు కృతజ్ఞత తెలియజేసే అవకాశం వచ్చిందని ఆనందపడ్డారు.



గ్రామ యువజన సంఘాల బాధ్యులందరూ ఒక సమావేశాన్ని ఏర్పాటుచేసుకొని వారిలో ఎన్ని సిద్ధాంత

వైరుధ్యాలున్నా పాఠశాల విషయంలో ఏకత్రాటిపైకి వచ్చి United Youths of CHENNUR JAC గా ఏర్పడి పాఠశాలకు Annual Day Function కు హాస్థిక, ఆర్థిక సహాయం చేయటానికి, తమవంతు చొరవతో గ్రామ పెద్దలను ఆహ్వానించటం, ఉన్నత స్థాయిలో ఉన్న వారిని ఆహ్వానించటం కార్యక్రమాన్ని విజయవంతం చేయటం అభినందనీయం.

### **Splendid Execution - Annual Day**

మరోసారి గ్రామ యువజన సంఘాల, టీచర్స్, SMC సమావేశం తర్వాత పాఠశాల వార్షికోత్సవ సంబరాలను జనవరిలో నిర్వహించాలని తీర్మానించటమైంది. వార్షికోత్సవ కార్యక్రమాల నిర్వహణకు పలు కమిటీలు - సమన్వయ కమిటీని కూడా నియమించడం జరిగింది.

వివిధ కమిటీల విధులలో క్రింది అంశాలు ఉన్నాయి :

- ఆహ్వానితుల జాబితా - ఆహ్వానపత్రం - కరపత్ర ముద్రణ.
- స్టేజీ ఇతర సంబంధిత ఏర్పాట్లు.
- సాంస్కృతిక కార్యక్రమాలపై విద్యార్థులకు శిక్షణ - నిర్వహణ ఏర్పాట్లు.
- భోజన కమిటీ.
- పుస్తక ప్రదర్శన, టి.యల్.యమ్. ప్రదర్శన కమిటీలు.
- సమన్వయ కమిటీ.

వివిధ కమిటీలు దాదాపు 30 రోజుల ముందు నుండే తమ ఏర్పాట్లు ప్రారంభించి తమ తమ సొంత సమయాన్ని కూడా వెచ్చించి అద్భుతమైన ఏర్పాట్లు

చేయటం జరిగింది. అన్ని గ్రామాల ప్రజలను కలిసి ఆహ్వానించటమైనది.

వార్షికోత్సవ చరిత్రలోనే లేనివిధంగా మొదటి సారిగా “నభూతో నభవిష్యత్” అనే విధంగా కన్నుల పండువగా జరిగినది. నిర్వహణ తీరుతెన్నులు, అతిథులను, ఆహ్వానితులను అలరించాయి. చుట్టుపక్కల గ్రామాల నుండి ప్రజలు పెద్దఎత్తున హాజరైనారు. ఎజెండా ప్రకారం నిర్వహించిన కార్యక్రమంలో విద్యార్థులు సాంస్కృతిక కార్యక్రమంలో (నృత్య ప్రదర్శనలు, మ్యాజిక్, ఏకపాత్రాభినయాలు, నాటకాలు పరేడ్, మూఢనమ్మకాలు ఉండకుండా కార్యక్రమాలు తదితర) పాల్గొని ప్రజలను ఆకట్టుకున్నారు.

హెచ్.యం. గారి అధ్యక్షతన జరిగిన కార్యక్రమంలో తన అధ్యక్షపన్యాసంలో పాఠశాల ప్రగతి నివేదిక ఆ గ్రామస్తులను కదిలించింది. పాఠశాల భౌతిక మానవ వనరులను, ఉపాధ్యాయుల అంకిత భావాన్ని, తెచ్చిన సంస్కరణలను ప్రగతి నివేదిక ద్వారా వివరించారు. గ్రామంలో ప్రభుత్వ పాఠశాల ఆవశ్యకత, గత వైభవం, ప్రస్తుత పరిస్థితి, పాఠశాల నిర్వహణ అభివృద్ధిలో గ్రామస్తుల పాత్రను చక్కగా వివరించారు.

### వార్షికోత్సవ కార్యక్రమం

ప్రత్యేక అతిథులందరూ పాఠశాల నిర్వహణలో హెచ్.యం. ఉపాధ్యాయ బృందాన్ని అభినందిస్తూ, ప్రభుత్వ పాఠశాలలో తమ పిల్లలను చేర్చిస్తే ఎలాంటి ప్రయోజనాలుంటాయో, ఆర్థిక భారంగా మారిన ప్రైవేటు పాఠశాల గురించి వారు సోదాహరణంగా వివరించారు. అతిథులు అందరూ తమ స్ఫూర్తిదాయక ప్రసంగాలతో విద్యార్థులలో, గ్రామస్తులలో, ఉపాధ్యాయులలో నూతనోత్తేజాన్ని కలుగజేసారు.



వార్షికోత్సవ కార్యక్రమం కన్నుల పండుగగా జరగటం, అనుకున్న లక్ష్యాలను సాధించటం, గ్రామ యువత సైద్ధాంతిక విభేదాలను ఒకేత్రాటిపై ఉండటం, పెద్దల స్ఫూర్తిదాయక ప్రసంగాలు గ్రామాల్లో ప్రభుత్వ పాఠశాల వట్ల సానుకూల సంకేతాలు వెలువరించినట్లైంది.

### పాఠశాల వసతులు

- Toilets, Science, Computer Lab, Maths Lab, ఇంగ్లీషు లాబొరేటరీ ఏర్పాటుచేయడమైనది.
- పాఠశాల నిర్వహించిన కార్యక్రమాలు
- Warangal Rural Level Sport Meet conducted by SGF Science Fair Mock Elections
- బాలల సంఘాలు
- Vaccination, Immunization, Yoga Day, Sports Day, Science Day
- వారు నిర్వహించిన “కౌమారదశలో బాలబాలికలు ఎదుర్కొనే సమస్య” అనే అంశంపై జిల్లా మరియు రాష్ట్రం ఏ స్థాయి పోటీలో ఆంగ్లంలో నాటిక నిర్వహించి బహుమతి పొందులాగున కృషి చేయటమైనది.

- ఆడపిల్లలకు ప్రత్యేక కార్యక్రమాలు CNGC Clubs
- ప్రభుత్వ ప్రోత్సాహకాలు - MDM, Uniform, Books, Tablet etc.,

పై అంశాలపై ఏ విధంగా గ్రామ ప్రజలతో మాట్లాడాలో, ఏ విధంగా సమాధానపరచాలో మన తపన వాళ్ళకు అర్థం అయ్యేలా, ఓపిక సహనంతో వ్యవహరించేలా Teacher Meeting లో చర్చించడమైనది.

### నమోదు ప్రక్రియకు ఎంపిక చేసుకున్న Habitations

1. Lavudya Thanda, 2. Jatoth Thanda, 3. Kunusoth Thanda, 4. Palugula Thanda, 5. Gudikunta Thanda, 6. Manchuppula, 7. Laxmakkapally, 8. Theegaram, 9. Mylaram పై గ్రామాలలో UPS, PS పాఠశాలలే ఉండటం High School లో English Medium లేకపోవటం అని ZPHS Chennur 3 నుండి 5 కి.మీ. దూరంలో ఉండటంతో ఎంపిక చేసుకోవటం జరిగింది.

### ప్రచార కార్యక్రమంలో ఆసక్తికరమైన విషయాలు

- తీవ్రమైన ఎండలున్నా ఉపాధ్యాయ బృందం సంకల్పం చెక్కుచెదరలేదు.
- ప్రైవేటు భ్రమల్లో ఉన్న కొంత మంది తల్లిదండ్రులు సూటిపోటి మాటలన్నా, మొండిగా మాట్లాడినా, ఓపిక, సహనం ప్రదర్శించి నచ్చచెప్పటం జరిగింది.
- పొరుగు గ్రామాల విద్యార్థులు రవాణా సౌకర్యం ఎలా అని ఆలోచనలో పడగా

పాఠశాల హెచ్.ఎం. రవాణాభత్యం ఇప్పించుటకు ప్రయత్నం రెట్టింపు ఉత్సాహాన్ని ఇచ్చింది.

- Social Media ద్వారా కూడా పాఠశాల అభివృద్ధి గూర్చి ప్రచారం నిర్వహించడం పూర్వ విద్యార్థుల సహకారం.
- బడిబాట కారయక్రమంలో భాగంగా ప్రచార రథాన్ని ఏర్పరిచి ప్రచారం నిర్వహించడం.



### ఫలితాలు

పాఠశాల ఉపాధ్యాయ బృందాల ప్రచారంలో చాలా మంది తల్లిదండ్రులు సానుకూలంగా స్పందించి తమ పిల్లల వివరాలు అందించి అడ్మిట్ చేస్తామని హామీ ఇచ్చారు. పిల్లల పేరు, ఫోన్ నెంబర్స్ తీసుకొని అడ్రస్ నమోదుచేసి, సందిగ్ధంలో ఉన్న వాళ్ళను మరోసారి కలవటం జరిగింది.

ఎన్నో ఒడిదుడుకులు ఎదుర్కొని వారిలో వారే ఉత్సాహాన్ని, ఆత్మవిశ్వాసాన్ని కల్పించుకుంటూ నిర్వహించిన నమోదు ప్రక్రియ సత్ఫలితాలను ఇచ్చింది. వివరాలు ఇచ్చిన వారిలో చాలామంది వాస్తవ అడ్మిషన్లు తీసుకున్నారు.

ఒక అడ్మిషన్ వస్తేనే సంబరపడే స్థాయి నుండి 92 అడ్మిషన్స్ వచ్చినా సంతృప్తిచెందనంత ఆత్మవిశ్వాసం వారిలో కనిపించింది. ప్రభుత్వ పాఠశాలలో చేరిన ముఖ్యంగా ప్రైవేటు నుండి చేరిన పిల్లల మోముల్లో ఒత్తిడిలేని ఆ కళ్ళు దూరాభారం నుండి తేరుకున్న ఆ కాళ్ళు, ఉపాధ్యాయులు నేర్పే జ్ఞానం, చూపే ప్రేమ విప్పారిన వారి మొహాల్లో స్పష్టంగా కనిపించాయి.

**తుది పలుకులు**

ఎన్నో వ్యయ ప్రయాసలకోర్చి, ప్రణాళికాబద్ధంగా హెచ్.యం. గారి సమన్వయం, నిర్వహణ

సామర్థ్యాలతో ఎంపిక చేసుకున్న లక్ష్య సాధనకు 80% చేరువైనందున ఉపాధ్యాయ బృందం ఆనందంలో ఉంది.

పిల్లలకు స్వచ్ఛమైన త్రాగునీరు ప్రతి రోజు...



# విద్యార్థినుల దాతృత్వం

- స్వయం సంపాదనతో విరాళం

పొలకుర్తి: మండలంలోని చెన్నూరు జెడ్పీ ఉన్నత పాఠశాలకు చెందిన ఇద్దరు విద్యార్థినులు అదే పాఠశాలకు చెందిన విద్యార్థులకు అల్పాహారం కోసం



అల్పాహారం అందజేస్తున్న ఉపాధ్యాయురాలు, విద్యార్థిని

రూ.1,800 బుధవారం విరాళంగా అందించారు. ప్రతి సపత్నరం 10ప తరగతి విద్యార్థులకు ప్రత్యేక తరగతులు నిర్వహిస్తున్నారు. గత సంవత్సరం వీరికి మహాత్మా హెల్పింగ్ హ్యాండ్స్ సొసైటీ వ్యవస్థాపకులు గంట రవీందర్ అల్పాహారం అందించారు. ఈ సంవత్సరం విరాళాలు అందించడానికి పాఠశాల ఉపాధ్యాయులు ముందుకు రాగా వారితో పాటు ఇద్దరు విద్యార్థులు

మనిషా, హేమలతలు కూడా చెరొక రూ.900 తీసుకు వచ్చి హెచ్ఎపి పోతుగుటి సర్కయ్యకు అందజేశారు. వీరు సెలవు రోజుల్లో పత్తి ఏరడానికి కూలీ పనులకు వెళ్లి తెచ్చిన డబ్బులు విరాళంగా ఇవ్వడం విశేషం. ఈ సందర్భంగా ఓ విద్యార్థిని మనిషా మాట్లాడుతూ తన తల్లి జ్ఞాపకార్థం విరాళం ఇస్తున్నానని ప్రకటించింది.

ఈ నాయం విలువ ఎంత  
అని అడక్కండి... ఇది పట్ట  
సాయమే కదా అని  
తీసిపారేయకండి...  
ఈ ఉపాధ్యాయుల  
బౌద్ధార్యంలోని మానవత్వాన్ని  
తరచి చూడండి... తోటి  
వారి కోసం పసిప్రాణాలు  
పడుతున్న ఆరాటాన్ని  
గుర్తించండి...  
ఇక చదవండి...



## తోటి పిల్లల కోసం... కూలికెళ్ళారు!

జనగామ జిల్లా పాలకుర్తి మండలం చెన్నూరు హైస్కూల్లో నవవేదారంశా నిరుపేద విద్యార్థులే.

అభ్యసనం ద్వారా కలిగిన అక్షయం... ఎలాగైనా తమ పిల్లలను బాగా చదివించాలని తల్లిదండ్రులు, బాగా చదువుతున్న తల్లిదండ్రులకు మంచి పేరు తెచ్చాలని ఆ విద్యార్థులు... వారిని అక్షయ దీక్షగా నడిపించాలని ఉపాధ్యాయులు ఆహారం ప్రయత్నించారు.

అక్షయం కోసం బాగా చదివారు... కానీ దాన్ని చేరాలంటే అర్థిక పరిస్థితులే అనుకూలించలేదు. పని తరగతిలో మంచి పలికాను సాధించారు. దీనికోసం ఉదయం, సాయంత్రం ప్రత్యేక తరగతులు నిర్వహించాలని ఆందోళన నిర్వహించుకున్నారు. దానికి కార్యాచరణ ప్రణాళిక కూడా రూపొందించారు. పాఠశాలలో మొత్తం 100 మంది విద్యార్థులున్నారు. ఉదయం 7 గంటలకు ఇంటి నుంచి బయలుదేరితే తప్ప ప్రత్యేక తరగతులకు హాజరుకాలేదు. అన్నీ న్యూనసాయ కూలీల కుటుంబాలే కానడంతో అంత పొద్దుటి వీరికి ఉపాహారం లేదా అన్నం వంటి వర్తనలను తల్లిదండ్రులకు సాధ్యం కావడం లేదు. మధ్యాహ్నం వరకు ఏమీ తినకుండా చదువుకోవడం ఆలోచనానికి అంత మందికి కాదు. దీంతో పిల్లలకు తామే ఆహారం ఏర్పాటు చేయాలని ఉపాధ్యాయులు నిర్ణయించుకున్నారు. రెండు తోటలకొకసారి తమ వంతుగా ఆహారం అందిస్తూ వస్తున్నారు. ప్రజల బాగోహాసం కూడా ఉంటే మరింత

బాగుంటుందని భావించి విద్యార్థులతో సమావేశం నిర్వహించారు. వీరి మాటలు అర్థం మనీష, పిల్లల హేమలత, కుంపోతు మహాళ, మేకల శ్రీష అనే నలుగురు విద్యార్థులపై ప్రజాపం చూపాయి. తమ తల్లిదండ్రులలో, ఉపాధ్యాయులలో దానం చేసే బయలు తామే ఎంతో కొంత అందిస్తే ఏలా ఉంటుందని అలోచించారు. ఈ నలుగురిలో అర్థం మనీష తల్లి చనిపోతే నానమ్మ సంరక్షణలో ఉంది. పిల్లల హేమలత తల్లిదండ్రులు వలస వెళ్ళే అమ్మమ్మ దగ్గర ఉండి చదువుకుంటుంది. కుంపోతు మహాళ నిరుపేద గిరిజన కుటుంబానికి చెందిన విద్యార్థి. వీరు నలుగురూ పాఠశాలకు సెలవు లేకపోతే పోలం పనులకు వెళ్ళారు. వేళే పత్తి తీసి తలా వెయ్యి రూపాయల వరకు సంపాదించారు. తమ ఉద్దేశాన్ని దీనికోసం వాళ్ళ కష్టపడి సంపాదించిన విషయాన్ని పాఠశాల ప్రధానోపాధ్యాయుడికి వివరించి విరాళం స్వీకరించమని అభ్యర్థించారు. కట్ట చెమర్చిన ప్రధానోపాధ్యాయుడు విద్యార్థుల నుంచి సొమ్ము వద్దని తామే ఎలాంటి ఇబ్బంది లేకుండా ఆహారం అందిస్తామని చెప్పారు. దానికి పిల్లలు ఈ దణ్ణాలతో తమ తోటి విద్యార్థులకు ఆహారం అందించాల్సిందేనని పట్టుపట్టారు. సాధించారు. ఇదంటే నలుగురు విద్యార్థుల తపన. తోటి పిల్లల కోసం వారి చిన్ని మృగయాలు ఎంతగా తల్లిదండ్రులూ, వారిని ఎంతలా అలోచించకపోయో అర్థమవుతోంది కదా...

- ఉప్పల తమోజీ శర్మ, నేపథ్యం



అంకితభావంతో పనిచేస్తూ విద్యార్థులను ఉత్తేజపర్చేదిశలో తమ  
స్వంత ఖర్చుతో నిర్మించిన PSLV C37 నమూనా...



## పిల్లల సర్వతోముఖాభివృద్ధికై నడుం బిగించాం

|                               |   |
|-------------------------------|---|
| పాఠశాల ప్రధానోపాధ్యాయుని పేరు | : జి. శ్రీనివాసులు                      |
| పాఠశాల                        | : యు.పి.ఎస్. వెంకటంపల్లి, ఘన్పూర్ (మం.) |
| జిల్లా                        | : వనపర్తి                               |
| ఫోన్ నెంబర్                   | : 8919251332                            |
| ఇ-మెయిల్ ఐడి                  | : gsrinivasulu140673@gmail.com          |

నేపథ్యం : సమర్థవంతమైన నాయకత్వం ద్వారా పాఠశాల సమగ్ర అభివృద్ధి (సర్వతోముఖాభివృద్ధి, మౌలిక వసతుల) కల్పన కొరకు కృషి”

పిల్లల సమగ్ర అభివృద్ధి అంటే కేవలం పుస్తకాలలో ఉండే సమాచారం నేర్చుకోవడం కాదు. పిల్లలు శారీరక, మానసిక, సాంఘిక, సాంస్కృతిక వికాసాలు కలిగించడమే పిల్లల సమగ్ర వికాసంగా భావించాలి. పిల్లల్లో జ్ఞానము, నైపుణ్యాలు, సామర్థ్యాలు, విలువలు, పెంపొందించడం పిల్లల సమగ్ర వికాసానికి తోడ్పడే అంశాలన్నీ పాఠ్యాంశాలే. పాఠశాలలో కల్పించే అభ్యసన అనుభవాలన్నీ, పిల్లల జీవిత సమగ్ర వికాసానికి తోడ్పడే విధంగా ఉండాలి.

భాష, గణితము, సైన్స్, సాంఘిక వంటి విషయాలతోపాటు కళలు, పని విలువలు, ఆరోగ్యం, జీవన నైపుణ్యాలు మొదలగు విషయాలపై కూడా ప్రాధాన్యత అవసరం దీనితో వైఖరులు, సామర్థ్యాలు పరిగణలోకి తీసుకోవాలి. అప్పుడే నేను ఊహించి ఆలోచించిన పిల్లల సర్వతోముఖ అభివృద్ధికి శారీరక మానసిక నైతిక జ్ఞానాత్మక రంగాలు అవసరమైన మౌలిక వసతులు కల్పించడంవల్ల పాఠశాల సమగ్ర అభివృద్ధి జరుగుతుందని మా ప్రగాఢ విశ్వాసం.

నా నమ్మకాన్ని పునాదిగా ఏర్పరచుకుని దానికై నిరంతరం కృషిచేయడం జరిగింది.

ప్రాథమికోన్నత పాఠశాల వెంకటంపల్లి గ్రామం ఒక చిన్న పల్లెటూరు. మండల కేంద్రమైన గణపురం నుండి రెండు కిలోమీటర్ల దూరం మరియు జిల్లా కేంద్రం నుండే వనపర్తి నుండి 32 కిలోమీటర్ల దూరంలో కలదు. గ్రామంలో గల ప్రజలు ఎక్కువగా వ్యవసాయము వ్యవసాయ ఆధారిత వృత్తులపై ఆధారపడినవారు ఉన్నారు. అక్షరాస్యత పర్వాలేదు. అనేటట్లు కలిగి ఉన్నది. దీనివల్ల వెంకటంపల్లి గ్రామం ఓ.డి.ఎఫ్. గ్రామంగా కేంద్ర ప్రభుత్వం ఇచ్చే బహుమతిని అందుకోవడం జరిగింది. గ్రామంలో అందరూ కలిసి జీవిస్తున్నారు. వీరిలో ఎక్కువగా బీసీ కులాల వారు ఉన్నారు.

ఈ కుటుంబాల నుండి సుమారుగా 81 మంది విద్యార్థులు మన పాఠశాలకు వస్తున్నారు. మీరు ముఖ్యంగా ఆర్థికంగా వెనుకబడిన కుటుంబాల నుండి

వస్తూ కూడా అందరూ చక్కగా విద్యను అభ్యసిస్తున్నారు. గ్రామంలో ప్రభుత్వ ప్రాథమికోన్నత పాఠశాల ఉండడంవల్ల ఆర్థికంగా వెనుకబడిన వారికి చదువు కొరకు ఇది కల్పతరువుగా వరంగా ఉంది అని చెప్పవచ్చు.

కావున ఈ పాఠశాల సమగ్ర అభివృద్ధి కొరకు ముందుగా ఇక్కడ నూతనంగా బదిలీపై వచ్చిన నా సహ ఉపాధ్యాయులను సమావేశపరిచి నా యొక్క అభిమతము వారికి వివరించడం జరిగింది. ఈ సమావేశంనందు ఈ పాఠశాలకు సంబంధించిన అనేక విషయాలను చర్చించినప్పటికీ, పాఠశాలలో చదువుతున్న విద్యార్థులను సర్వతోముఖాభివృద్ధి వైపుగా నడిపించాలని అదే సందర్భంలో పాఠశాలలో వారు ఎదుర్కొంటున్న మౌలిక వసతుల కొరతపై కూడా దృష్టిసారించాలని అందరికీ తెలియజేయడం అయినది.

ముందుగా పిల్లల మానసిక శారీరక నైతిక జ్ఞానాత్మక రంగాల మీద మనం అనుకున్న విధంగా మార్పు తీసుకువచ్చి గ్రామస్తుల తల్లిదండ్రులకు మనపై నమ్మకం కలిగించి పాఠశాలపై మంచి అభిప్రాయం కలిగేలా మన వని విధానం ఉండాలని నా సహోద్యోగులకు నేను తెలియజేస్తూ, పాఠశాల విద్యార్థులకు సర్వతోముఖాభివృద్ధికి సహకరించాల్సిందిగా అందరినీ కోరడం జరిగింది. పాఠశాలను మండల, జిల్లా స్థాయిలో ప్రథమ స్థానంలో నిలిపేటందుకు అందరూ సహకరించి కృషిచేయవలసిందిగా కోరడం జరిగింది. పాఠశాల విద్యార్థుల కొరకు ప్రధానోపాధ్యాయులుగా మీకు అన్ని విధాలుగా సహకరిస్తామని ఉపాధ్యాయులు తెలపడం జరిగింది.

మొదటగా మేమంతా ప్రార్థనా సమయంలో విద్యార్థుల్లో క్రమశిక్షణ అనేది లోపించినట్లు అనిపించింది. దీన్ని మేము సవరించి క్రమబద్ధం చేయడం జరిగింది. ప్రార్థనకు ముందు ప్రతిరోజు డ్రమ్స్ సౌండ్స్ తో 6 రకాల ఎక్సరైజ్లను మొదలుపెట్టే పిల్లలచేత ప్రాక్టీస్ చేయించడం జరుగుతుంది. దీనివల్ల పిల్లలు ప్రార్థనకు క్రమశిక్షణతో సిద్ధమవుతారు. అదే విధంగా వారి శరీర దారుణ్యానికి కూడా సహాయపడుతుంది. ప్రార్థన పూర్తయిన వెంటనే మూడు నిమిషాలపాటు పిల్లల్ని ధ్యానముద్రలో కూర్చోబెట్టే వారి మనసులను ప్రశాంతంగా మార్చి, తరగతి అభ్యసనకు సిద్ధం చేయడం జరుగుతుంది.



దీని ప్రభావం వల్ల విద్యార్థులలో మంచి సమయపాలన మంచి క్రమశిక్షణతో ఉంటున్నారు. మనం ఇచ్చే ఆదేశాలు తొందరగా స్వీకరిస్తున్నారు.

ప్రార్థన సమయంలో జాతీయ నాయకులు చెప్పిన సూక్తులు, మంచి మాటలు, కంఠస్థం చేసిన తెలుగు పద్యము, నేటి ప్రశ్న, నేటి సమాచారం మొదలగు అంశాలను వారిచే చెప్పించడం జరుగుతుంది.

కావున పిల్లల్లో భావవ్యక్తీకరణ తమ భావాలను ఎలా వ్యక్తపరుస్తున్నారు గమనించి సవరణ చేస్తూ స్టేజి భయాన్నీ తొలగించడం జరుగుతుంది.

## గోడపత్రిక

మా పాఠశాలలో గోడ పత్రికను వినుతంగా నిర్వహిస్తున్నాము. ఇది పాఠ విధానమే అయినా మా పాఠశాలలో కొత్తగా నిర్వహిస్తూ పిల్లల నైపుణ్యాల అభివృద్ధి కృషిచేస్తూ ఉన్నాము.

దీనికొరకు ప్రత్యేకంగా ఒక ఉపాధ్యాయునికి బాధ్యతగా అప్పగిస్తూ దీన్ని నిర్వహిస్తున్నాం. మొదట గోడపత్రిక సంఘం విద్యార్థులచే ఏర్పాటుచేసి ప్రతి తరగతి ఒకరు చొప్పున విద్యార్థులందరికీ బాధ్యతలను అప్పగించడం వీరందరికీ సూపర్వైజర్లు ఉపాధ్యాయులు ఉండేటట్లు చేయడం జరిగింది.. ఈ బాలల సంఘం వారానికి ఒకసారి గోడపత్రికపై ఉన్న సమాచారాన్ని సేకరించి ఉపాధ్యాయులకు అప్పగిస్తుంది. ఇది ప్రతి సోమవారం సాయంత్రం జరుగుతుంది. వాటిలో ఉన్న సమాచారము ఉపాధ్యాయుడు చూసి వాటిలో ఉన్న గీసిన చిత్రాలు వారు సేకరించిన చిత్రాలను సేకరించిన కవితలు, పద్యాలు, కథలు, మంచి సమాచారాలు, వేరుచేసి ఉత్తమంగా అనిపించిన వాటిని వర్గాలుగా విభజించి ప్రతి మంగళవారం ప్రార్థనలో సంబంధించిన విద్యార్థుల్లో ఉత్తమంగా నిలిచిన వారికి ప్రధానోపాధ్యాయులకు బహుమతి ప్రధానం అందజేసి ప్రోత్సహించడం జరుగుతుంది.

ఇక్కడ ఈ కార్యక్రమంవల్ల విద్యార్థుల్లో దాగిఉన్న అంతర్గత సామర్థ్యాలు బయటకిరాబట్టి, వాటిని ఉపయోగించేటట్లు కృషిచేయడం జరుగుతుంది. ప్రతి విద్యార్థిలో ఏదో రకమైన సామర్థ్యం దాగి ఉంటుంది. కనుక ప్రతి విద్యార్థి దీనిలో పాల్గొనేటట్లుచేసి వారికి తెలియకుండానే వివిధ నైపుణ్యాలు ఏర్పడడం జరుగుతుంది. బొమ్మలువేయడం అనేది ఒక నైపుణ్యం. చూసిన ప్రకృతి రమణీయ దృశ్యాలు, తమ



పాఠ్యపుస్తకాలలో వచ్చిన చిత్రాలు తాను పరిసరాలలో గమనించినవి గీయడం అనే నైపుణ్యం పెంపొందించడం జరుగుతుంది. తాను విన్న కవితలు దానికి అనుగుణంగా తాను తయారుచేసిన కవితలు, పాటలు, పద్యాలు రాసి ఉంచడం, దాన్ని చూసే ఇతర విద్యార్థులు ఉపాధ్యాయులు మెచ్చుకోవడం, ఆనందం కలిగించి ప్రోత్సహిస్తుంది. దీనివల్ల విద్యార్థి తన నైపుణ్యం పెంచుకోవడం కోసం కృషిచేసి ఒక చిత్రకారుడిగా, కవిగా అనేక విషయాలను అభిరుచిగా నేర్చుకుంటాడు.

## పోస్ట్ బాక్స్

పోస్ట్ బాక్స్ అని వినుతమైన కార్యక్రమాన్ని పాఠశాలలో నిరంతరంగా కొనసాగించడం జరుగుతుంది. పాఠశాలలో విద్యార్థులు తమకు ఎదురైన సమస్యలు, గ్రామంలోగల సమస్యలు, పాఠశాల గురించి, మిత్రులకు ఉత్తరాలు మొదలైనవి నేర్చుకునేందుకు పోస్ట్ బాక్స్ను ప్రవేశపెట్టడం జరిగింది. దీంతోపాటు నిజాయితీ పెట్టినీ కూడా అభ్యసనంలో ఒక సాధనంగా ఉపయోగిస్తూ ఉన్నాము.

పోస్ట్ బాక్స్ మరియు నిజాయితీబాక్స్ రెండింటికీ కలిపి మూడవ తరగతి నుండి 7వ తరగతి వరకు

విద్యార్థుల సంఘం ఏర్పరిచి, ప్రతి మంగళవారం పోస్ట్ బాక్స్ ఓపెన్ చేసి, అదే విధంగా నిజాయితీ బాక్స్ ని కూడా ఓపెన్ చేసి వాటిని బాధ్యతగల ఉపాధ్యాయునికి అప్పగిస్తారు. పోస్ట్ బాక్స్ లో ఉన్న వాటిని ఉత్తరాలు, సమస్యలు, సమాచారాలు మొదలగు వాటిని వేరుచేసి బుధవారం ప్రార్థనలో మంచి ఉత్తరం, కవిత, సమాచారం, సమస్యలు మొదలగువాటిని చదివి అందరికీ తప్పులు లేకుండా వ్రాశాడని వినిపించడం జరుగుతుంది. వీటిలో ఉత్తమంగా ఉన్న కవితలు, నిజమైన సమస్యలు, సమాచారాలు చూసి విద్యార్థులకు బహుమతి ప్రధానం అందజేసి ప్రోత్సహిస్తారు, తప్పులను సవరించినవాటిని పోస్ట్ బాక్స్ ఫైలులో పెడతారు.

దీనివల్ల విద్యార్థుల్లో దాగిఉన్న ప్రశ్నావళి బయటికి వస్తోంది. సమస్యలను ఎలా పరిష్కరించుకోవాలో తెలుసుకుంటారు. పెద్దవారికి మిత్రులకు ఉత్తరాలు ఎలా రాయాలో తెలుసుకుంటారు. దీనివల్ల అంతర్గత భావనలు బయటికి చెప్పుకుంటారు. తప్పులు లేకుండా చదవటం వ్రాయటం నేర్చుకుంటారు.

అదేవిధంగా నిజాయితీ పెట్టేను గ్రాండ్స్ ఏర్పాటుచేసి పెట్టడం జరిగింది. అది కూడా ప్రతి బుధవారం ఓపెన్ చేసి వాటిలో ఉన్న వాటిని సంబంధిత విద్యార్థులకు ప్రార్థనలో చూపి అందరి ముందు అందజేయడం జరుగుతుంది.

దీనివల్ల పాఠశాల ప్రాంగణంలో విద్యార్థులు పోగొట్టుకున్న వస్తువులు అనగా పెన్నులు, పెన్సిల్లు, రబ్బర్లు, నోట్ పుస్తకాలు, పుస్తకాలు మొదలైన విలువైన బంగారు, వెండి వస్తువులు ఏవి దొరికిన వాటిని ఈ బాక్స్ లో వేయడం జరుగుతుంది. నిజాయితీగా అందజేసిన విద్యార్థులకు బుధవారము అందరూ

ముందు బహుమతి ప్రధానం చేసి మెచ్చుకోవడం పెరుగుతుంది. తద్వారా విద్యార్థులకు తమది కాని వస్తువు ఏదైనా సరే సొంతం చేసుకోకుండా బాక్సులో వేయడం జరుగుతుంది. దీనివల్ల విద్యార్థులకు నిజాయితీ అలవాటవుతుంది. దొంగతనం అలవాటుకాదు. తప్పు ఒప్పుకుని సామర్థ్యం లభిస్తుంది. ఇది అభ్యసనలో ఒక భాగంగా మారే అవకాశం ఉంది.

### శుక్ర, శనివారాలు ప్రత్యేక కార్యక్రమాలు నిర్వహించడం

శుక్ర, శనివారాలు రెండు దినములు పిల్లలకు ఆటలు, సాంస్కృతిక కార్యక్రమాలు నిర్వహించడం కోసం కేటాయించడం జరుగుతుంది. ఇవి రొటీన్ గా మారితే పచ్చదనం పరిశుభ్రత కొరకు కేటాయించి పరిసరాలను శుభ్రపరుచుకోవడం జరుగుతుంది. శుక్రవారం రెండు గంటల నుండి ఉపాధ్యాయులకు ఆటలు ఆడించడం జరుగుతుంది. అదేవిధంగా శనివారం సాంస్కృతిక కార్యక్రమాలు అయినా పాటలు, కథలు, కవితలు డైలాగ్స్, డాన్సులు మొదలగు విషయాలపై నిర్వహించడం జరుగుతుంది.

వీటివల్ల శరీరదృఢత్వం, మానసిక ఉల్లాసం కలిగి బోధనాభ్యసన ప్రక్రియలో చురుగ్గా పాల్గొంటారు. ఏదైనా అభ్యసన ప్రక్రియలను తొందరగా నేర్చుకుంటారు.

వీటితోపాటు బడి తోట నిర్వహణ పరిసరాల పరిశుభ్రత మొదలగు కార్యక్రమాలను నిర్వహించి వారికి పని అనుభవం కల్పిస్తున్నాం. దీనివల్ల మన పరిసరాలు, మనము, ఇతరుల అందరూ శుభ్రతను పాటించాలి అని తెలుసుకుంటారు. తల్లిదండ్రులకు పనిలో సహాయంచేయడానికి సిద్ధమై, ఇతరులకు సాయంచేసే గుణం పెరుగుతుంది.

## నైతిక విలువల పెంపుదల కోసం కృషి

విద్యార్థులు నైతిక విలువలు పెంపుదల కోసం కూడా కృషిచేయడం జరుగుతుంది. దీనికి ప్రత్యేకంగా స్వచ్ఛంద సంస్థలయిన ఆర్.డి.ఎస్., బర్హారా విచక్షణా పరిజ్ఞానము, సమభావన సోదరభావం, సహనం, దయ, వ్యక్తి విలువలు, స్వీయ క్రమశిక్షణ మొదలగు జీవన నైపుణ్యాలు పెంచుటకు వీరిచే ప్రత్యేకంగా కార్యక్రమాలు నిర్వహించడం జరుగుతుంది.

దీనిలో భాగంగా లైబ్రరీలో ఉన్న కథల పుస్తకాలు నైతిక విలువలు తెలిపిన నాయకులు, చరిత్రలు, టీవీల ద్వారా చూపించి వారిపై వారిలో ప్రవర్తనా తీరు మార్చడానికి కృషిచేయడం జరుగుతుంది. పిల్లలు అందరు కలిసి ఆడడం, భోజనంచేయడం, పేరు పెట్టుకుని, పిలచుకోవడం, కలిసి చదువుకోవడం, సహనంతో వినడం, సహనంతో ఉండడం, నిలబడడం, కష్టంలో ఉన్న వారికి సాయం చేయడం, జంతువులపట్ల దయ కలిగించడం, వృద్ధులకు, వికలాంగులకు సహాయంచేయడం, గౌరవంగా సంబోధించడం, మొదలగు అనేక విషయాలలో పాఠశాల ఉపాధ్యాయులచే మార్పు తీసుకురావడం జరుగుతుంది.



## పాఠశాల మౌలిక వసతుల కల్పన

2018 జూలైలో నూతనంగా వెళ్లిన మా అందరికీ ఉపాధ్యాయ బృందానికి పాఠశాలలో చుక్క నీరు లేదు. వాటికోసం బిందెలతో బయటి నుండి నిరంతరం తెచ్చి వాడుకునేవారు. కనుక నేను ఈ పాఠశాలకు ఎలాగైనా నిరంతరం నీటి సరఫరా చెయ్యాలని నేను, మా ఉపాధ్యాయ బృందం తలంచి దీనికి సమాజభాగస్వామ్యం చేయాలని అందరము కలిసి గ్రామంలో ఇల్లిల్లు తిరిగి అందరిని అడిగి కష్టపడి, పదివేల రూపాయలను సేకరించి ఖర్చుచేసి దసరా సెలవులు సైతం లెక్కచేయకుండా విద్యార్థులు వాడుకునేందుకు నీటి సరఫరాను నిరంతరం ఉండేటట్లు ఏర్పాటుచేయడం జరిగింది. దీనివల్ల విద్యార్థులు నిరంతరం బయటకు వెళ్లకుండా టాయిలెట్స్ను శుభ్రంగా ఉపయోగిస్తున్నారు. విద్యార్థుల వ్యక్తిగత శుభ్రత పెరిగింది. అందరూ సబ్బుతో చేతులు కడిగి భోజనం చేస్తున్నారు. చెట్లకు నీరుపోసి పచ్చదనం పెంచడం జరుగుతుంది. మధ్యాహ్న భోజనం వండడానికి వాడుకోవడానికి అంది వచ్చింది.

వీటిని ఆధారంగా చేసుకుని విద్యార్థులకు మినరల్ వాటర్ను ఏర్పాటుచేయాలని మరికొంత మందిని సంప్రదించిన పిమ్మట వెంకటంపల్లి గ్రామస్తులు పూల శ్రీశ్రీలం గారు తన తండ్రి జ్ఞాపకార్థం 32వేల రూపాయలతో విద్యార్థులకు వాటర్ను ఏర్పాటు చేయించడం జరిగింది.

దీనివల్ల విద్యార్థులకు నీటివల్ల వచ్చే అనారోగ్య పరిస్థితుల నుండి బయటపడే అవకాశం దొరికింది. అందువల్ల హాజరు శాతం ఇంతకుముందు మాదిరిగా కాకుండా కొంత మెరుగుపడింది. రెగ్యులర్ హాజరు ఉండడంవల్ల అభ్యాసం మెరుగుపడింది. అదేవిధంగా

పిల్లల భావవ్యక్తీకరణకు తరగతి వారీగా తీసుకువెళ్లడానికి వీలుగా మొబైల్ స్పీకర్ను గ్రామ వాస్తవ్యుడు అయినా గడ్డపాఠ శేఖర్ గారి దాతృత్వంతో సేకరించడం జరిగింది. అందువల్ల పిల్లలు సమావేశాలలో బడి పండుగల సందర్భంలో పూర్తిగా స్వేచ్ఛగా మాట్లాడేందుకు భావవ్యక్తీకరణ చేసేటందుకు ఏర్పాటుచేయడం జరిగింది. మాది యు.పి.ఎస్. పాఠశాల అయినప్పటికీ ఎం.ఈ.ఓ. మా పనితీరును గమనించి పాఠశాల విద్యార్థుల కొరకు ఏర్పాటుచేయడం జరిగింది.



### ఫలితాల పరిశీలన

- ఇదివరకు ఎన్నడూ లేనివిధంగా, విద్యార్థులు క్రమశిక్షణతో కూడిన సమయపాలన మానసిక ప్రశాంతత

అనేది ధ్యానంవల్ల విద్యార్థులకు మనశ్శాంతి ఏర్పడి, మనం ఇచ్చే ఆదేశాలను సరైన మార్గంలో స్వీకరిస్తున్నారు.

- గోడపత్రిక నిర్వహణవల్ల పిల్లల్లో అంతర్గత సామర్థ్యాలు బయటకు తీసుకువస్తున్నాయి.
- బొమ్మలు వెయ్యడంలో నైపుణ్యము చిత్రకారునికి కావలసిన అభిరుచి ఏర్పడడం విశేషణ లక్షణాలు అలవడడం కవితలు రాయడం, చెప్పడంవల్ల తెలుగులో అభిరుచులు పెరిగి కవులుగా పరిసరాలను పరిశీలనగా గమనించడం ఊహ. బొమ్మలు, కథలు ఎలా చెప్పాలి అని నూతన విషయాలు అందరికీ చెప్పే ఆనందం పొందుతున్నారు.
- పోస్ట్ బాక్స్ వల్ల తమ సమస్యలు ఎలా పరిష్కారం లభిస్తుందని తెలుసుకుంటున్నారు. విషయాలను నేర్చుకుంటాడు.
- పెద్దవారికి మిత్రులకు ఉత్తరాలు ఎలా రాయాలో తెలుసుకుంటారు.
- పాఠశాలలో తనకి ఎదురైన సమస్యలను మంచి పనులను, చెడ్డపనులు బేరీజు వేసుకున్నారు.
- నిజాయితీ పెట్టేను పునరుద్ధరించడంవల్ల నిజాయితీగా ఉండడం నేర్చుకుంటున్నాడు. నిజాయితీకి అలవాటుపడతారు.
- ఇతరుల వస్తువులు మనకు వద్దు అనే భావనను ఏర్పరచుకుంటున్నారు.

- ఎవరి వస్తువులైనా అందరిని అడిగి ఇస్తున్నారు. పాఠశాలలో ఎక్కడ ఉన్న వస్తువులు అక్కడే ఉంటున్నాయి.
- ఏది తప్పు, ఏది ఒప్పు తెలుసుకుంటున్నారు.
- శుక్ర, శనివారంలో ఆటలు సాంస్కృతిక కార్యక్రమాల కొరకు పిల్లలు పాఠశాలలో మొదటి రోజు నుండి వారంలో ఎదురుచూస్తూ తమ ప్రదర్శనకు పాటలు, కథలు, కవితలు, డైలాగ్స్, డాన్సులు మొదలగు విషయాలపై అవగాహనతో తయారై ఉంటున్నారు.
- వీటివల్ల మానసిక ఉల్లాసం, శరీర దృఢత్వం ఏర్పడి బోధన అభ్యసన ప్రక్రియలో చురుగ్గా పాల్గొంటున్నారు.
- విద్యార్థులను బడి తోట నిర్వహణ, పరిసరాల పరిశుభ్రతలను నేర్పి వాటికి పని అనుభవం కలిగి ఉన్నాము. దీనివల్ల తల్లిదండ్రులకు సహాయం చేసే గుణం పెరుగుతూ ఉంది.
- ఆర్.డి.ఎస్., బర్డ్స్ స్వచ్ఛంద సంస్థలచే తగిన నైతిక విలువలను నేర్పించడం, పెద్దలను గౌరవించడం, విచక్షణ పరిజ్ఞానం, సోదర భావము, శక్తి విలువలు శిక్షణ జీవన నైపుణ్యాలు పెంచడంవల్ల విద్యార్థులలో క్రమశిక్షణ పెరిగింది.
- దీనికొరకు పాఠశాల లైబ్రరీని ఉపయోగంలోకి తీసుకురావడం జరిగింది.

- కృత్యాధార బోధనవల్ల విద్యార్థులందరూ అభ్యసన సామర్థ్యాలను 85% సాధించడం పూర్తి అయినది. దీనివల్ల విషయాలపై పరిజ్ఞానం పెరిగింది.
- లైబ్రరీని ఉపయోగంలోకి తీసుకురావడం వల్ల చదవడం అభిరుచిగా మార్చుకున్నారు.
- వందేమాతరం ఫౌండేషన్ వారు సరఫరా చేసిన ఎమ్.ఎన్.ఎస్. కార్డ్స్ వల్ల గణితంలో వేగం, కచ్చితత్వం పెరిగింది.
- కాంపిటీషన్ వల్ల ఆలోచనా శక్తి, తార్కిక ఆలోచన, ఉల్లాసంగా పాల్గొనటం.
- పాఠశాలలు ప్రధానస్థంగా నీటి వసతి సమస్య తీరివాడటానికీ, తాగటానికీ మినరల్ వటర్నిరంతరంగా ఉండేటట్లు ఏర్పాటు జరిగింది.
- దీనివల్ల పిల్లల ఆరోగ్యం, హాజరు శాతం మెరుగుపడింది.



# Joyful Learning

**Name of the Head Master** : B. Bagya Lakshmi  
**School** : MPPS Borragedem, Majeedpally (P)  
Wargal (M)  
**District** : Siddipet  
**Phone Number** : 8106009592  
**E-Mail ID** : mppsborragudem@gmail.com

## Vision

To improve the enrolment rate by providing the students the best education.

## Story

The primary school is all about joyful learning. The students of MPPS Borragedem, in Siddipet district, learn the



lessons with joy. The little kids are introduced to innovative teaching-learning methods to improve their basic competencies. The school runs with a vision for students and the headmistress keep aiming high all the time. Her happiness lies in the complete involvement of the child in the curriculum. However, she faced ups and downs during her journey of school development and these upheavals gave her sleepless nights.

In the academic year 2014-15, the school suffered low student enrolment with just 32 students. In view of it, the headmistress Bhaya Lakshmi has formulated an action plan to increase the enrolment. One of the many strategies to attract parents and students was to paint the walls of the school and the classrooms with mathematical, science related concepts along with other meaningful artistic paintings. She completely transformed the look of the school in no time. It was made possible by having the dedicated and responsible teachers. The teachers and the headmistress jointly painted the walls during summer holidays and the second major step was to offer teaching curriculum in English medium. After the successful implementation of proposed initiatives, the enrolment began to rise but pulling the students out of

private school has been a challenge. Then the team of teachers headed by Bhagya Lakshmi started to visit every house in the village and the surrounding villages and convinced parents to join their children in MPPS Borragudem. They have promised the parents that MPPS Borragudem would be responsible for the child's all-round development. Keeping up the promise, the school has come up with student-friendly teaching learning techniques.



### **Process followed**

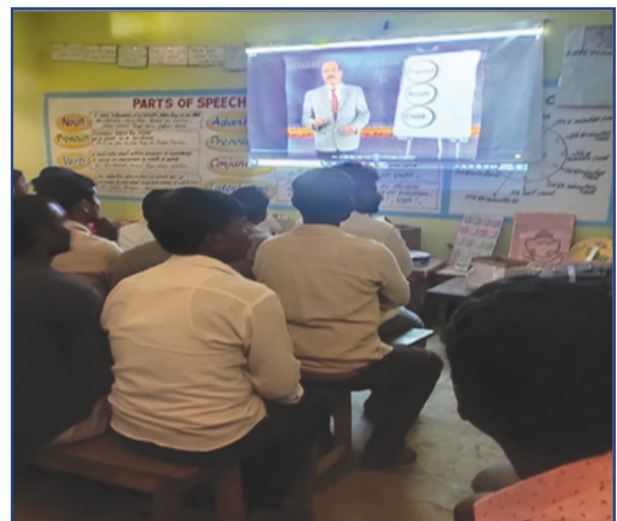
The walls of the classrooms are turned into useful learning resources for students. The teachers impart basic concepts through TLMs and reinforce their learning by conducting quiz and through flashcards. When students are given an activity, the students on their own divide into groups and participate enthusiastically, this can not only improve their intellect but inculcates the ability to coordinate with each other as well.



"I designed a funnel having two inlets and one outlet to teach addition of two numbers. It keeps students on their toes to perform addition using it. They feel amazed and easily remember the fundamental mathematical operation," said Rajanarendar, Primary teacher of MPPS Borragudem. A student P. Shivamani Chandra got JNV-2019 admission for class VI and also received certificate from Moral Ethical India Society's for participating in "story telling competition" and another class 5 student M. Rachana was selected to the State level drawing competition on 'Swaccha Patashala' theme in September 2019.

The school find ways to promotes visual learning than to just orally remember any topic. So the teachers celebrate fruit festival, in which the students were asked to learn and describe the type and characteristics of the different fruits. They are also taken to the

nearby vegetable market to identify the different vegetables and communicate with the sellers. At the same time, the students are also taught moral values for which a special teacher is appointed to explain the Sanskrit verses from Bhagavad Gita. The students recite the verses from Bagavad Gita with great ease and also participate in story telling sessions, that improves their communicative skills and instil in them the confidence to speak up.



As part of smooth administration, the school conducts regular parent-teacher meeting and also created a school whatsapp group for the parents and teachers to communicate about child' progress, school activities and also receive the posts of upcoming programmes in the school calendar. The interesting part of the school is, the family members of Bhagya Lakshmi are the funding source for the school. They have contributed huge amounts for the fulfilment of the student

needs and M.Ramulu, Mandal Educational Officer Wargal, has raised the standards of the school by allotting teachers K. Padma on deputation and accommodated J. Bhavani. All these added to the increasing student enrolment that now reached to 92 this year.

Apart from that the school provide morning breakfast to the students with the help of donors and NGOs. The headmistress maintains close relationship with the local community and attracts donations under CSR programme.

## **Outcome**

The school remains to be a role model to the schools in the surrounding villages. The parents are also the part of rising school enrolment by disseminating the credentials of MPPS Borragudem to the nearby villages.

The enrolment rise is remarkable with 92 students attending the school regularly.

## JOY in ABC

|                                |   |
|--------------------------------|---|
| <b>Name of the Head Master</b> | <b>: K. Usha Sree</b>                       |
| <b>School</b>                  | <b>: MPPS Mallepally, Kondapur</b>          |
| <b>District</b>                | <b>: Sangareddy</b>                         |
| <b>Phone Number</b>            | <b>: 9866031646</b>                         |
| <b>E-Mail ID</b>               | <b>: luckyporprofessional2017@gmail.com</b> |

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*"I was always worried looking at the students in the school who can't speak proper English. I wondered how they can face the competitive world outside. This thought motivated me to push my limits to let the beautiful story on mallepally come out".*

### **School History**

Mallepally is a village in Kondapur Mandal, Sangareddy District. There are total 142 students studying in the classes 1-5. While most of the students belong to low income families or below poverty line, their parents are working as laborers or blue color workers in the companies that are situated in and around the village.

Having located far from the city suburban, Mallepally is completely

backward in education, development and livelihood. Even the quality of education they got was very low before Usha Sree, Head Mistress of the school took charge. As the parents are completely illiterate, they could not check their kids learning.

### **Vision & Mission**

"The vision of the school is to make every student in every class prepare for the world outside by improving their communication skills and a command over English fluency so that they can withstand any challenge that they face in the competitive world outside".

"To achieve the vision outside, the mission is to make the students learn the English in a very creative and play way method so that the students won't find it difficult to learn and understand as well".

## Challenges

Illiterate Parents and poor socio economic background resulted in low academic standards of students.

## School Transformation

Head Mistress K. Ushasree got transferred to this school in 2015. She could assess that the students were very poor in English. They could not form even short sentences or pronouncing even small words .

So Head Mistress was determined to find out the causes for the issues and work out solutions to solve them.

- She has started teaching alphabet using pictures, she introduced new methods and techniques in teaching English.
- Every day she used to draw the pictures on the blackboard and teach alphabet.
- Later she introduced sounds of alphabet with the help of her mobile. She made it easy to pronounce the words and recognize the pictures.
- Whereas for the students of 3, 4 and 5 teacher has introduced activity based learning.
- Every day she divided children into teams and gave them the activity based on the lesson she taught.
- Students participated eagerly in the activities. Every day all the teams had to present the work given by the teacher.
- Based on their work either written or oral she allotted the marks and announced the winners every day.
- This has certainly inspired them a lot. All the groups wanted to perform well to win the contest. This competitive environment has also helped a lot by forging creativity skills in the students.
- Four years down the line our students who were even unable to understand speak or write small words are not only have improved vocabulary but are also able to write sentences.
- To improve vocabulary and strike conversations the teacher used to give them situations and made them to role-play. She has even linked up everyday scenarios to improve their speaking skill.
- Teacher has improved students letter and word pronunciation by introducing phonetics. Regular practice of pronunciation has yielded good results.
- Adopting play way method to

teach the English subject aroused interest and attracted many students to learn, this method has certainly created an interesting atmosphere in the classroom.

- Students' participation in co-curricular activities like singing, dancing, acting, and drawing has gradually increased.
- The above activities helped in improving learning activities among the students.

## Major Learnings

Below are few learnings that we have observed during the process of School transformation.

- Taking ownership to understand the root cause of the issues is the first step towards transformation.
- Adopting play way method changed kids thinking pattern and motivated them to learn and excel.
- Innovative teaching methods and aids of teaching really helped kids to understand and learn the concepts easily.
- The constant efforts from the teachers side worked out very well to improve the standards

of the school on par with the corporate schools as most of the parents admitted their kids who were studying in private schools before.

- Ownership taken by teacher and her commitment to bring change are certainly commendable.

## Achievements

- It helped to improve the admissions of the school.
- Even parents showed interest to admit their children to the school.
- Students from private schools have showed interest to join our school.
- Self Confidence of the students has certainly improved.
- All the students started to show interest in every aspect of school.
- Last three years recorded highest percentage of attendance.
- Many girls from private schools took admission in our school in this academic year [2019-2020].

## Simplified English Teaching

|                                |  |
|--------------------------------|--|
| <b>Name of the Head Master</b> | <b>: K. Meera Bai</b>                        |
| <b>School</b>                  | <b>: MPPS Sherkhampally(V), Hathnoora(M)</b> |
| <b>District</b>                | <b>: Sangareddy</b>                          |
| <b>Phone Number</b>            | <b>: 94920 25899</b>                         |
| <b>E-Mail ID</b>               | <b>: meerakulk12@gmail.com</b>               |

English - learning, reading & writing is important as it is a universally accepted language, and it also helps us in our future study/career. In villages, generally there is no one at home who can teach even the basics of this language to our children, hence they find it very difficult to cope up with it once they have to learn it at a later stage. Hence to solve this problem we introduced English medium in our school from 1<sup>st</sup> class itself, 4 years ago. The method that we are following has made it very easy for children to learn the language, and they are enjoying it, as a result their self-confidence got a big boost.

### FOCUS AREAS

1. Identification & pronunciation of alphabets & words.

2. Improvement of vocabulary through games.
3. Slowly but surely their inferiority complex vanishes as their vocabulary increases, they start attempting to read & write small words & sentences, once their self-confidence grows, they start enjoying learning of English.

### REQUIRED SIMPLIFIED ENGLISH TEACHING (TLM)

1. Transparent polythene covers/ cardboard box, thick paper, sketch pens.

### IMPLEMENTATION

#### A) INITIAL STAGE

1. Known words will be written on paper chits, some related words will also be written on separate chits.

2. The above written chits will be put in a polythene bags / box.
3. Children play "Passing the parcel game".

They sit in a circle, close their eyes, one student will pick up a chit from the bag/box, read it and keep it with him & then passes the bag/box to the next student. In case the student is not able to read the chit, he will pass it on to the next student, and if he reads it, he will retain it as a bonus and also he will get a chance to pick up a chit. The winner will be the one who gets maximum chits. This makes them familiar with more & more words, as they read from their own chits as well as listen to the other students words.

## **B) FINAL STAGE**

1. Single letter words, two letter words, action words, words ending with - "ing", and names will be separated and arranged on the benches by the students.

2. They select words which they can relate to and frame sentences, and then arrange them on their pads or slates.
3. Then they read those sentences in the class in front of the Teacher & students.
4. After listening to the various sentences, the students clap & appreciate their efforts. If there are any mistakes, they help in correcting them by picking each other's brain.

## **BENEFITS**

1. The students' observation skills develop as their interest is aroused & their hunger to learn more & more words, to do better than others, creates an atmosphere of healthy competition among themselves.
2. They will be able to understand, read on their own & write small sentences.
3. The desire to get better & better spurs them to learn & read more words, this in turn will increase their vocabulary & self-confidence.

4. To instill a feeling that they have the capacity to learn more & more, and do better in their academics, is the best gift a TEACHER can give to his/her

students. In fact as they grow this hunger, desire, & the capacity to do better in a competitive environment will be their **biggest asset**.



*I am proud to tell you that, in our 2<sup>nd</sup> & 3<sup>rd</sup> classes 90% of the students are perfect in forming & reading sentences. Now English is their favourite language.*

**- K. Meera Bai, MPPS Sherkhampally**

# My Journey in School towards Transformation

**Name of the Head Master** : Thula Sudhakar Rao  
**School** : MPPS Garrepally  
**District** : Peddapally  
**Phone Number** : 9849476286, 91842433758  
**E-Mail ID** : -

## Story-1

### BEST PRACTICES OF MDM

In this school most of children belong to Budiga Jangam community (SC). Their parents leave their children in the village either with grandparents or community members and they wander in other states for livelihood. So children lack proper care shelter and nutritious food. These children are habituated to eat junk food. To avoid the practice of eating junk food to these school children, we conducted a 'Mother Awareness Programme' on nutritious food. The staff also provided seasonal fruits to school children.



*Seasonal Fruits*

Usually many students in Government school come to the school without taking breakfast. With empty stomach children can not concentrate on their school activities. So they thought to provide breakfast to children every day, for that they consulted 'Sai Trust', Peddapally. Now they are giving 'SAI ALPAHARAM' to children daily. After Sircilla, Siddipet districts, this school is in 3<sup>rd</sup> place in state in this programme. They are providing 2 types of breakfast Upma

and Poha alternately. With this breakfast programme, absenteeism of students decreased and almost all children are attending prayer every day. With this activity the school could decrease nutrient deficiency in children.



***Sai Alpaharam Inaugurated  
by MLA & DEO of Peddapally***

To encourage children eat all types of vegetables the school maintained kitchen garden with the help of children. Students planted many vegetable seedlings viz., Lady's finger, Brinjal, Tomato, Leafy Vegetables, Bottle gourd etc., and took care of them every day by watering and removing weeds etc., they are using these vegetables in daily MDM. It is also useful to the students to get awareness of EVS and nutritious food.



***School Kitchen Garden***

On the occasion of birthdays of teachers/their family members students are offered special food. Ex. Sweets, Egg, Chicken curry, Biryani, Bambino etc.,



***Bananas***

***Chicken Biryani***

Children are encouraged to plant a new sapling on their birthdays in the school. The school also maintains a flower garden.



***Kitchen Garden***

### **Outcomes observed**

- Attendance of the students increased and at the same time there is a fall in the percentage of absentees.
- Improvement in students learning out comes.
- School enrolment increased.
- From the school kitchen garden vegetables are used in MDM.

## Story-2

### INVOLVEMENT OF SOCIETY IN PROVIDING MINIMUM FACILITIES IN THE SCHOOL

When the Head Master joined this school on 16.06.2011, his student strength was 10 only. The school building was in dilapidated condition which was constructed in 1937. There was only one RCC room. The school was about to close. There are no facilities for students. The villagers were not bothered of the school conditions. In this context, the Head Master and a lady teacher were working in the school.



Even though they did not draw any special plans, HM worked relentlessly for the progress of the school. He decided to run the school in a systematic way and to increase the enrolment of the students. After touring the entire village, he was able to gather 30 students and got enrolled them in the school. But there were no classrooms in the school, no drinking water facility and water to wash hands. After consulting MPDO, the HM got the bore

well repaired. The campus was not attractive, there were tractors parked, and the premises was also used for anti-social activities as there was no gate to guard the school. Seeking help from the retired teachers Sri Saindla Rajaiah sir and Gangaiah sir and others HM was able to collect Rs.14,000/- to fix the gate and get power connection after consulting the AE Electrical. Fans and other things got fixed with the help of Lions club.



*Kasturi Foundation, Hyderabad  
Repairing the School Building*

Head Master started inviting the village elders to every school function, to involve them in all school programmes he conducted rallies, processions by the students to draw the attention of the villagers.

The relationship with the villagers gradually improved the enrolments in the school that gave a strong competition to private schools. But lack of classrooms was a big problem. There was only one room. It does not cater to the growing strength of the school so children were

forced to sit under trees, every time when parents came to the school, they were unhappy to see this. There were many complaints from parents, about the dilapidated roof of the classroom and lack of teachers in the school, they were dissatisfied with this condition and again started sending their children to private schools. Almost all twenty students left the school.



***Old Building Repair Going On***

HM approached all the officers concerned and applied for funds but all his efforts went in vain. No additional classes were sanctioned. He fought for six years for this. In all seasons, the school children had to sit under trees and faced untold miseries. He decided firmly to get the school building repaired. For that Rs. 2 to 3 lakhs are required. He forwarded an application to R.V.M. and met EE. In response to his application, funds will be sanctioned only for repairs but not for a new building.

When applied to MPDO, he declined to sanction money then HM decided to

collect donations. When he consulted the village elders he was discourage for his efforts.



***Repaired by Kasturi Foundation***

HM is in dire need of classrooms, otherwise children would leave. He spent sleepless nights, his wife and children also complained that he was not showing any interest in family affairs and thinking only about the school. But he thought at any cost he should bring positive progress in the school and increase the strength of the students.

Every year school day was conducted in a grand way with a sole aim to attract funds to repair the school building. Honorable MLA Dasari Manohar Reddy, is an old student of this school. He invited him to the school and felicitated grandly for funds. He did not sanctioned but sent 40 dual desks to the school from his Trinity school.

When I approached a donor for help, he came forward to donate 10,000/- to replace the roof with plastic sheets. As

Honourable District Collector of Peddapally Sri Devasena always says that "A good work was initiated with full heart, the universe and God also support you". The same thing happened in his case. A news item found by HM in the news daily that Kasturi Foundation, Hyderabad would help the school, if approached, so he immediately called them up and explained about his school position he sent the photos of the school to them as they wanted. One good day, Sri Kasturi Sri Charan sir and Anji Reddy sir of the trust came to the school. They agreed to assist to the tune of one lakh rupees. But the amount was insufficient he intimated to them and appealed again they agreed and sanctioned Rs.3,50,000/-.



***School old building  
re-inaugurated by Joint Collector  
Sri. Vanaja Devi &  
Kasturi Sri Charan***

He searched for workers but many refused to come forward saying that there was a ghost in the school. He requested the trust members to do the work by

themselves. They agreed and sent a group of workers and started the repair work. But one of the workers fell down and said that there was a ghost in it. They returned to Hyderabad. Again troubles started after some days the trust members sent a new team of workers who were skilled. They completed the work, fittings necessary doors, windows and other things. A new glory came to the old building. The school re-inaugurated on 26.09.2018 by Joint Collector Vanaja Devi in the presence of the benign presence of Sricharan of the Kasturi trust. Four rooms are available. Still his efforts continued for two additional rooms. The construction was over even before total funds were not sanctioned with his initiation.



***New Constructed Toilets***

Funds granted from the collector's special funds to construct toilets and to provide water tap connection. Works were over, facilities provided. At present, with six rooms with 106 students, the school stands top in position among the other schools of the district.

He received best H.M. award on 2<sup>nd</sup> June, 2019 by the collector Smt. Devasena. He was able to bring life to a dilapidated school building and gained a place in the hearts of the villagers.



***Best H.M. Award received from District Collector, Peddapally Sri Devasena In the presence of J.C. Vanajadevi, Z.P. Chairperson Tula Uma and D.E.O. Peddapally Venkateshwar Rao on 2nd June, 2019***

### Outcomes observed

- Now the HM is confident that a teacher can achieve anything if he is interested.
- Admissions in the school children have been increased.
- Discipline in children has been improved. Parents started owning the institution.
- 4. The children who were going to private schools joined this as they felt that this is a better one.

### Story-3

#### **A REMARKABLE CHANGE IN THE ADMISSIONS WITH QUALITY TEACHING**

When Head Master joined in this school, the school strength was just 10 and all those children belong to SC community namely 'Budigajungam'. So he scouted for more students by meeting parents in the village. There was a private school consisting both media Telugu and English. He was able to attract students who were studying in Telugu medium in that private school. The management of the private school showed its ire. When HM was absent, they threatened the Asst. teacher, the management of the private school fetched back 20 students from this school. They made their school exclusive English medium school. The only way he could attract students is to make this school a model school. He went again and again to each house for getting more admissions to school. But the rich parents laughed at him and said "with only one teacher and H.M. how could you justify quality education".



***Our Teaching Learning Material (TLM)***

There was a problem of teachers but as per government norms to get more teachers to a school it should have student in right proportion. But parents said they would send students if there are sufficient teachers. Each class should have at least one teacher, so HM took a decision to hire teachers (V.V.) with his own expenses. He also searched for donors who could pay salaries to the V.Vs.



***Paper Bags Made by Students***

HM came to know about Earth foundation founded by Pramod sir and organized by Kalaveni Srinivas who are supporting the government schools. He explained the problems faced by the school, so they came forward to support V.Vs. salaries.



***Clay Articles Made by Students***

To teach concepts in a joyful way, T.L.M. was prepared. The Earth Foundation sanctioned special uniforms to students. This was extra uniform given to students to wear on Wednesday and Saturday and tie, belts were also provided. The school children looked nice in their uniforms.

Summer camps were conducted to give remedial coaching and computer classes. School also arranged science melas, maths melas, science Olympiad, maths olympiad, and also conducted mandal level chess tournament. These activities caught the attention of all the Head Masters in the mandal. They started consulting him to conduct such programmes in their schools.



***Division Machine***



***Science Mela in the School, Questioning Children MPP-Sulthanbad***



***Diagrams with Sand***

Every year they take their students on excursion, in this regard Sri. Sattaiah of Nigama College helped a lot by providing transport. They also arranged science tours to places like Gandhi paper mill and electrical plants which produce power from garbage, dairies, museums, radio stations.



***Digital Classes inaugurated by MLA Sri. Dasari Manohar Reddy on 29.08.2019***

As a continuation of these efforts, as parents demand, English medium was introduced from nursery to 5th class.

At present, with nursery to 5th class, with six classrooms, with 106 students, and six teachers, the school is marching a head in all fields facing the competition from the private school.

His efforts are continued .... to make the school more vibrant.

## Fulbright Scholars of Telangana

|                                      |  |
|--------------------------------------|--|
| <b>Name of the Fulbright Scholar</b> | <b>: Padma Priya Vummaji</b>                   |
| <b>School</b>                        | <b>: Govt. Nehru Memorial School, Malakpet</b> |
| <b>District</b>                      | <b>: Hyderabad</b>                             |
| <b>Phone Number</b>                  | <b>: 9705163872</b>                            |
| <b>E-Mail ID</b>                     | <b>: vummajipadmapriya@gmail.com</b>           |

### Fair and Square

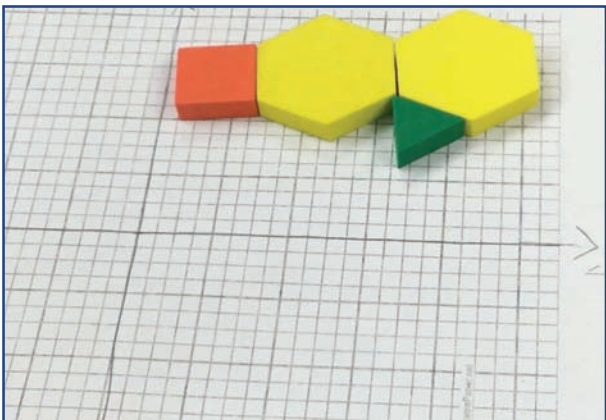
Changing times demand a multifaceted approach in the practice of teaching. A unidirectional teaching culture has proved redundant in the face of an increase in the sense of responsibility and awareness among students. It is almost imperative that schooling techniques evolve and match up to the developing needs and aspirations of the younger generations. There is an urgent need for teachers to embrace changes and utilise studentfriendly teaching strategies to channel their students' attention towards exploring the unexplored.

Padma Priya Vummaji, a mathematics teacher at government Nehru Memorial High School, Hyderabad, has kept herself updated with the latest technology to design interactive teaching resources as per the grade requirements.

A seasoned educator with a 23-year-long career, she has striven to cultivate a natural inquisitiveness in her students, prompting them to investigate the most baffling of situations with ambition and perseverance. It is this never-back-down attitude that helped her qualify for the USIEF Teaching Excellence and Achievement Program, becoming the first school teacher from Telangana to do so. Her time at University of Nevada, USA opened to her a whole new world of teaching with access to exciting teaching tools.



Padma, attempting to contain her excitement on her experiences in the USA, shares, "In an endeavour to involve young minds at a higher level of comprehension and thinking, the teachers in the public schools of USA tackle the curriculum with non-conventional methods. Breaking new ground, each teacher has a classroom to create an ambience of learning as per the needs of the subject and the grades of the students being taught. This holds a visual appeal, converting the walls of classrooms into textbooks." She recollects how these unconventional classroom operations, where the students were taught with graphic aids like videos on the topic discussed in class and activity-based problem-solving sessions, ensured that the students could apply the concepts taught to arrive at ingenious solutions. Such curricula are designed with the intent of equipping students with such competency that is at par with any student their age across the globe, interweaving brain-teasers, treasure hunts and games like KenKen puzzles, Kakooma, bike and



truck problems, etc. The sense of comfort that such innovative teaching practices lends to classrooms, a space that some students finds fearsome, needs to be lauded.

In addition to her field experience at



Pine Middle School, Nevada, Padma was also part of a workshop at Clayton Middle school organized by Dr Jenny Salls, professor at Math Cohort. The workshop focused on the importance of manipulative problem solving, technology assessment of issues involving diversity and equity, and cooperative learning in the teaching and learning of mathematics. Other technological applications discussed were Google Classroom, GeoGebra, Desmos, Wolfram Alpha, Learn Zillion, Tuva Labs, Prezi, Plickers, etc., from which, Padma has successfully implemented GeoGebra, Desmos, Prezi and Plickers in her classrooms. Padma believes that the advanced graphic calculator Desmos can revolutionize educational exchange for all stakeholders involved in the system. With easy access through a digital device, the website

([www.desmos.com](http://www.desmos.com)) can be used by teachers to prepare their lesson plans and also configure curricula, keeping in mind the needs of their students. Additionally, it allows teachers to compare notes and share teaching strategies across the globe.

Though Padma was always capable of designing ingenious teaching and learning techniques, the chance to visit public schools of USA gave her a fresh perspective which helped her approach problems to tackle them suitably, yet



unconventionally. Citing these impressive teaching methods, Padma stresses on the need for informative and customized teaching approaches which will replace the traditional one-solution approach. Brainstorming should become every student's first nature and Padma promises consistent efforts in that direction throughout her teaching career.

### **How to operate DESMOS:**

Objective: To cater to the needs of all the students indiscriminately, while

making the learning process interactive and engrossing and interesting.

Create an activity;

In the activity, the teacher can incorporate a graph, sketch or picture to be uploaded on the screen as well as notes to the students that they can follow while solving the activity;

Create a link by clicking on the 'create class code' option that generates an alphanumeric code and view the dashboard option on the device;

Click View;

Message prompts: log into the site - [www.student.desmos](http://www.student.desmos);

Enter the alphanumeric code;

Students can join the activity and are virtually connected to the mentor;

The teacher can lay down instructions and guide the students virtually to the final stage of the activity;

The teacher can view the results immediately



**Name of the Fulbright Scholar** : Asha Rani Bendi  
**School** : ZPHS Jeedimetla  
**District** : Medchal  
**Phone Number** : 9912666999  
**E-Mail ID** : aasha14@gmail.com

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## Deep Roots and Strong Wings

Teaching, being an amalgamation of art and science, is ever evolving. But what remains constant through centuries is the fact that a teacher must understand the concrete changes taking place in this abstract world, and subtly introduce the students to those changes, without making it seem like a paradigm shift in their lives. The same goes with technology, where one needs to acknowledge the fact that only technology and practicality-based education in today's 'online' world is going to make the education seem more relevant to the students. Asha Rani Bendi, the National Best English Teacher Awardee from ZPHS Jeedimetla, first encountered the vitality of classrooms mixed with technology and the novelty it adds to the curriculum, during a visit by her nieces and nephews from the U.S.

Having cleared the selection process for FTEA 2017, Asha took to California



State University where she experienced a student-centric interactive teaching process, aimed at nurturing the students' intellectual and creative abilities while embedding equity in the general school culture. The host university enlightened the participants from over 40 countries in various areas such as, Designing instructional strategies, Language Acquisition, classroom management, action research, lesson planning, language teaching through story-telling, access and equity in education, service learning, gender and schooling and technology in the language classroom, the inputs of which were adaptable in most of the countries. Though quite a bit of that already being implemented in Telangana,

it was refreshing to witness such emphasis being laid on language and literature.

It was enthralling to see the teachers plan their classrooms so remarkably well, despite of having no such pressure of a fixed daily schedule and procedure as such. The classes were usually a pleasant mixture of interactive sessions, digitized



lectures and an invigorating variety of co-curricular activities such as photography, videography, painting, poster making, editing for magazine, library management, music, games - indoor and



outdoor, theatre: direction, acting, choreography, script writing, cooking, catering, nurturing a baby, plantations and much more. Apart from the academic experiences, she also gained a great deal of experience of dealing patiently with the adolescents while nudging them in the right direction.

But Asha's favourite part of the experience was visiting the gigantic libraries at the schools back in the U.S and witnessing the utility of e-books in a whole new light. Carrying that back with her to India, she initiated the setting up of a small library in her school, utilizing the store room space, with around 2000 different books in it. A difficult yet enriching experience, she had to request those in her neighbourhood to lend their old books for the cause. Following her footsteps, her students supported the initiative with all the zeal and ensured their parents' involvement in the process as well. She believes that the humongous change these books will bring into the children's lives will speak for itself and she wishes to witness it in all its glory.



Ever since her return, Asha has been busy with utilising her experiences in modifying her teaching techniques, including the introduction of photography



and videography in her classes, where she encourages her students to delve into the technology and technique at play and contribute in the documentation of school activities, all of this keeping in mind, equity of opportunities. This all has led to a greater participation of all her students in various activities with a better skill and greater confidence.

Asha firmly believes that the roots of education might be bitter sweet, but they unfailingly reap sweet fruits, same as the students who are supposed to be groomed and nurtured at an early age for them to become potential winners. This can only be realized if the teachers travel with the students to identify their needs and requirements and nudge them towards a brighter future



**Name of the Fulbright Scholar :** Ashok Reddy Bathi  
**School :** ZPHS Battuguda, Bibinagar,  
**District :** Yadadri-bhongir  
**Phone Number :** 7989409989  
**E-Mail ID :** baskhokreddy669@gmail.com

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## Designing One's Own Destiny

Our lives are shaped by our interactions with others. Whether we interact with the people around us or with those from diverse cultures, these conversations shape us into humbler and wiser versions of ourselves and that makes all the difference. Thus, when an opportunity arose to introduce American students to the nuances of Indian culture, Ashok Reddy Bathi, was eager to grab it. This School Assistant, English, ZPHS Battuguda, Bibinagar, Yadadri-Bhongir District, was instrumental in gaining insights into the unconventional interactive teaching pedagogies adopted by the public schools in USA, in what he calls a life-changing experience.

Mr. Ashok credits his prior experience in facilitating training programs and designing textbooks, modules and training materials, as having helped him to fully immerse himself in the FTEA program. The program enabled him to



step-up his skills in the curation and designing of curricula, and planning lessons through the intertwining of modern-day technology and conventional teaching methodologies while also taking into account the range of personal issues students face. His work with the safe school program, intended to sensitize students, teachers and the community at large about topics like child sexual abuse, child trafficking, violence against children, unsafe internet usage and substance misuse, helped him to form a wholesome perspective on such issues.

During his time in the USA, Mr. Ashok was fascinated by the spirit of participation among the students who were determined to use all the resources

available to them and consistently expressed interest in every activity in their school timetable. These classrooms were successful because of project-based learning where the students are exposed to various fields of arts, applied sciences and humanities, in addition to their core syllabi. The students were equipped in



their academic adventures with a wide range of literature that provided them with encyclopaedic information on diverse subjects, making it easier for them to connect various phenomena and understand the complexities of the different systems in play. Despite this unorthodox approach to the academics, the schools were meticulous in enforcing a schedule and plan of action, dismissing any chance of dilution of the subject matter. Another thing that really amazed him was the emphasis given to art and research, with entire blocks dedicated to robotics and research labs as well as to music. Students are free to choose more than one specialization and are rather encouraged to research and explore these further. It was eye-opening to witness such

a pleasant take on education, to see that it comes in multiple forms that require teachers to be receptive to all sorts of information to filter out unnecessary details and promote comprehensive development.

Mr. Ashok has found many takeaways from his exposure to the education system in USA, which he intends to adapt to suitably meet India's demands, beginning with creating an atmosphere of healthy interaction between the teachers and the students, including the guardians of students as a reliable support system, local non-profit organizations and the rest of the local community who have a stake in the smooth running of the school. He believes that a student exhibiting innate confidence is reflective of the support he/she received from the community, and that empowering young students in this way is not difficult given India's social fabric of interactive communities. On being asked



about his idea of an ideal administration, Ashok explained it as, "a sustainable administration, achieved through an

indiscriminate and inclusive system, with a collaborative responsibility of all stakeholders towards the development of its younger generations". He continues, "I have had the blessed opportunity of interacting with teachers and trainees from

across 20 countries, exposing me to 20 different cultures and ways of life. It is overwhelming, to say the least, but I feel all the more responsible to share my experiences with my colleagues and dear students".



**Name of the Fulbright Scholar : Vinayadhar Raju Prathikantam**

**School : ZPHS Jangapally**

**District : Karimnagar**

**Phone Number : 8328671926**

**E-Mail ID : vinayadharraju@gmail.com**

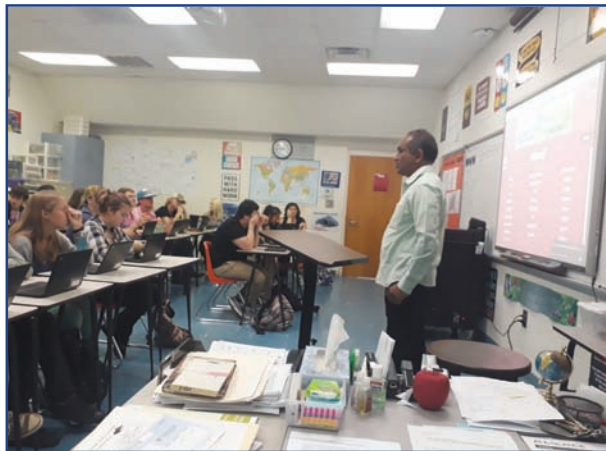
## Speaking in Tongues



Learning is a treasure that will be in the owner's keeping forever. Learning a language, however, is a different ball game altogether, shaping the way one thinks and determining the scope of one's thought. Languages gift the speaker with new windows to view the world from, expanding our perspectives. Languages are best acquired during childhood, and can be improved with constant practice and better exposure. English has emerged as the lingua franca of global communication in recent times, and fluency in English has become necessary in the contemporary job market.

For students, school is the place that brings them closer to languages, from where they learn to explore, understand, and absorb a language fluently, a place which creates new possibilities of learning a language where they can express themselves freely. This is aided by introducing them to literature, especially of that variety that the American poet Ezra Pound described as "language charged with meaning to the utmost possible degree". Passionate learners may be inspired to go on to pursue the study of literature at higher levels and even be the creators of fascinating works of their own. It falls on the educators and schools to create a conducive atmosphere so that students learn and explore various languages in all their enchanting glory. ZPHS, Jangapally, which boasts of a majority of its student population being first-generation learners, has done a remarkable job at easing them into learning English in an enjoyable way, turning examinations from nightmares into

milestones they look forward to. The credit for this transformation should duly be given to the school's English teacher, Vinayadhar Raju Prathikantam, who qualified for FTEA in 2017. He has been a staunch supporter of integrating technological support into school curricula to make the learning process as engaging as possible for the little ones.



Tech-savvy and efficient in handling in-service teacher training, Mr. Vinayadhar has successfully integrated technology in training sessions and classroom teaching, laying the foundation for his collaborative project with The Honor Roll School, Texas, USA. The project connected classrooms of the two schools, even as they were separated by immense oceans and continents, by using asynchronous technology to nurture language proficiency among the students. Mr. Vinayadhar and his team came across many hurdles, especially in uploading lengthy video files in a relatively

technologically lagging environment and had to make portable documents of their presentations using CamScanner to share their work. Using the collaborative application - Padlet - the students in both countries were able to exchange ideas which culminated in a poster presentation consolidating their views and experiences.

Mr. Vinayadhar continues to use such unconventional teaching practices, ensuring sustained learning and retention of ideas by promoting reading as a habit. His classrooms are spaces which bring alive masterpieces of world literature and show students a whole new field of brilliance and innovation. Due to his tireless efforts, his pupils are able to be uninhibited when speaking English. Not only has this inspired them to add more languages to their repertoire, but has also encouraged them to think creatively, embracing new ideas and philosophies.

Mr. Vinayadhar believes that technology has changed the role of a teacher from just teaching to that of mentoring, facilitating, collaborating, and organising, while also constantly developing creative content. This reinvention, which this teacher has accomplished in a commendable manner, is key to becoming a successful mentor in the 21st century.

**Name of the Fulbright Scholar** : Niharika Thoutam  
**School** : ZPHS Gorekunta  
**District** : Warangal (Rural)  
**Phone Number** : 6303753773  
**E-Mail ID** : neharaj03@gmail.com

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## The Technological Tangent



Education has the power to act as a passport to a secure future, for tomorrow belongs to those who prepare for it and it would be safe to say that a practise of lifelong learning will only be of benefit to those who indulge in it. Students should be aware of the constant demand of topical education and the need to understand social dynamics in order to successfully helm the opportunities they come across. Any child empowered with the distinguishing quality of curiosity and an unquenchable thirst for knowledge will be unique in his actions and understanding of the society. ZPHS

Gorekunta, Warangal (Rural) district, exemplifies this quality in its school community with utmost humility. Niharika Thoutam, highschool mathematics teacher at the school, who had the opportunity to be part of International Leaders in Education Program (ILEP) in 2018 - one of the Fulbright programmes under USIEF - has dedicated her life to developing comprehensive and interactive teaching strategies that promise an enriched academic environment.

Attending the ILEP in the Arizona State University, Tempe, USA, exposed Ms. Niharika to theoretical concepts in education, and the tools and technologies involved in its practice. It also trained her in practical teaching through activities and experiments, especially in elective subjects such as Methods of Teaching Maths to Secondary School English Course, Critical Reading and Writing, Cultural Awareness and Mentorship Education and Leadership. Most importantly, it enabled

her to become part of a global network of teachers, which simultaneously broadened her worldview and provided her with access to highly sought-after educational resources, reinstating her faith in the capabilities of her own community of educators in the process. She was able to continue this fruitful stride at a workshop held at ASU-CASGE (Centre for Advanced Studies in Global Education), Mary Lou Fulton College of Education.



Ms. Niharika recalls the experiences gifted to her by America in a tone of resolute motivation, saying, "I was amazed to see a dedicated class for each subject, with an interactive board where the students themselves could choose from the lessons to be learnt for the day. It was a delight to witness such active participation from these young minds, constantly trying out different methods to reach a solution by using every resource available to them. It's this grit and resilience that moved me the most". This enthusiasm for technology-based learning is evident in her preference for Edmodo, an application that enables a teacher to

witness the course of another teacher's classroom including the teaching methodologies and interactive projects adopted by their counterparts in other institutions. Avenues like Edmodo pave the way for a healthy exchange of information and ideas. Ms. Niharika has also perfected her command over Photo Peach and Flubaroo (an app similar to the open source GeoGebra) and introduced her class to lessons in Photomath, Math Learner and Graphical Calculator so that complex mathematical concepts may be with ease.

The experiences at ILEP and CSU-CASGE have transformed Ms. Niharika's approach to the classroom teaching methodologies, interactive practices and activity-based learning: "For me, the biggest encouragement has been the response from my students. They seem to have accepted these applications well and are working harder with each passing day. A student once told me that I seemed to have changed after I got back from the program, and that even though he enjoyed my classes in the past, he found himself looking forward to them even more now, waiting in wonder and anticipation for new experiences and challenges. Such words have been my biggest reward so far and is exactly what inspires me to work harder".



In addition to encouraging other teachers to apply for Fulbright programs, Ms. Niharika's forays into the uncharted waters of activity-

based learning has also motivated her students to consider teaching as a future profession. Ever since her return, she has received immense appreciation for her pioneering work, with parents showing greater faith in the government school system and its teachers across Warangal district.



### **About ILEP:**

ILEP dealt with specific outcomes, teacher efficacy and comparative educational understanding and leadership-building for change, through school immersion programs. The participants of ILEP are expected to be agents of change, mobilizing their skills and knowledge. ILEP offers semester-long professional development opportunities at various US universities, with each course consisting of academic seminar on leadership, curriculum development, lesson planning, instructional technology, and new teaching methodologies. One year ago, 64 teachers from 16 different countries arrived in the United States to participate in the International Leaders in Education Program. During that semester, these professionals had the opportunity to gain first-hand experience of the American way of life, while at the same time sharpening their skills are the bearers of knowledge.

## The Prose to Education

|                                |                                     |
|--------------------------------|-------------------------------------|
| <b>Name of the Head Master</b> | <b>: P. Venkateswarlu Goud</b>      |
| <b>School</b>                  | <b>: ZPHS Markoo</b>                |
| <b>District</b>                | <b>: Siddipet</b>                   |
| <b>Phone Number</b>            | <b>: 7993354698</b>                 |
| <b>E-Mail ID</b>               | <b>: panjalavenkat.43@gmail.com</b> |

### Timeless Echoes

"Poetry is not only dream and vision; it is the skeleton architecture of our lives. It lays the foundations for a future of change, a bridge across our fears of what has never been before."

Pdt. Jawaharlal Nehru, while expressing his views on education, once said, "Children are like buds in a garden and should be carefully and lovingly nurtured, as they are the future of the nation and the citizens of tomorrow. Only through right education can a better order of society be built up". Education is vast and boundless and a right sense of balance is what brings out its true essence. It is necessary to help the students identify their innate ability and subject them to further grooming through education, at a young age itself. ZPHS Markook, Siddipet, identifying the crucial



role literature plays in the grooming of a child, encourages its students to indulge in the penning down of their thought and beliefs.

Writing is an art and a craft that needs to be developed through deliberate practice and study over a long period of time. Since past two years, the school has taken up the task of identifying the poets and writers amongst its students and encourage them to pen down their thoughts, where most of these children are asked to write a short poem or a story every

once a week around the beauty that they perceive in the nature, nuances of a relationship, friendship, Udyamalaspooorti, culture and festivals, anything and everything that inspires them to think deeper about the universe as it comes.

The students are encouraged to research about the subjects that inspire them, to bring out the right essence of their emotions and finesse in their work. The credit for this initiative goes to P. Venkateswarlu, a Telugu teacher, himself a renowned writer, who feels blessed to have been given the opportunity to pass on the art of writing to his students and learning quite a lot from in return. In his own words, "Poetry is life's music. Having an appetite for poetry is the most gracious thing an individual can be blessed with". His zeal for poetry led him to establish Srivani Sahitya Parishad, Siddipet, a platform for the young and intellectual minds to explore the poets within. His mentees are presently



working on their contribution to the book 'Bala Prabhu', planned to release in the near future.



Along with the art of writing, the school also focuses on encouraging the students to learn about their heritage and language and emphasizes on the grave significance of a good handwriting. It is a delight to see the students of ZPHS Markook practise Lucid and the teachers making such heartfelt efforts in the overall development of their students. The students of the school are all but proud of their institution and wish to contribute to the well-being of the society at large, so as several other children get the opportunities to experience as much as they get to and much more

# Learning to Learn Better

|                                |                                     |
|--------------------------------|-------------------------------------|
| <b>Name of the Head Master</b> | <b>: P. Srihari</b>                 |
| <b>School</b>                  | <b>: ZPHS Amangal</b>               |
| <b>District</b>                | <b>: Nalgonda</b>                   |
| <b>Phone Number</b>            | <b>: 9912662498</b>                 |
| <b>E-Mail ID</b>               | <b>: pillutla.srihari@gmail.com</b> |

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## School History

Amangal is a village located in the district Nalgonda of Telangana state. It comes under Vemulapally mandal of Miryalaguda division. The socio - economic background of the parents is poor as majority of them are daily wagers, do odd jobs like grazing the sheep, mason/agriculture laborers etc., and educationally backward. When it comes to their community they belong to different communities.

## Vision & Mission

"The school vision is to make sure that every student is able to read and write in both the languages Telugu and English".

"The mission is to improve the quality of learning through digitalization.

## Challenges

1. Students being the first generation learners, the parents neither understand the school activities nor do they support their children in studies.
2. No regular attendance of students.

## School Transformation

When HM joined the school in July 2015, there were more students not having minimum basic skills. In view of this the Head Master took initiatives to improve the situation by gathering digital material for all the subjects from Google to make the learning more interesting for students.

After observing students who are very poor in reading and writing specially in English, in the school he identified a

science teacher, Mr. Ramesh who is interested in teaching English basics to the students. The HM trained Mr. Ramesh in using digital content to make the teaching learning more effective.

The program run for three months and positive changes were seen in the students.

They provided work sheets to the children to improve their reading Skills. The primary level classes were given colorful books and workbooks downloaded from Google and used them for phonetics to make students to read new words. They also used animated short video stories with sub titles to make the students listen and understand the language. They taught the students to practice frequently used words more than 100 times which they can find in their text books

Students are trained to take failure as challenge to improve their learning. They taught the students how to pronounce any new word using phonetics that enabled students to read poems and prose even from a higher class text books with ease. The HM encouraged the students to use school dictionaries to know the meanings of new words to understand a paragraph. He bought 30 English to Telugu dictionaries of different publishers.

For the last few years the books that were kept in Almarahs in the Library are

brought to class rooms in the trunk boxes for easy access to students and to inculcate reading habit in students. But unfortunately the student incharges did not issue books their peer defeating the main objective of classroom library. That why, HM transformed the classroom library to Central Library in 2019. Central library is in HM's room and it is accessible to every student from morning 8:00 am to 4:45 pm including short intervals and lunch break. Library period is incorporated in school time table, two periods a week to every class. All the books are arranged on benches as 40 in a set of Telugu, English and Hindi books separately. Students can select any book of their choice. They sit in the HMs room / Central library and enjoy reading, discussing and exploring.

### **Major Learning's and Achievements**

- Around 80% of the students are able to read and comprehend a paragraph from textbooks.
- Students became active in the classes and started reading unknown passages and learning new words and their meanings.
- Students started reading fluently with proper comprehension

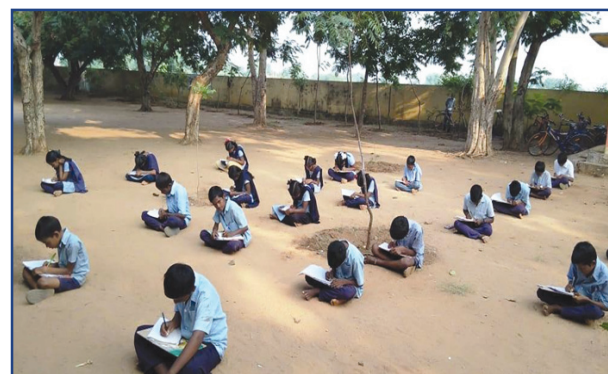


***Digital class to teach  
Telugu and English***



***Students reading books and writing  
notes on their reading***

- Students have to bring a note book when they come to library, they have to read a book for 35 minutes then close the book and write what they read in their own in 10 minutes. This improves their memory and retention of their knowledge.
- Students started coming to school by 8.00 AM only to read library books. HM directed



***Weekly dictation tests for homophones  
in English and Telugu***

them to prepare four or five questions from the read content.

- Students started to prepare questions on their own and exchange their note books to answer them. The questions were very direct and easy in the beginning.
- Students read out the word or sentence where they find error to match the sound and letters on the paper and correct themselves there itself. When the HM finds an error while checking the notes to find the understanding level of the students and spelling mistakes, he calls students and make them to correct themselves.

*"My vision of achieving the good literacy levels to the students helped me to improve the confidence of the students that helps them to face the competitive world outside"*

***- P. Srihari, ZPHS Amangal.***

# Creative Thinking through Reading

**Name of the Head Master** : Gujjula Srinivas  
**School** : ZPHS Bommarasipet  
**District** : Medchal  
**Phone Number** : 9392001469  
**E-Mail ID** : zphsbommarasipet.rr@gmail.com

## School History

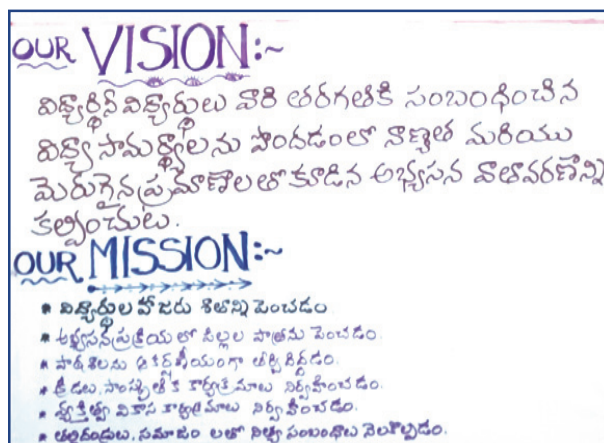
After careful observation, the HM found that lack of vision and mission among the teachers is a major drawback to achieve the common goals. Therefore he realized the need to transform our school work culture and decided to take the help of teachers, parents, students and other stakeholders of the society.

The HM has invited his colleagues for a meeting and sought their advice on improving the teaching-learning process. It resulted in drafting the Vision and Mission of the school which is inclusive of every teacher's opinion.

## Vision & Mission

Vision is to create a better and qualitative learning atmosphere to achieve the academic standards of students of their class level.

Mission is to improve the attendance of the students, to increase the students' participation in learning, to design the school to look more attractive, to organize games, sports, and cultural activities, to conduct Personality Development programs, to establish a strong and progressive relationship with the parents and the community.



## Challenges

1. Improper Study habits
2. Local Play ground

They have faced many challenges and finally were able to settle all the things in their favour.

The teachers and HM went to students' homes and met their parents and told them about the significance of regularity in learning. The HM has even called all the parents to the school for a parent-teacher meeting. They have briefed them on their children's situation in the learning aspect and explained to them about their plans to improve their kids' standards. They were delighted with the details of their children studies and agreed to cooperate with us to bring the best out of their children.

There were no benches or dual desks in the classrooms, so they have decided to approach a donor with the help of local leaders. Sri SNSR Shekhar of SAMPARA FOUNDATION donated dual desks to all classes. This turned out to be a long-term support and all the school needs were fulfilled by them.

Microscopic school area has also become a major challenge for them to conduct games and sports for the students.

This challenge has been temporarily handled by taking the children to the nearest open land for playing games. they rather started pitching in on indoor games and creative competitions than outdoor

ones. Thus, they overcame many obstacles over time and built confidence in ourselves.

## School Transformation

### CREATIVE COMPETITIONS

Instead of old and boring games, they came up with some innovative competitions to inculcate joyful and creative learning among the students.

Initially, students hardly took part in these competitions but gradually they showed improvement and have learned how to excel in them. These activities inspired them not only to read library books more but also to think differently.

| Sl. No | Title                  |
|--------|------------------------|
| 1      | Hand Writing           |
| 2      | <u>Padya patanam</u>   |
| 3      | Book Reviews           |
| 4      | <u>Kavitha rachana</u> |
| 5      | songs                  |
| 6      | drawing                |
| 7      | speech                 |
| 8      | essay writing          |
| 9      | Number games           |
| 10     | <u>quitz</u>           |
| 11     | Moral Stories          |

### HOME LIBRARIES

The Concept of Home Library is a result of prize distribution to students. We have distributed over 1000 BOOKS as prizes to the winners in Creative Competitions. Few students got a

collection of more than 20 books and ended up starting their Home Libraries. This indeed was helpful to the students around them and educated even their parents to read the books. These books helped in the improved reading skills of the students for their proper learning habits. They started carrying books to their house and exchanged books among their friends. Now they talk in the classrooms is related to the stories and the books they read.



### **Guest Lectures**

We have a tradition of inviting successful individuals to share their experiences with our students to motivate them.

We also frequently invite our previous students who are placed in good positions at both State and Centre to talk out the fear among the students and in fuel the required courage and determination to succeed.

These guest lecturers motivated the students to have proper study habits as

they draw inspiration from the people who are successful standing in front of them and talking to them boosts their confidence that make them feel that they can also achieve positions like that. The school observed an atmosphere of regular study habits which is one of the challenges previously they faced.



### **Major Learning**

The collective and co-operative processes to bring about a change in the learning habits of the students actually worked a lot in this school. The feedback from the parent teacher meeting about the student helped the teachers to conduct some special classes for the needed students who are academically poor. Giving some extra support has shown the results.

Every competition or the guest lecture that has happened ultimately resulted to the learning habits of the students and the study habits were regularized in the students.

## **Achievements**

- Many children started thinking creatively and questioning in all subjects.
- The children who are below their class standards are trying to achieve more to raise their standard.
- The result of class X is 100% during last 3 Years which is one of the great achievement for the teachers as well.
- The students are completing the Formative Assessments timely.
- The performance in Summative Assessments has shown improvement
- Student participation in the activities has progressed significantly
- Attendance of students has raised significantly.

## My Summer School Library

**Name of the Head Master** : Poreddy Ashok  
**School** : ZPHS Koorra  
**District** : Adilabad  
**Phone Number** : 8374916403, 9441473049  
**E-Mail ID** : ashokporeddy1966@gmail.com

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### School History

Koorra is a small village located 28 km from district headquarters Adilabad and 10 Kms from Mandal headquarters Jainad, where famous Lord Laxminarayana Swamy temple is located. It is very near to Maharashtra state border and river Penuganga which is just 5 kms away. More than 70 families belong to ST community reside in the village out of which 6 families belong to primitive tribal group KOLAM. People from other communities such as SC, BC, and OC also live here. Most of the parents can speak both in Marathi and Telugu.

The trust between the parents and the school was clearly visible in this community being the reason that they are interested in the education of their children. They also saw the efforts of the HM and the staff to make the students learn and to get best out of them.

Teachers of this school believe that language plays a key role in learning and language skills that can be improved by extensive reading & writing. Considering this fact school has given utmost importance for inculcating the reading habit in students by strengthening library activities and organizing literary competitions.

HM concentrated on improving learning abilities among the students and encouraged them to participate in various competitions at Mandal, District, and State Level. He took the initiative to inculcate reading habit in children focused attention on the Library. Involved parents and school management committee in school activities to remind their responsibility in the school development and they donated Rs. 90000/- for coloring the school building. Teachers are encouraged to play an active role in

decision making and implementation. Whereas students were given a chance to prove their ability by organizing scholastic events and other activities.

### **School Transformation**

In 2018, Head Master P. Ashok and 7 other teaching staff came to this school on transfer by order. Head Master P. Ashok took initiation to change the academic environment of the school. One such success story was achievement of Kum. Gedam Kalyani, who secured a 10 GPA in SSC public examinations during March, 2019. He intended to secure 100% result in the 10th class and was fortunate enough to achieve the same. He stayed back during evenings up to 6 pm and took special classes for 6th to 8th class students in order to improve their foundation in Mathematics. Special coaching was also given to 8th class students involving all the teachers to prepare them for the NMMS exam which resulted in selection of 5 students. The library period was organized for all the classes weekly once by issuing books to students to carry them home. Book review sessions were also conducted to know whether they are reading library books at home. He even encouraged students to write small stories in their own words. This resulted in publishing of stories and poems penned by students in "NETI NIJAM" daily newspaper.

### **Summer School Library**

Usually summer holidays would be for more than 50 days and children would tend to be away from books as they don't have access to them nor have any library facility, even parents tend to ignore this. Thus they thought school should take this responsibility and also resolve the poor reading habit among the children. Therefore, the school staff thought the concept of 'Summer Library' would be really helpful to enhance the reading habit among the children and also help them to utilize the holidays in a productive way.

During a staff meeting before summer vacation, Head Master had discussed the concept of providing access to Library to students during summer vacation. It was concluded that Library activity shall be continued in holidays and made 8th passed out students as Library in-charge. Along with the Library in-charge P. Ramesh, all other teachers agreed to monitor the library activity. It was briefed in a meeting on how to organize library activity during vacation and also decided the days for issue of books (Wednesday and Saturday). They have been provided with 300 selected library books and a long notebook to maintain the book's issue details.

On the last working day of the academic year, 4 organizers issued books to students of their choice and instructed

them to return the books either on next Wednesday or Saturday between 8 am to 10 am and take a new book at the school premises. Students habituated to come to school every Wednesday or Saturday to return the book and to take a new book. This was monitored in the first week by

teachers and later over the phone. School Management Committee Chairman M. Ashok has even extended his support in organizing this 'Summer Library', he not only visited the school in the morning hours of Wednesday and Saturday as he also does gardening.

### Paper clipping in Eenadu daily-Summer library

**వేసవి సెలవులో విద్యార్థుల గ్రంథాలయ నిర్వహణ**

జైనద్, న్యూస్టుడే: జైనద్ మండలం కూర గ్రామంలో వేసవి సెలవులో జిల్లా పరిషత్తు ఉన్నత పాఠశాల విద్యార్థులు గ్రంథాలయం నిర్వహణ బాధ్యతను తీసుకున్నారు. సామాన్యశాస్త్రం, బాలమిత్ర, బుజ్జాయి, జీవిత విశేషాలు, వివిధ రకాల కథలకు సంబంధించిన పుస్తకాలు ఇలా 200 పుస్తకాలను ఉపాధ్యాయులు విద్యార్థులకు అప్పగించారు. వేసవి సెలవులో ప్రారంభించిన గ్రంథాలయ నిర్వహణను ఎనిమిదో తరగతికి చెందిన నలుగురు విద్యార్థులు నిర్వహణ చేపడుతున్నారు. పుస్తకాలను ప్రతి బుధ, శనివారాల్లో పాఠశాలకు సంచితో తీసుకొచ్చి విద్యార్థులకు అందజేస్తారు. ఆసక్తి గల విద్యార్థులు పుస్తకాలను ఇంటికి తీసుకెళ్లి చదివి తిరిగి వీటిని నిర్వాహకులకు అందజేస్తారు. మళ్ళీ ఇతర పుస్తకాలను తీసుకెళ్తారు. విద్యార్థులకు చదువుపై ఆసక్తి కలగడం, చదవడంలో వెనుకబడిన విద్యార్థులకు ఎంతో ఉపయోగకరంగా, తెలియని ఎన్నో విశేషాలను ఈ పుస్తకాల ద్వారా తెలుసుకునేందుకు వీలుగా ఉంటుందని అందుకు ఈ గ్రంథాలయ నిర్వహణను విద్యార్థులతో ఏర్పాటు చేశామని పాఠశాల ప్రధానోపాధ్యాయులు పోర్ట్రెడ్డి అశోక్ తెలిపారు.



కూరలో విద్యార్థులకు పుస్తకాలు అందజేస్తున్న గ్రంథాలయ నిర్వాహకులు

After reopening of school, library organizers collected books from students and handed over to the school library in charge Sri. P. Ramesh. They were appreciated for their success in organizing the 'Summer Library'. Teachers felt very happy for organizing such an innovative activity and decided to continue the tradition in the future as well.

Therefore it is planned to keep the school library open during the summer vacation and the students were also permitted to take books to home if required.

Thus 'Summer Library' enabled the students in

- Organizing things successfully.

- Leading an event
- Working in teams
- Utilizing the summer holidays effectively to improve their reading skills.
- To habituate reading non academic books also



*Students in library  
Dignitaries in library*

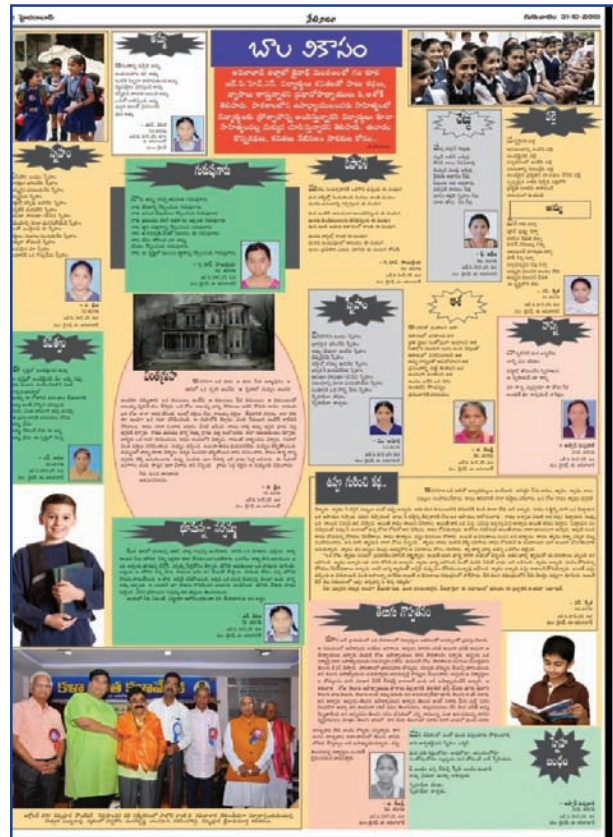


కూరలో విద్యార్థులకు పుస్తకాలు అందజేస్తున్న ఎంపీపీ

**విద్యార్థులు చదువుకొని ఉన్నతంగా ఎదగాలి**

జైనాద్, మ్యాన్టుడే: విద్యార్థులు కష్టపడి చదువుకొని ఉన్నతంగా ఎదగాలని ఎంపీపీ మార్కెట్ గోపర్లన్ అన్నారు. మండలంలోని కూర గ్రామంలో జిల్లా పరిషత్తు ఉన్నత పాఠశాలలో బ్రెడ్ స్యచ్చంద సంస్థ ఏర్పాటుచేసిన గ్రంథాలయాన్ని సర్పంచి ఆధ్వర్యంలో, జైన్ ఎంపీపీ సావాపురే విజయకుమార్, లైసెస్ మండల సమన్వయకర్త సర్పంచ్ లింగారెడ్డితో కలిసి సోమవారం ప్రారంభించారు. అనంతరం పుస్తకాలను విద్యార్థులకు అందజేశారు. కార్యక్రమంలో ఏఎస్సీ చైర్మన్ ప్రభాకర్, మాజీ సర్పంచి ఎగుసం అశోక్ ఉన్నత, ప్రాథమిక పాఠశాలల ఎస్ఎస్సీ చైర్మన్లు మోర అశోక్, నగేష్, ప్రధానోపాధ్యాయులు అశోక్, బాబన్న, నాయకులు ఆర్డి వెంకటరెడ్డి తదితరులు పాల్గొన్నారు.

*Paper clipping (Namaste  
Telangana)-library inauguration*



*Stories and Kavitalu in Neti Nijam  
daily paper*

The achievements and activities of the school impressed the Bread Society, Bengaluru and they donated us Rs. 30000/-worth 650 library books (children literature) and a book case in September 2019. Now they are proud to have a designated library for the school which was inaugurated by Jainad Mandal President Sri Marshetty Goverdan and Sarpanch Smt. Lata Venkat Reddy.

Sri. B. Rajsrinivas, LP-Hindi is acting as in-charge of the library and every Wednesday his period is allotted for the library work and students are habituated to visit to the library in this period on ever Wednesday.

## Achievements

- Parents are very much interested in the school activities as it was the result of the dedication & hard work of the staff and Head Master.
- During the 2018-19 academic year, 5 students got selected for NMMS scholarship and they are receiving Rs. 12000/- per annum for 4 years from 9th class to Intermediate 2nd year.
- This school has also topped the NMMS selections in the district among many Government and local private schools. Kum. Gedam Kalyani of the school scored 10 GPA in the 10th class and pursuing her Inter 1st year from IIIT BASARA.
- Another student from Kolam community Kum. Kalavathi got admission in NRI COLLEGE, NIZAMPET, HYDERABAD in the scheme of FREE CORPORATE EDUCATION to SC/ST/BC students she is now pursuing her Inter 1st year.
- Students also got selected in STAR-50 SPECIAL BATCH for INTER+NEET coaching organized by Tribal Welfare Department whereas the selection is based on the entrance exam conducted by the Tribal Welfare Department.
- Students topped many times at District level competitions and took prizes from District Collector, Chairman, Zilla Parishad and MLAs including cash rewards of Rs. 7500/- and Rs. 5000/- respectively. All these achievements are new to their students and their parents as they never heard about these scholarships, competitions and admission processes available after completion of 10th class.
- Library in Vacation: Improved reading habits among students through the innovative Library activity also encouraged their writing skills to write stories and poems on their own. Students started getting admissions in institutions like IIIT and Corporate Colleges. This also tapped their organizational and leadership skills to lead various activities in the school. This even motivated parents to take part in the school development activities.

## Bringing the World a Step Closer

|                                |  |
|--------------------------------|--|
| <b>Name of the Head Master</b> | <b>: Sridhar Gajula</b>                                      |
| <b>School</b>                  | <b>: GNMHS Malakpet, Behind Malakpet Police Station</b>      |
| <b>District</b>                | <b>: Hyderabad</b>   |
| <b>Phone Number</b>            | <b>: 9849719609, 9705163872</b>                              |
| <b>E-Mail ID</b>               | <b>: gajula123@gmail.com<br/>vummajipadmapriya@gmail.com</b> |

It is said, "Education makes you sufficient, skills make you efficient". The global job market has expressed a demand for multitasking, skilled youth and Indians have tapped into this unique opportunity. However, students will find it easier to compete on such international levels if exposed to versatility in the form of universally recognised teaching methodologies which are successful in conveying more information with less effort. The use of technology in education should not be restricted to visual aids, but should also enable students to be at ease with the concept of technology as a source of knowledge. This can be achieved through creatively designing digital content that pique the inquisitiveness of every learner.

Nehru Memorial Government School, Hyderabad has made interactions with students from other nations an

integral part of their curriculum. Using video conferencing applications like Skype, the initiative started off with a call to the USA, in which Ms. Isabelle Hui Saldana, Fulbright Nehru fellow and English Teaching Assistant, Ms. Jacqueline Thurston, special education teacher at Totoket Valley Elementary School, Connecticut, and Ms. Tina Banks, art teacher at Creek Elementary School, Indianapolis participated. The call was an



opportunity for students to get acclimated with foreign English accents and get the hang of digital communication, making them more comfortable with their spoken English and in expressing their opinions in public.

This idea is the brainchild of the school's mathematics teacher, V Padma Priya, a Fulbright scholar, who, with guidance from the headmaster, convinced guardians to allow their children to stay back after school hours to participate in the initiative. Once the initial hassle of navigating through conflicting time schedules was resolved, the project took off in style and the children have been the biggest supporters of this avenue for the exchange of ideas. Through discussions of numerous topics like school schedules, subjects that inspire them, future aspirations, etc., students from both countries have been able to understand and accept diverse cultures, new systems of education and different ways of life. Since the mediating faculties from both countries were from the maths department, students also exchanged observations on the subject, finding new ways to approach problems. In addition to this, there was also a chance for an interaction with Ms. Jacqueline Malcolm, Vice-Chair, Alumni Advisory Board at University of East London, who shared the importance of choosing the right education for a successful career in her talk with Std. X and Std. VIII students.



The success of this collaboration with educational mentors and students in the USA and UK has paved the way for the school to expand its network to include schools in Russia. Efforts are also being made to reach out to the global classrooms of African countries including Zambia and Nigeria.

# Use of Blended Learning as Part of Curriculum

**Name of the Head Master : Satyanarayana**

**School : ZPHS Mucherla Jastipally, Kamepally(M)**

**District : Khammam**

**Phone Number : 9701973311**

## Blended learning

The idea of Blended Learning is for students to learn partly in a digital environment via electronic and online media as well as in a traditional face-to-face- teaching environment.

The school adopted several curricular and co-curricular activities (blended into) their teaching methodology to create the best suitable learning environment for the students. Some of the blended learning techniques used were:

### a. Science Teaching through Experiments and Projects

**STEP** - Teachers promoted learning of scientific thinking in students Science through Experiments and Projects. Instead of simply learning the facts and memorizing material, students are made to imagine,

wonder and think outside the box. Students were given a chance to dissect models, products, etc to understand the practical working. This technique of learning through experiments not only promoted discovery and learning but also helped students develop a deeper understanding of scientific concepts and love for science.



**b. Model Making**

To better express and communicate their learnings, children used this method to create models and explain their learnings.

Some of the models made by the students include, Electric circuits, Clay modeling, Eco-friendly Ganesh, etc.

**c. Flipped Classroom**

Direct instruction moved from group learning space to individual learning space, and the resulting group space was transformed into a dynamic & interactive learning environment. This type of teaching and learning style, proved highly effective for both the teacher as well as the students. The teacher was able to differentiate the work based on the rigour of the child and would be able to focus on children individually. Students also enjoyed working on specially curated learning materials and felt they had much more opportunity to get feedback from the teacher.

**d. Peer Teaching**

Peer teaching helped students gain mastery over their content. One or more students/leader/active learner (subject matter expert) taught other

students (novices) in a particular subject area. It also helped build confidence and created a self directed learning environment as students took initiatives to ensure everyone in the classroom was learning.

**e. Micro Teaching**

This form of teaching was used mainly to help train teachers and improve faculty development. The teachers reviewed their teaching lessons/sessions with a student or other peers in order to get constructive feedback from them.

This technique helped them understand what might work best in the classroom and what areas needed improvement and accordingly changes were made before executing the lesson in a classroom.

**f. OMT(One minute Talk)**

Proven to be an effective form of pedagogy, this method of learning helped students create their own videos on any subject matter of their choice. Students spoke about a particular topic for 60 seconds and managed to capture the crux of the topic and highlight its importance. This also helped build confidence and knowledge on different subject matter in students. Some of the topic

were, Heterotrophic nutrition, Functioning of the Human Heart and Sex determination of the foetus.

**g. External Speakers**

Awareness programs were held by health care professionals to help students understand more about biological concepts like adolescence, effects on our body by substance abuse, personal hygiene, importance of vaccinations, disease causing agents and preventive measures, etc.

Other than this, there were many other activities conducted in the school related to Academics. Some of them were Science day or Science Mela, Model

making- Skill India, ISRO space week, Observation of Ecosystems, INSPIRE, Elocution and essay writing on special occasions, Literacy campaigns and Science learning by coin collection.

**Outcomes**

As a result of all the above techniques used, students were exposed to hands-on use of technology for learning and wouldn't have to wait for a teacher to teach concepts. This helped drive the skill of self learning among the students.

The below table is a testimony of the use of Blended learning over the last 4 years in the school.


| Sl.No | Year    | Students appeared | Pass | %   | School Average % |
|-------|---------|-------------------|------|-----|------------------|
| 1     | 2016-17 | 38                | 38   | 100 | 88               |
| 2     | 2017-18 | 54                | 53   | 98  | 90               |
| 3     | 2018-19 | 43                | 40   | 100 | 94               |
| 4     | 2019-20 | 50                | 50   | 100 | 100              |

## దృశ్య శ్రవణం.. ఆసక్తికర బోధనం!

**డిజిటల్ విద్యతో విద్యార్థులకు ఉపయోగం**

**కామేశ్వరి, న్యూఐఐఐ**

దృశ్య శ్రవణం (డిజిటల్) పాఠం బోధన వల్ల గ్రామీణ ప్రాంత విద్యార్థులు ప్రయోజనం పొందుతున్నారు. మన వ్యవస్థలో విద్య బోధన భారా పాఠాలు విద్యార్థులకు సరిగా అర్థం కాబోవడంతో వీటిని పరిష్కారం చేయాలి. పాఠం అలాగే ప్రతి తరగతిలో కొందరు విద్యార్థులు ఉపాధ్యాయుడి బోధనలను ఫోన్ ద్వారా అర్థం చేసుకోలేరు. అటువంటి వారికి దీనినిగా డిజిటల్ బోధన భారా పాఠాలు బోధిస్తున్నాం. దీనిన భారా పాఠం విషయాన్ని అయినా మర్చిపోవడం సులభం. కానీ భారన భారా ఎప్పుడూ



ప్రాజెక్టర్ తో బోధిస్తున్న ఉపాధ్యాయుడు ప్రభాకర్ రెడ్డి


గుర్తుంచుకుంటాం. నియోజికవర్గంలో కామేశ్వరి మండలంలో మున్సిపల్ కాలనీస్ లో గాగ్ మండలంలో గాగ్ కాలనీ, ఇర్రెయి మండలంలో కల్లంపల్లెం ఉన్నత పాఠశాలలో ప్రాజెక్టర్ భారా విద్యార్థులకు డిజిటల్ బోధన అందుకోలేంది. వల్ల అర్థం మాన వ్యవస్థలో పాఠాలు బోధనను దీనినిగా అలో తరగతి నుంచి పదోతరగతి విద్యార్థులకు భారా అందుతున్నాం. పాఠాలు బోధిస్తున్నాం. తెలంగాణ పాఠశాలానికి సంబంధించిన విషయాలను చూపిస్తుండటంతో విద్యార్థులకు సులభంగా అర్థం అవుతోంది. డిజిటల్ భారా అంటే ప్రాజెక్టర్ విద్యార్థుల నుంచి అభిమానం వెగంగా రాబట్టుతున్నాం.

**వలెతాలు మెరుగుపడతాయి: వినోద ప్రణాళికలతో, సైన్స్ ఉపాధ్యాయుడు**

ఇలా చెప్పడం వల్ల విద్యార్థుల్లో ఆలోచన శక్తి పెరుగుతుంది. పాఠాలను అవ్వేగా చూపుతుంది. సువేదనలతో వెంటనే వివరిస్తున్నాం. తెలుగు, హిందీ భాష దీనిన సజ్జీవం పాఠశాలను ప్రాజెక్టర్ భారానే బోధన చేస్తున్నాం. పదోతరగతిలో మెరుగైన పరిణామ వచ్చేందుకు కృషి చేస్తున్నాం.

**స్వీటీగా అర్థం అవుతున్నాయి: పాఠాలు తరగతి, వినోదరంగా**

ఈ విధానంలో పాఠాలు స్వేచ్ఛగా అర్థం అవుతున్నాయి. గతంలో కేవలం దీనిని వల్ల వచ్చేస్తాయిలో తెలిగింది కాదు. ప్రభుత్వంగా చూడటం వల్ల అందరిలో అసక్తి పెరుగుతోంది. ప్రస్తుతం తెలంగాణ పాఠశాల సంవేదనలు లేకుండా బోధించుతున్నాయి.

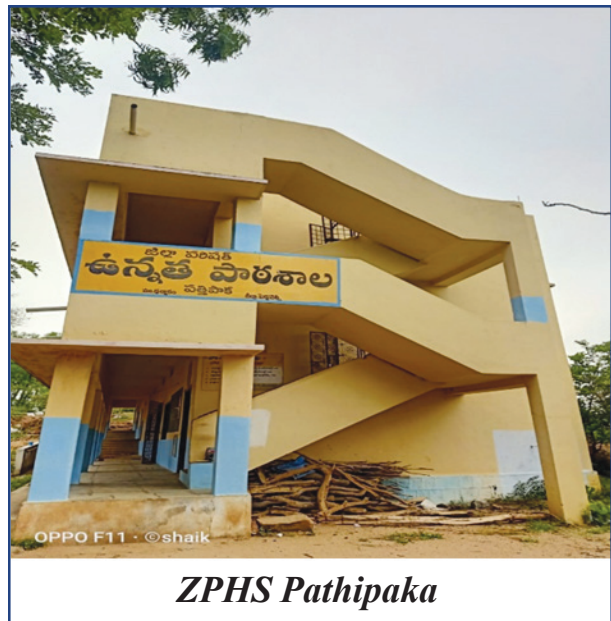


## Barren Land to Lush Green

**Name of the Head Master** : Dr PM Shaik  
**School** : ZPHS Pathipaka  
**District** : Peddapalli  
**Phone Number** : 9849878622  
**E-Mail ID** : shaik6228@gmail.com

### A significant change

A change in the life of students will always remind the efforts of stakeholders involved in the education sector. There will be some individuals who are self-driven and stand as inspiring models for others. Here comes the story of the headmaster and the school staff who seamlessly worked hard to bring about a tremendous change in the school and its students. Earlier, the ZPHS Pathipaka at Dharmaram Mandal in Peddapalli district was surrounded with rocks. There was no greenery anywhere near to the school and the unpleasant environment around had caused disinterest in students to go school. But now it will surprise everyone looking at the transformation of the school. The ZPHS Parthipaka is now known as Swachh Patashala of the district.



**ZPHS Pathipaka**

The headmaster PM Shaik along with his staff involved students to develop gardens. Interestingly, part of the rocky place is now turned into a stunning rock garden. The headmaster being a Botony scholar and an environment lover have visualised the idea of rock garden in his school when came across an enticing rock garden in ooty. He then returned to the

school and shared his views with the students and the staff. In an attempt to add beauty to the rocks, he began to paint the rocks with themes and animals based on its shape and look. The teaching staff especially the biology teacher who was amused seeing the creative thoughts of the headmaster has supported him by painting the rocks with concepts from biology. This activity has eventually drawn the attention of the students who began to show more interest on colouring the rocks in patterns. In this way the students and the staff could build an eco-friendly system in the school. "The look and feel of the school have changed a lot now. We feel like going into nature's hub where we can have a glance at variety of flowers, fruits, birds, soil fertilizing insects, butterflies, coloured rocks etc. We would occupy ourselves in watering the garden, planting saplings, arranging and paint the rocks in the gardening period," said K Shravani, class 10 student 2019-20 batch. Another class 10 student of 2019-20 batch K Alekhya said that, "It also inspired us to create such garden at home. I have planted trees that produce gova, papaya and banana."

Then after with the same spirit he came up with the idea of developing four types of gardens that includes flower garden, Kitchen garden, fruit garden and

birthday garden. Before executing it, he researched on what kind of plants should be part of the garden for students to lead a healthy life. One day, he noticed a girl student having 100% attendance and would be proactive all the time. He then went to her home and enquired the reason for her healthy growth. In his process of learning about her, he saw a huge neem tree near to the well in the house. Then he thought that presence of neem tree could be the secret behind her good health. After which he immediately planted neem herbs on the school premises. Then the initiative of planting medicinal plants has continued with the help of the students and the teaching staff. The school has been expanding its green cover over to acres of land and is being maintained by students. They enjoy and feel excited to be part of the gardening every day. The vegetables that produce in large amounts include Ladyfingers, chilly, tomato, bottle Gourd, brinjal etc. These vegetables are being used for preparing Mid-Day lunch. In addition, the school headmaster has taken decision to provide a food item made of leafy vegetables in everyday lunch, after studying the medical reports that most students have iron deficiency and low haemoglobin. The headmaster initially instructed the kitchen department to use curry leaves (*Murraya koenigii*) in food items prepared for mid-day lunch.

Unfortunately, the students are keeping these curry leaves to aside in the plates. This disappointed him for a while but he later advised the cooking staff to crunch it into powder and use while preparing the food. After a period of time, when the students underwent health screening the reports on haemoglobin levels of students surprised the parents and the students. The use of curry leaves helped to improve their blood cells. Since then, on knowing the medicinal use of curry leaves, the children began to eat raw curry leaves.



***Kitchen Garden***



***Students active participation***



***Flower garden***



***Leafy vegetable garden***

When discussed about gardens, the sight of fruits and flower garden results in relaxation one's busy mind. The type of fruits grown in the garden are beyond the counts of fingers and the beauty of flowers stretches to vast area and its fragrance can be smelled when walked close to the garden. However, beyond all,

the concept of birthday garden is very much impressive. The students plant a sapling on their birthday and look after it. "I have plant rose, gova, hibiscus, jasmine

plants on my every birthday. It will be nice seeing them grow and add beauty to the garden," said L Pooja, class 10 student 2019-20 batch.



*Flower garden*

On the other side, the students have built a compost pit for preparing bio-degradable manure. For this, the students and the school administration received an applause from the villagers who were inspired to set-up the same in their houses and farming fields.

Apart from these, academics is also taken care of and the school conducts regular parent meetings to discuss the performance and abilities of the child. The school ensure 100% SCC results every year.

## Eliminate the Unwanted

**Name of the Head Master** : Avadootha Gangadhar  
**School** : ZPHS Niklpur, Nandipet (M)  
**District** : Nizamabad  
**Phone Number** : 9848971059  
**E-Mail ID** : avadoota2@gmail.com



Nikalpur is a small and beautiful village situated in the midst of the nature and the bank of the river Godavari. This village is 12kms away from Nandipet Mandal HQ. This village was reconstructed in 1967, as it was submerged in Sri Ram Sagar project. The population of the village is 2500 and 90% of the population are farmers. The Government has provided "Lift Irrigation project" to this village. So the farmers grow both Kharif and Rabhi crops. However, the literacy rate

of the village is 58.9% and the female literacy is much lower than this.

As the main occupation of the village is agriculture, the children helped their parents during harvesting time and in other seasons as well, hence they are away from the school. This affected the enrollment and attendance of students in the school.

### Vision & Mission

"The vision of our school is to increase the admissions and attendance of the students and also to bring back those students studying in private schools".

"The mission is to create awareness among parents about the government schemes in education".

## Story

The government schools of Telangana as a mission provides a conducive environment for the students to learn with joy. There are schools in which the headmaster and the teaching staff struggled to protect schools from sinful acts.



Here is the story of ZPHS Nikalpur which raised its flag of success by crossing the hurdles with ease. Earlier, this school has no compound wall and thus became a hub for carrying out some illegal activities. The young people of the village sit together to smoke and talk about gangsters. Knowing about it, the parents stopped sending their children to school especially the girl parents felt unsafe. On considering the issue, CC cameras were installed on school premises to identify the youth entering the campus and take action against them. This initiative gave parents the confidence to send their children to schools.



Another challenge was gender bias. The gender bias is high up in the minds of people in the community. The boys were sent to school whereas the girls were made to sit at home. The locals believed that the ultimate destiny of girls was to get married and therefore tried to crush their aims and dreams. In view of it, the school staff conducted a special awareness programme to cut down the meaning less tradition that was followed for decades.

Innovative thinking not just help to improve academics but its execution in every aspect marks the level of creativity and intelligence. As there is no compound wall, the passersby throw the used plastic things like bottles, covers etc on school premises. The students and staff decided to make the best out of the garbage found in the premises. They shaped the plastic waste into pots and boxes which were utilized for plantation and storage purpose in the school.

## Achievements

- Illegal activities and uncultured programs have been stopped in the premise.
- If anyone crosses the limits and conditions framed by villagers will be penalized.
- Safety and Protection of the school improved.
- Year after year admission increasing and attendance of students is encouraging. In the year 2017-18, the strength of school was only 51, by 2018-19 it was increased to 64 and this year i.e. 2019-20, as on today the strength 72.
- CC cameras made easy for HM to view Class room transactions, teaching learning Process and inculcated the discipline into the children.
- School ground became a small "social forest" with nearly 600 trees and plants and **"Telangana Harita Haram programme"** is successful in our school.



*"Creating a safe environment is the main agenda which we could achieve came with teamwork"*

*- Avadootha Gangadhar, ZPHS Nikalpur*

## Swachh Haritha Patsala

|                                |                                       |
|--------------------------------|---------------------------------------|
| <b>Name of the Head Master</b> | <b>: B. Sathaiah</b>                  |
| <b>School</b>                  | <b>: ZPHS Ramsagar, Raipolemandal</b> |
| <b>District</b>                | <b>: Siddipet</b>                     |
| <b>Phone Number</b>            | <b>: 9441763811</b>                   |
| <b>E-Mail ID</b>               | <b>: hmsathyam@gmail.com</b>          |

### **Vision**

To turn the school round in all aspects. The slogans directed to all teacher and students for bringing a change are:

Join hands for victory

Unity leads to Success

Schools are taking a turn-around  
Accept my call to develop this school.

### **Story**

Comes a challenge to develop the school from its roots. It is the same case with ZPHS Ramsagar in Raipolemandal of Siddipet district. The school lacks basic facilities and education is far at a distance until the headmaster took charge in the 2015, from when the transformation of school was observed.

He began with establishing a pleasant environment within the school to make students feel like coming to school. The school that once viewed like a desert, without proper lighting, plants, trees and the area in which the school is housed was filled with litter, is given a new bright look all over. The campus is cleaned and saplings were planted in the year 2016. It given a face-lift to the school that resulted a change in the perception of parents and their children. In addition to it, a permanent daisies also constructed for flag-hoisting, conducting functions on national festivals and annual functions with the assistance of village elders, leaders, youth and SMC members. All these are added to the development of school. The donor's contributions to the school was big in every necessity, one among many to be mentioned is the provision of benches for students to sit.

## Process followed

In view of students frequently falling sick, the school headmaster decided to construct multi handwash points. This helped in improving the attendance percentage as the children were regular to school without any health issue. The hygienic environment is always maintained since the school took a shape. In terms of academics, for providing the children with latest teaching technology integrated teaching learning techniques, the school has equipped classrooms with computers for knowledge gaining. The headmaster could arrange a computer lab with the financial support from village leaders, elected representatives and villagers. The funds were systematically pooled in. The video learning happens now in the classrooms thus a shift from conventional to non-conventional teaching methods taken place. The school not just give attention to good performing students but also the low performing students. For them, special classes are taken to help them cope with other students and

little teacher programme is conducted in which one of the students act as a teacher and demonstrates the lesson to her peers. Apart from core subjects, the school teachers also focus on language skills including English, Telugu and Hindi. The school offered dictionaries with the funds collected from donors. Another important activity to sustain the development is conducting monthly parent-teacher meetings. The concerned teachers report the progress of students to their parents periodically. Besides academics, the active participation of students in sports, music, literature, easy-writing too created a good opinion on the school.

## Outcome

Therefore, with the available resources now, the school is functioning well and extremely focused on improving academics. All these consistent efforts of teachers and students in academics resulted 100% results and around two students secured seat in IIIT Basara.





*Water Purifier  
Donated by  
Satya Sai  
Seva Samithi*



*Study Hours (Morning & Evening)*



## Teachers Team Works

- Teachers work as a team and provide discipline education to students.
- Teachers working with team spirit educate advises & suggestions.
- Teachers prepares the students for various competitive examinations.
- Our students bagged state level 4th place in chekumukhi talent test.
- Teachers encouraging and coaching to learn computer education with help of girls who code online program.
- Students encouraged to read library books like stories, poems literally and encourage to write stories, poems and articles their own by giving prizes in appreciation.
- We under take every year science excursion & educational tours from our school for the children to gain social awareness.



- Like this in discipline manner last 3 years we got 100% result in 10th class board examinations. This we succeed in our school. We have succeeded in this and the direction of innovation has been taken.

## Swachch Haritha Patashala

- We conducted haritha hara program our school. School greenery program in our school.
- We planted 650 plants in our school.
- We protecting there plants with the help of our students and villagers.
- Villagers donated iron fencing for protection of plants.
- We have arranged drip system for these plants with the help of various voluntary organizations. Such as lions club and satya sai seva samithi etc.



## Our School is Our Second Home

**Name of the Head Master : J. Sudarshan**

**School Name : UPS Datnoor**

**District : Jagityal**

**Phone Number : 9493606550**

### **Vision**

The vision is make sure that the school campus is lush green and at the same time, harvest fruits. Also to be able to provide a greener and better environment for the generations to come.

### **Story**

Teachers and HM of UPS Datnoor have taken up the Haritha Haram project as if it were their own initiative. They planted over 650 plants of different species of which around 80% survived over a 2 year period. They took special care of the plants and made sure that all their requirements are met in order to protect them. Iron fences, barbs were placed to protect the plants from animals. For their outstanding contribution, the

school was awarded State Level Haritha Mithra award Rs. 2,00,000/- on 15-08-2018 at Hyderabad on the occasion of 71st Independence Day.

Also, the HM, who took special interest has been honored with the District Level Haritha Mithra award under Individual Category as recognition of exemplary contribution in implementing the Telangana Haritha Haram Program on the 72nd independence day.

This was only the beginning for UPS Datnoor, in the next phase, they went ahead and employed a gardener in summer who was provided with a salary of Rs. 3000/- Pm, whose sole responsibility was to take good care of the plants and water them on a daily basis. Also, his work was supervised by the HM himself twice every week.

In Phase 4, they started a flower garden with over 100 different kinds of plants and are making sure that the kids and the teachers together take the ownership of the wellbeing of the plants.

Funds required for this project were pooled by the HM, some philanthropists, and villagers who generously came forward for the noble cause and made it possible.

## Process

The whole project was done, over the years in different phases. First, they started off planting trees that would provide shade and make the campus look green. All the teachers and the students came together to dig the pits and take care of the plants. As the school did not have a proper boundary wall, they used iron fence around trees to protect them from animals. On tasting success, they moved on to next step and here, they started to think about providing nutritious food as well as grow plants. This is how they came up with the idea of Kitchen-garden.

Later, wanting to beautify the campus, they planted around 100 different types of plants in the ground. The HM describes that it is an on going process and that they would keep doing it in the years to come.

## Outcomes

The landscape of the school has completely shifted. The school now looks green and provides shade for people in the hot summer days. They are producing vegetables required for their mid-day meals and are thus saving money. Most importantly, the kids are now having a practical understanding of many aspects of life sciences that are taught in the classes and are even more inclined to plant trees at their home.



## Go Green

|                                |                                     |
|--------------------------------|-------------------------------------|
| <b>Name of the Head Master</b> | <b>: Panjala Venkateshwar Goud</b>  |
| <b>School</b>                  | <b>: ZPHS Markook</b>               |
| <b>District</b>                | <b>: Siddipet</b>                   |
| <b>Phone Number</b>            | <b>: 7993354698</b>                 |
| <b>E-Mail ID</b>               | <b>: panjalavenkat.43@gmail.com</b> |

### Haritha Haram Programme

The Haritha Haram programme was formally launched by our Hon. Chief Minister Sri.K.Chandrashekar Rao on 03-07-2015. The Haritha Haram was not only government programme but a people's movement for the protection of the environment. With the same spirit we have conducted Haritha Haram programme in our school, which is one of the Swacha vidyalayas in Telangana.



### Natinal Green Crops

The movement created great enthusiasm and interest among our staff and students and the School Mangement Committee and we started Haritha Haram in 2015. But most of plants were not grown properly and some are even spoiled. In the year 2016, We planned systematically and planted about 300 plants in our school premises and we are protecting them with some special adoption methods. Later on, at the beginning of every academic year, in the month of June our dedicated staff regularly checks the ground around if any saplings are gone, new one will replace them. Especially in the year 2019, our science and enthusiastic green teachers made beautiful Botanical and medicinal garden, which was inaugurated by the Honorable Chairperson of Zilla Parishad, Siddipet Smt. Roja Sharma.

The greenery and Haritha Haram of our school has been a great contribution for being nominated to SWATCHA

VIDYALA PURASKAR -2019 along with many other awards in the district.



**Sri. Venkateshwar goud, GHM receiving State SWATCHA VIDYALA PURASKAR -2019 at Ravindra Bharathi, Hyderabad.**

We focused mainly in the following activities in our school in the Haritha Haram programme is designed four types

- 1) General Plantation
- 2) Botanical Garden
- 3) School Nutrition Garden
- 4) My Plant - My Birthday

All the students were divided in to four Houses in my school mainly

- 1) Jansi Laxmi Bai House
- 2) Mother Therisa House
- 3) A.P.J. Abdul Kalam House and
- 4) Loin GR Surya Raj House.

In each house there are about 90 students and four teachers as mentors.

These four houses maintains different activities every month on rotation basis such as ground cleanness, Mid-Day Meals, prayer/discipline and Haritha Haram.

**1) General Plantation :**

Since the beginning of Haritha Haram in our school, each plant was given adoption to one student. Therefore, every student has to take care of protection of his/her plant by pouring water and safeguarding the plant. If any plant spoiled or not grown, they ae replaced by a new sapling and protected in the consecutive year until now. Now there are about 400 plants in our school premises.



## 2) Botanical Garden :

We have been dreaming to maintain the living collection of plants, scientific collection and management of education and research to fulfill the aim, we have conducted a meeting with science teachers and enthusiastic green teachers who

created allocation of funds to plants and saplings. We brought different species of plants collections such as herbs cacti plants, tropical plants, alpine and exotic plants. Also by the efforts of our esteemed staff, we have given one green necklace to school in northeastern area.



*HON'BLE . ZP CHAIRPERSON, SMT. ROJA SHARMA SIDDIPET*

## 3) School Nutrition Garden :

Kitchen Garden is the one another special programme . It is also called as school nutrition garden. We are highly practical and direct our children how to grow good organic vegetables. For this purpose we made four plots in our school backyard. VIII Class students are divided into 4 groups from above said houses, the one plots was allotted to each group. These groups not only maintain the kitchen garden throughout the year with their House Name but also set to work and

cultivate organic vegetables such as Brinjal, Tomato, Mirchi, Radish, Beens and Bottle guard plants and all types leafy vegetables. In this way, the Students will learn the importance of organic foods. We also make use of these vegetables partially in our Mid Day Meal cooking.



**ZPHS MARKOOK**  
**Kitchen Garden 2019-2020**  
(By 8<sup>th</sup> class students of different houses)



**G R Surya Raju Sir House**



**Jhansi Laxmibai House**



**Mother Theresa House**



**A P J Abdul Kalam House**

#### 4) My Plant-My Birthday :

This is one another pet program of our school. One day I was sitting in my office on some work, a student has come to me. She was distributing chocolates on her Birthday. She gave me a chocolate and I wished her. She was also distributing chocolates to her friends and teachers. I saw that the chocolate was not of good quality; it may cause illness to students. It is a common practice that students distribute chocolates on their birthdays in every school. Then I got an Idea, instead of distributing chocolates, they can donate a flowerpot to school on their name on their birthdays. Then I discussed the matter with my staff. They too felt that it is a good idea. The next

day in the morning school assembly, I announced that the ban of chocolates distribution on birthdays, instead of that they can donate a flowerpot. Name of the child & birth date will be written on the pot and the child will protect the same. Students also felt very happy that they can see their names on pot every day; they feel the plant is their own. The flower pot is costing around Rs 50. One teacher has taken in charge for organising the programme. So far, around 300 beautifully looking flower pots showcased on our Dias and School corridors. Not only students, but also teachers started donating flowerpots on their Birthdays and special occasions.





I am very grateful to all dedicated staff members of my school, who are taking utmost care in making our school most successful and the best school in district as well as in the state. I am also thankful to them for their coordination and cooperation for great success.

Here, I must mention the name of a person, responsible for all round development of our school, a great

philanthropist Lion G.R. Surya Raju sir, who has been providing infrastructure, uniforms and note books etc., every year to our school. With his support, we are conducting many good activities in our school. We are very much thankful to his great services and support.

I thank who is responsible for making the school the best school.

## Caring of Plants is Part of Our School Academics

|                         |                                |
|-------------------------|--------------------------------|
| Name of the Head Master | : A. Prabhakar Rao             |
| School                  | : ZPHS Odyaram                 |
| District                | : Karimnagar                   |
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### *A positive learning environment*



The government of Telangana's prestigious project Haritha Haram is encouraging the school heads to take it forward massively on school premises. Most government schools in the state are going green and offering pleasant ambience to students. Moving ahead, the school heads not just planting the saplings that government supplies but developing

gardens with planting medical, fruits and flower plants. For the healthy growth of plants, the students are given the responsibility. Interestingly, the school head of ZPHS Odyaram brought novelty in his initiative of maintaining the greenery on school premises. Three years ago, when he initially planted the saplings along with students, he was carried away

in his thoughts of how can the garden be maintained effectively. Then he came up with an idea to make students adopt plants. For which, he put a tag on each plant. The tag will have the name of the student, scientific name of the plant and an assessment sheet to allocate marks under four formative assessments based on the tree plantation and its wellbeing. The science teacher goes round of each and every tree and award marks for students after observing the growth and health of the plant.

Here comes the interesting part, in order to induce the sense of belongingness in students, the headmaster informed the students that the marks awarded for plant care will be added to the marks obtained for the project work in science. The science project carries a total of 20 marks and of which 10 marks is for the healthy growth of plants. This innovative idea of coupling

the tree plantation with science project has prompted for growth of greenery in the school. This resulted to an increase in the number of plants on school premises from 50 to 400.

The tag comprises of four columns - 1st formative test (3marks), 2nd formative tests (2 marks), 3rd formative test (2 marks), 4th formative test (3 marks). For gaining marks, the students adopt plants and make sure their plants grow well. In order to maintain the healthy growth of plants, the students' water it and clean its surrounding time to time in the morning hours and even spend their leisure time in gardening works. Their continuous efforts not just help to earn marks but allow them to learn the scientific names of plants. More over the are excited and feel proud to see their plants grow tall and helathy.



*Adoption of plants by students*



*Students taking part in gardening*

## పిల్లల్ని నమ్మండి

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నేను చెప్పదల్చుకొన్నదంతా రెండు మాటల్లో చెప్పతాను. అవేమంటే 'పిల్లల్ని నమ్మండి' అనే మాటలు!

అయితే ఈ నమ్మడం మనకంత సులభమైందేమీగాదు. ఎందుకని? పిల్లల్ని నమ్మాలంటే ముందు మనల్ని మనం నమ్మాలి. మనం పిల్లలుగా వున్నప్పుడు మన టీచర్లూ, పెద్దలూ మనల్ని నమ్మలేదుగదా? మనమూ అలానే పిల్లల్ని నమ్మం. మనల్ని మన పెద్దలు చూసినట్టే వాళ్ళనీ చూస్తాం.

మనం చెయ్యాల్సిందల్లా ఈ తరతరాల భయాన్నీ, అపనమ్మకాన్నీ వదులుకోవడం. అంతే, ఆమాత్రం చెయ్యగలిగితే చాలు. మనం ఊహించని ఫలితాలు వస్తాయి.

- జాన్ హోల్ట్



**GOVERNMENT OF TELANGANA**  
DEPARTMENT OF SCHOOL EDUCATION