

**विद्यालयी शिक्षकों हेतु राष्ट्रीय आईसीटी पुरस्कार**  
**National ICT Award for School Teachers**

**2010 - 2015**



**स्कूल शिक्षा और साक्षरता विभाग**  
**मानव संसाधन विकास मंत्रालय**  
**भारत सरकार**

**Department of School Education and Literacy**  
**Ministry of Human Resource Development**  
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सत्यमेव जयते

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## National ICT Award for School Teachers

### Introduction

Information and Communication Technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding of ICT and mastering the basic skills as part of the core of education, alongside reading, writing and numeracy. The recent effort of the Government of India (GOI) seek to deepen the use of ICT in almost every sphere of life. The Digital India Campaign (2015) of GOI strives to transform India into a digitally empowered society and knowledge economy by focussing on the three vision areas **i.** Digital Infrastructure as Core Utility to Every Citizen, **ii.** Governance and Services on Demand and **iii.** Digital literacy and empowerment of citizens. The three cardinal principle of Education Policy viz., access, equity and quality could be served well by harnessing the huge potential of ICT. Any-time and any-where mode of delivering quality education using ICT is one such implication of technology in education. To motivate school teachers to use ICTs extensively, many incentives, awards, etc. have been instituted by the Govt. of India. One such incentive for the school teachers is National ICT Award for School Teachers.

Realizing the importance of Media and Educational Technology in India, the National Policy on Education in its modified document-1992 (Media and Educational Technology, Para 8.10-11, Page 38) states that, “Modem communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism, modern educational technology must reach out to the most distant areas and deprived sections of beneficiaries simultaneously with the area of comparative affluence and ready availability”. Further it has stated that “Educational Technology will be employed in the spread of useful information, the training and retraining of teachers, to improve quality education, sharpen awareness of art and culture, inculcate abiding values etc., both in the formal and non-formal sectors. Maximum use will be made of the available infrastructure”.

The National Curriculum Framework (NCF)-2005 also states “judicious use of technology (Multimedia and ICT) can increase the reach of educational programmes, facilitate management of the system,as well as help address specific learning needs an requirements of young learners, teachers and teacher educators. For instance, mass media can be used to support teacher training, facilitate classroom learning, and be used for advocacy. Possibilities of teaching and learning at varied paces, self-learning, dual modes of study, etc. could all benefit from the use of technology, particularly ICT. The increasing use of the Internet has enabled the sharing of information and provided space for debate and dialogue on diverse issues hitherto unavailable on such a scale. Technological innovations are also necessary for appropriate equipment and aids for meeting the learning requirements of children with special needs. What needs to be underscored is that technology could be integrated with the larger goals and processes of educational programmes rather than viewed in isolation or as an add-on. In this context, technological



use that turns teachers and children into mere consumers and technology operators needs to be reviewed and discouraged. Interaction and intimacy are the key to quality education, and this cannot be compromised as a principle in any curricular intervention". In a sense the NCF-2005 emphasises a paradigm shift in respect of the entire process of education. NCF calls for a shift to learner centric ways (primacy of active learner), provide scope for variations in learners needs, multiplicity of learners exposures, and creation of citizens capable of reflective thinking and empowered participation in development.

### **MHRD-GOI initiative in Spread of ET and ICTs in Education**

India recognized the importance of ICT in education as early as 1984-85 when the Computer Literacy and Studies in Schools (CLASS) project was initially introduced as a pilot with the introduction of BBC micro-computers. A total of 12,000 such computers were received and distributed to secondary and senior secondary schools through State Governments. The project was subsequently adopted as a Centrally Sponsored Scheme during the 8th Plan (1993-98). During the 8th Five Year Plan, the Scheme was widened to provide financial grants to institutions, which were given BBC Micros, and also covered new Government Aided Secondary and Senior Secondary Schools. Assistance included annual maintenance grant for BBC micros and purchase as well as maintenance of equipment for new Schools.

About 2598 schools having BBC Micros were covered under the CLASS scheme during the 8th Plan for providing Instructors, maintenance of hardware, consumables and text books for students and training of teachers in schools. In addition, 2371 schools were covered with new hardware and services, which included Rs.1.00 lakh for hardware configuration and Rs.1.30 lakhs per annum for recurring costs Rs.0.80 lakh per annum was kept as the recurring costs for schools, which has already been covered under the BBC Micros scheme.

NIC was identified as the nodal agency for finalising the contract for the supply of hardware. The use and supply of software was limited, coverage was confined to Senior Secondary Schools and the students of class XI & XII had to undergo a Computer Course Module.

National Task Force on Information Technology and Software Development (IT Task Force) - constituted by the Honourable Prime Minister of India - in July, 1998 has made specific recommendations on introduction of IT in the education sector including schools. The relevant paragraphs are reproduced below: Vidyarthi Computer Scheme, Shikshak Computer Scheme and School Computer Scheme to enable students, teachers or schools respectively, desirous of buying computers to do so under attractive financial packages. These schemes will be supported by a suite of initiatives such as lowering the cost of PCs, easy installment bank loans, computer donations by IT companies and other business houses, bulk donations of computers by NRI organizations, large-volume bargain price imports, multi-lateral funding, etc. Computers and Internet shall be made accessible to schools, polytechnics, colleges, and public hospitals in the country by the year 2003. The concept of SMART Schools where the emphasis is not only on Information Technology in Schools, but also on the use of skills and values that will be important in the next



millennium, shall be started on a pilot demonstrative basis in each State. The Report recommended provision of computer systems to all educational Institutions upto Secondary/ Higher Secondary Schools by suitable investments (about 1-3%) of the total budget during the next five years. The recommendations of the Task Force have been approved by the Council of Ministers.

The 'ICT@Schools' scheme is a window of opportunity to the learners in the schools of India to bridge this digital divide. The scheme is not a simple merger of the earlier CLASS (1984-85) and ET Schemes (1972: under which Radio-cum-cassette players (RCCPs) and Colour Television sets (CTVs) were supplied in schools) but is a comprehensive and well thought-out initiative to open new vistas of learning and to provide a level playing field to school students, whether in rural areas or in the metropolitan cities. The 'ICT @Schools' Scheme is not a stand-alone scheme but actively solicits the partnership of States, Union Territories & other organizations in a mutual endeavour to bridge the heterogeneous proliferation of ICT across different socio-economic and geographic segments in the country. This partnership is manifest in the structure of financing the initiative, in encouraging the development of long-term Computer Education Plans, the setting-up of Smart Schools in KVS/NVS and in States as technology demonstrators and in providing for supplementing the States efforts in these areas with no attempt being made to supplant the State Schemes.

A part from the smart schools concept in Kendriya Vidyalayas (KVs) and Jawahar Navodaya Vidyalayas (JNVs), about ***150 more such schools will be established in the states /UTs by conversion of one of the existing State Government schools, to serve as role model and to share the infrastructure and resources with the neighbourhood schools also.***

In smart schools, the emphasis would not only be on the use of information Technology but also on the use of skills and values that will be important in the next millennium. It is hoped that at least one section (of 40 students) in each of the classes IX - XII will be fully computerized. Thus a school having 160 computers @ 40 computer for each IX to XII classes may be called a smart school under the scheme. However, keeping in view the fact that this target cannot be achieved in one go, it is proposed to provide 40 computers to such identified schools.

*Each State Government/Union Territory would convert one school per district into a smart school subject to availability of funds. A grant of not more than Rs.25 lakhs would be given per smart school. This limit may be reviewed in the future, if needed. A sum of Rs.2.5 lakhs shall be provided as recurring costs which includes maintenance, consumable, internet usage and monitoring costs.*

The centrally sponsored scheme of 'Educational Technology' (1972) and 'Computer Literacy and Studies in Schools' (1984-85) have been suitably modified keeping in view the past experience, the feedback which has been received and changing needs to form the





new scheme of ‘Information and Communication Technology in Schools’. The component regarding financial assistance to States/UT’s for purchase of Radio-cum-cassette players (RCCPs) and Colour Television sets (CTVs) under the erstwhile Educational Technology Scheme has been weeded out.

## **ICT@Schools Scheme Launched by Govt. of India**

The Centrally Sponsored Scheme “Information and Communication Technology [ICT] in Schools” was launched in December 2004, to provide opportunities to secondary stage students to develop ICT skills and also for ICT aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio-economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on a sustainable basis. It also aims to set up SMART schools in Kendriya Vidyalayas, Navodaya Vidyalayas and schools run by States/UTs to act as “Technology Demonstrators” and to lead in propagating ICT skills among students of neighborhood schools.

### **1.2.2 Objectives of ICT@Schools scheme are:**

1. To establish an enabling environment to promote the usage of ICT especially in Secondary and Higher Secondary Government and Govt. Aided Schools in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the Internet and promotion of ICT literacy.
2. To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.
3. Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
4. To enable students to acquire skills needed for the digital world for higher studies and gainful employment.
5. To provide an effective learning environment for children with special needs through ICT tools.
6. Promote critical thinking and analytical skills by developing self-learning. This shall transform the classroom environment from teacher-centric to student-centric learning.
7. To promote the use of ICT tools in distance education including the employment of audio-visual medium and satellite-based devices.

## **8. Components of the Scheme**

The scheme has essentially four components:

The first one is the partnership with State Governments and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.



The second is the establishment of smart schools, which shall be technology demonstrators.

The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.

Fourth one relates to the development of e-content, mainly through Central Institute of Educational Technology (CIET), five State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs) and also through outsourcing.

With revision of the scheme in the year 2010-11 new component on National Award for Teachers for use of ICT in education has been introduced. In all 87 ICT awards are instituted by Govt. of India for different States/UTs and seven autonomous bodies/organizations under MHRD. A break-up of state-wise allocation of awards is given on page 11. The award proposes to felicitate those teachers who have enhanced student learning by effectively and innovatively integrating technology supported learning into the school curriculum and subject teaching, and thereby promoted enquiry-based cooperative-collaborative learning using ICT amongst students. Teachers of primary, upper primary, secondary, higher secondary schools from the following organizations are eligible to be nominated under the scheme:

- i. State Government schools/ schools run by local bodies and government aided Schools (including the schools affiliated to State Boards of School Education)
- ii. Central Government schools i.e. Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), Central Tibetan Schools Administration (under CTSA), Schools run by Ministry of Defence (MOD) i.e. Sainik Schools etc. and schools run by Atomic Energy Education Society (AEES)
- iii. Schools affiliated to Central Board of Secondary Education (CBSE) other than those at (i) and (ii) above.
- iv. Schools affiliated to Council for Indian Schools Certificate Examinations (CISCE)

**As per the guidelines of the Scheme, the selection process for identifying the awardee teachers involves the following:**

1. Schools need to send detailed entries in the prescribed format along with supporting documents to the Directorate of Education of their States/UTs/ Autonomous Organisations through proper channel (Principal/DEO/Regional Offices, etc.).






2. A Committee under the chairpersonship of Secretary/ Commissioner (Education)/ Chairman of the concerned State/UT/Autonomous Organizations (KVS, NVS, CBSE, CISCE, CTSA, AEES, MoD, etc.) will scrutinize all the entries and shortlist the candidates and forward the same to the chairperson of the awards committee along with minutes of the meeting. The State/UT/Autonomous Organization under MHRD is to recommend only twice the number of teachers as their awards quota, in order of merit.
3. Short listed candidates are required to make presentations before the Awards Committee/Jury. Invitation in this regard is sent to teachers directly by CIET-NCERT with intimation to their directorate/organisations. The composition of the Committee is as follows:
  - i. Director, NCERT, New Delhi Chair Person
  - ii. DDG, NIC, New Delhi Member
  - iii. Representative from Secondary Education  
Bureau, Dept. of SE&L, Ministry of HRD, GOI Member
  - iv. Representative from Dept of IT, New Delhi Member
  - v. Joint Director, CIET, New Delhi Member Secretary

The awards committee recommends the requisite number of awardees to the ministry with justification. The ministry further processes the recommendation for the awards. Each awardee teacher is awarded with a laptop and a commendation certificate. All winners form a community of resource persons through networking.




By now activities were undertaken for last five year i.e. from the 2010, 2011, 2012, 2013 2014 and 2015. In all 61 teachers (13 in the year 2010, 7 in the year 2011, 9 in the year 2012, 12 in the year 2013, 9 in the year 2014 and 11 in the year 2015) have been awarded with the 'National ICT Award for School Teachers. A list of awardees, along with their contribution is provided in the following pages.






## Awardees of National ICT Award for School Teachers 2015

<b>1. Mr. Uttam Kumar Dewangan - Chattisgarh</b>	
As a primary teacher used ICT hardware and software for teaching-learning of languages. Through individual efforts the teacher was able to enhance attendance of students and provided them quality learning experiences by the use of various video and multimedia	
<b>2. Ms. Suchetha. S.S - Karnataka</b>	
As a Mathematics and Physics teacher extensively used several ICT tools in teaching-learning process. Is actively associated with DSERT's 'Subject Teacher Forum' providing training for integration of ICT in classroom practices. She has also created numerous Geogebra applets, used them in teaching learning process and shared it on KOER.	
<b>3. Mr. Keshav Das Gupta - Rajasthan</b>	
As a Science teacher using ICT practices for teaching and teacher training has developed a portal ' <a href="http://ctor.in">http://ctor.in</a> ' for promoting e-content development and dissemination. He has also developed a blog ' <a href="http://vigyanaksha.blogspot.in">vigyanaksha.blogspot.in</a> ' which is dedicated to Hindi medium secondary students providing various ICT tools in Hindi.	





<b>4. Mr. Manoj Kumar - Rajasthan</b>	<p>As head of a higher secondary school, making ICT available for all aspects in the teaching -learning process, he has designed his school website providing online and offline support to the teachers and students. He uses a variety of ICT tools for various activities in the classroom. He extensively uses Open e-content from NROER in his teaching practices.</p>	
<b>5. Mr. S. Dharmaraj - Tamil Nadu</b>	<p>Used ICT for teaching of Science. He has extensively used different ICT tools for effective teaching. The teacher frequently uses Social networking sites, Free and Open Source Software in teaching-learning. He also actively involves his students in exploring ICT.</p>	
<b>6. Mr. M. Vijayakumar - Tamil Nadu</b>	<p>Used ICT to teach English at Secondary level. Facilitated students to be taught by talented teachers sitting at remote end through e-connecting classrooms. Has explored a variety of ICT tools for assessment.</p>	






<b>7.</b>	<b>Mr. Ashutosh Anand - Uttar Pradesh</b>  As an upper primary school teacher has started the use of computers and e-content from the Internet for the first time in his school. Taking the help of NROER for accessing e-content, programs from Arvind Gupta 'Toys from Trash'. He has explored the teaching of science experiments joyfully in the class. He uses portfolios for evaluation of his student's performance.	
<b>8.</b>	<b>Mr. S.Simon Peeter Paul - Puducherry</b>  Used ICT in teaching primary classes. He has developed a number of Audio Rhymes, Video Science Experiments for teaching children with the help of children. He has used Mobile technology in a constructive way for improving the teaching-learning process. Several educational ICT tools have been used by him vigorously.	
<b>9.</b>	<b>Ms. Rachael Irani - C.I.S.C.E</b>  Using ICT with the help of various Google Apps and Tools of Education for teaching students at Primary level. She is a regular user of Mobile technology integrated with her teaching even for differently abled children. She also uses mind mapping and activity creating software packages for creating content and using them for teaching-learning	



<b>10.</b>	<b>Ms. N. Anuradha - CBSE</b>  While teaching ICT up to standard XII, she has collaborated with other subject teachers to integrate ICT tools in subject teaching. Extensively used ICT tools in the different aspects of teaching and evaluation. She trains her fellow teachers on the integration technology.	
<b>11.</b>	<b>Sh. Amit Kumar - NVS</b>  Using ICT for teaching Computer Science from Upper primary to Senior Secondary level. Organized workshops to train teachers for using ICT hardware and Software. Provided training for NROER and ICT Curriculum to the teachers in the neighborhood. Contributed his services to 'Talk to a Teacher' initiative of MHRD through NMEICT, which aims to promote IT Literacy through Open Source Software. Extensive user of different ICT tools.	






## Awardees of National ICT Award for School Teachers 2014




<b>1. Mr. Sandeep - Haryana</b>	
<p>The teacher has demonstrated a very practical set of ICT applications and a keen analysis of the problems he faces in school. His attempts at enhancing the morale of his students, providing them ICT enabled inputs and sharing these with various other schools and fellow teachers is novel and exemplary.</p>	
<b>2. Mr. Naveen Gautam - Himachal Pradesh</b>	
<p>Has demonstrated a keen interest in learning and organizing ICT integrated teaching. Overcoming systemic odds in developing the infrastructure in his school, he has helped his students in making innovative use of ICT. He has also actively participated in the activities of the National Repository of Open Educational Resources.</p>	
<b>3. Mr. Shambulingaiah K. - Karnataka</b>	
<p>Going beyond integrating ICT in teaching learning, the teacher has acquired the skills of localizing software and has contributed to the translation of software into Kannada. Exhibiting a wide range of ICT interventions, the teacher is active in promoting ICT among students and sharing amongst peer.</p>	








<b>4.</b>	<b>Mr. Manohar Lal Rai - Madhya Pradesh</b>  Apart from a wide range of ICT skills, he has demonstrated an innovative bent of mind in solving practical problems of school administration using ICT, for example simultaneously teaching multiple class rooms through a local video conferencing set up.	
<b>5.</b>	<b>Mr. N. Anbazhagan - Tamil Nadu</b>  An active member of the state's resource team he has been helping teachers benefit from ICT through forums, sharing of e-contents etc. He has set a personal example in demonstrating ICT integration in his own classroom.	
<b>6.</b>	<b>Mr. Parambir Singh - Uttarakhand</b>  An active user of ICT in his own learning as well as in his classroom, he has taken a personal interest in advancing access to his students. He has also demonstrated a good understanding of the potential of ICT to comprehend school subjects, particularly social sciences. He has also been an active trainer in ICT, helping fellow teachers.	






<b>7.</b>	<b>Mr. Manodhar Kumar Nainwal - Uttarakhand</b>  Using ICT very creatively, he has demonstrated a rare concern for the culture and heritage of his local community. His integration of local songs and dance forms into the school curricula to ensure his students will carry forward the legacy of the community is appreciable. This has also made it possible for parents to participate in the school's activities enhancing the sense of ownership.	
<b>8.</b>	<b>Smt. Manu Gulati - New Delhi</b>  Exhibiting an extraordinary concern for potential dropouts, she has applied ICT in many creative ways to encourage participation of students in a range of activities. Focusing on learning English, she has demonstrated her creative talents in producing a variety of ICT based teaching learning materials.	
<b>9.</b>	<b>Mr. Sanjeev Sharma - KVS</b>  Using his skills and advanced awareness of ICT, he has innovatively applied himself to solving student's issues of access as well as support. His e-Teacher is a good example of how ICT can be creatively issued to reach out to all students, enriching their learning.	






## Awardees of National ICT Award for School Teachers 2013

1.	<b>Mr. Hareshkumar Vajesangbhai Makwana - Gujrat</b>	
	<p>The teacher has demonstrated a keen interest and initiative in adopting technology for a variety of purposes, motivating his students to apply ICT judiciously and particularly for solving social problems like health and garbage disposal. He also shared his learning with fellow teachers as a resource person at the state level.</p>	
2.	<b>Mr. Rajashekhar S. Patil - Karnataka</b>	
	<p>Using a variety of ICT tools and web resources, the teacher has helped students to develop a health campaign to educate the neighbourhood of illnesses, sanitation and health care. The teacher has demonstrated an advanced awareness of the potential of ICT and applied it to students learning through an active social interface.</p>	
3.	<b>Mr. Sanjeev Kumar Taneja - Punjab</b>	
	<p>As a master trainer, he has developed a network of Mathematics teachers, sharing with them his understanding of technology while leveraging ICT to reach out to students across digitally challenged environments. Many teachers and students have begun to actively participate in his network, learning ICT along the way.</p>	






<b>4.</b>	<b>Mr. PradeepNegi - Uttarakhand</b>  The teacher has used ICT extensively using a variety of tools to enable children to access information, organise and document their project activities. He has also helped the e-governance initiative by developing software tools, training programmes and data analysis.	
<b>5.</b>	<b>Mr. Suryaveer Singh - CBSE</b>  The teacher has demonstrated an advanced awareness of a variety of applications of ICT, particularly its use in teaching-learning. The teacher has also demonstrated an understanding of the need to promote students' participation in learning through hands-on activities, projects and use of ICT by students.	
<b>6.</b>	<b>Mrs. Neeraj Punia - CBSE</b>  The teacher uses technology actively in teaching of Science. Beginning with projects on ThinkQuest. the teacher has leveraged a variety of ICT applications to enhance students' participation and learning. She also focussed on developing research and documentation skills in young children.	





7.	<b>Ms. Sarita Tejwani - KVS</b>	
	<p>The teacher has demonstrated a keen awareness of the educational potential of ICT in teaching of Science using multimedia presentations, videos, movie, video conferencing etc. for students' learning. She regularly uses portfolios, interviews, quizzes and puzzles for evaluation of students' learning process. She is an active contributor to NROER too.</p>	
8.	<b>Ms. Pratima Nayak - KVS</b>	
	<p>The teacher teaches Science and Mathematics using GeoGebra, Wikispace and a variety of ICT tools. She has also demonstrated an understanding of the practical application of ICTs by getting her students to gather, analyse and interpret data.</p>	
9.	<b>Mr. Mriginder Singh - Sainik School</b>	
	<p>The teacher has used e-contents, e-books, presentations, standalone EXEs for teaching of subjects. Taking an active interest in establishing ICT infrastructure, he has trained his students to manage the lab, undertaking repairs, creating content and learning to go beyond the curriculum. Using ICT for music, sports etc. he has shown an advanced understanding of the potential of the medium.</p>	





<b>10.</b>	<b>Mr. Balasaheb Murlidhar Chaudhari - NVS</b>  Helping students to develop digital stories, mind maps, blogs and podcasts, the teacher has used a variety of web-resources for teaching of English language, literature and Social Sciences to his students developing their skills and awareness of technological tools.	
<b>11.</b>	<b>Mrs. Kabita Kar - NVS</b>  Using an investigation of bio-fuels as an alternative source of energy, the teacher has encouraged her students to explore various ICT resources and learn from them. The reporting through a systematic documentation of the project in the form of a well organised website showcases the teacher's awareness of ICT and interest in developing students' capabilities.	
<b>12.</b>	<b>Mrs. Swarnali Chattopadhyaya - CISCE</b>  Demonstrating a keen understanding of ICT, the teacher has used GIS, mapping and variety of advanced techniques for teaching of Social Sciences at Secondary and Senior Secondary level. Her students have undertaken actual field work applying ICT to understand the geography of a land form.	



## Awardees of National ICT Award for School Teachers 2012



<b>1.</b>	<b>Ms. Bijal Damani - CISCE</b>	
	<p>The teacher while teaching commerce and business management to senior secondary school students has given an incense opportunity to students to explore the world and develop skills in the subject area. The teacher led the students to come out with new and innovative products as per the demand and need of the consumer. They were engaged in creation and execution of an entire marketing plan through newspaper, magazine advertisement, radio jingle, television advertisement and a website for promotion of the product. The work not only developed marketing skills and knowledge of ICT among students but also gave an opportunity to become independent learners to earn their livelihood in future.</p> <p>Ms. Bijal Damani has demonstrated effective and innovative use of ICT in teaching learning and evaluation process and contributed in enhancing students learning through use of various tools and techniques i.e, virtual E-class room-Masti ki Pathshala, E-Portfolio, Social networking sites, Publisher, movie maker, sonsmith, producer etc.</p>	
<b>2.</b>	<b>Mr. Dhilip S. - Tamil Nadu</b>	
	<p>As a secondary school teacher Mr. Dhilip S. has been using ICT innovatively in teaching of English, Social Science and Science for class V, IX, X. Students collected data from various web resources and used those to learn various subjects effectively. Students used translation softwares for effective language learning.</p> <p>Mr. Dhilip S. has been preparing e- resources with the help of students and enhanced students learning. He also used ICT for evaluation purposes.</p>	





<b>3.</b>	<b>Mrs. Himani Asija - CBSE</b>	
	<p>By use of technology the teacher has worked for developing project based learning going beyond the curriculum. Internet surfing was done in the school computer lab and at home for collection, compilation and analysis of information related to various themes. Through use of ICT, students realized the importance of mathematics in their lives, and how to solve complex and real life situations through simple mathematical terms and examples.</p> <p>Mrs. Himani Asija, being a keen learner of new technologies has been able to lead students to learn mathematics through simple tools i.e. geogebra etc. and have been successful in nurturing mathematical skills and problem solving approach among young students.</p> <p>Being a researcher in mathematics she was also deeply involved in the projects such as fractals of mathematics foundinnature. Shehasworkedwithstudentson</p> <ol style="list-style-type: none"><li>i. Mathematical effects of modeling in diagnosis of cancer</li><li>ii. Tsunami waves</li><li>iii. Earth quake mechanics etc.</li></ol> <p>Various softwares like: Geometer’s sketch pad, excel graphmatica, flight simulator, Tarsia, worksheet generator, pivot stock, Geogebra etc. are regulary being used by her to develop capabilities among students.</p>	
<b>4.</b>	<b>Mrs. I. Glory Rosaline - Tamil Nadu</b>	
	<p>The teacher used ICT in teaching of science by developing projects on various themes i.e. road safety, water pollution, air pollution, acid rain, land pollution etc. ICT tools were used for collection of information, development of innovative projects, models and awareness campaigns on various themes. These initiatives helped students to develop resources, learn concepts by their application in classroom and beyond.</p> <p>The initiatives of Mrs. I. Glory Rosaline has helped students in use of ICT tools to develop, share and disseminate resources and facilitated in students’ learning of various concepts in innovative ways and develop scientific temper.</p>	






<b>5.</b>	<b>Mr. Jagdamba Prasad Dobhal - Uttarakhand</b>	
	<p>The teacher has used ICT in teaching of mathematics. After selection of difficult concepts, interactive multimedia materials were developed and used with students to make the learning interesting, interactive and develop problem solving skills in mathematics. Presentation, photography and animations were used for development of multimedia. The teacher also used child friendly teaching methods integrating it with ICT tools and helped in creation, use and sharing of materials for learning mathematics.</p> <p>Mr.Jagdamba Prasad Dobhal while using ICT inclass room has contributed in enhancing performance of students in school based assessments and board examinations. ICT has been used for development and nurturance of creative abilities of students in mathematics and other related subject areas too.</p>	
<b>6.</b>	<b>Mr. Lakshman Bhai Chaudhari - Gujarat</b>	
	<p>The teacher has integrated ICT with teaching of science and enhancing environmental awareness among learners. While using various ICT tools he has facilitated students learning. During the process of learning, students collected information about national parks and sanctuaries from the web based resources. Google translator was used to convert the information into local language so that students could understand that easily as part of their learning design. Students also visited some of the sanctuaries and National Parks to have first hand information and collected photographs and videos. Thereafter students prepared presentations on various issues, topics and shared their experiences using ICT tools and uploaded the same on their school website. The students created website dedicated to these themes, which they shared with Gir Foundation in Gujarat. The performance of students were evaluated through the use of technology.</p> <p>Through the use of ICT Dr. Lakshman Bhai Chaudhari has been successful in creating concerns for bio-diversity and wild life among students. Leveraging a variety of tools, he helped students to take ownership in learning and share their experiences with the outer world through networking sites,Publisher,moviemaker, sonsmith,produceretc.</p>	






<p><b>7. Mrs. Radha N.A. - Karnataka</b></p>	<p>The teacher has been using ICT tools i.e., Geogebra and other web based applications for enhancing quality of education among students at secondary education level. The teacher through application of free softwares (Geogebra for learning Geometry and Algebra; K Turtle for simple programming and logic; Record my desktop for making video resources; Audacity for dubbing some tutorials in Kannada; Free mind to make mind maps) has made a difference in learning of concepts by students. By application of these tools the teacher has been able to develop e-content, share and disseminate the same with students and teachers.</p> <p>Mrs. Radha N.A. is a Master Trainer, and has trained teachers of the state on use of various tools in Mathematics. She is a team member of development of ICT resources in the state and contributed for imparting quality education in secondary schools.</p>	
<p><b>8. Mr. Rajesha Y.N. - Karnataka</b></p>	<p>Empowered by the Subjects Teachers Forum (STF) training, the teacher has been using ICT tools for teaching of Mathematics and Science with high school students. The softwares i.e., Geogebra for Mathematics, PhET, Stellarium and Kalzium for science were used with students and integrated into various classroom activities. Video shows of working models, animation and simulation of some difficult experiments were used by students using ICT tools and shared with other stakeholders.</p> <p>Mr. Rajesha Y.N. through use of the ICT tools in Mathematics and Science has been able to create content, used those for quality enhancement of teaching learning process. He has used free softwares in teaching learning process and being a District and state level resource person has trained about 280 Science and Maths teachers in Karnataka. Some of his contributions have been showcased on the website: <a href="http://www.rmsa.karnatakaeducation.org">www.rmsa.karnatakaeducation.org</a>.</p>	






<b>9.</b>	<b>Mr. Ramesh Prasad Badoni - Uttarakhand</b>	
	<p>The teacher focused on developing and linking of geometrical shapes using concepts of 2-D and 3-D. Using variety of ICT tools the effort was made to transform classroom into a centre of learning, collaboration, cooperation and sharing. The teacher used computing tools like word processor, spread sheet, presentation software, web resources like online encyclopaedia, library, and journal and magazine to develop among students understanding of various geometrical concepts.</p> <p>Through use of various ICT tools Mr. Ramesh Prasad Badoni has demonstrated simple and effective ways to enhance quality learning among school students.</p>	




## Awardees of National ICT Award for School Teachers 2011

<b>1. Mr. Bergin G - Tamil Nadu</b>	
<p>Combining a variety of educational resources and techniques, Mr. Bergin has been able to transform his classroom into an active one, where children explore and innovate. He has applied these techniques to wean away children from rote methods and successfully established a happy learning environment.</p> <p>The work of Mr. Bergin highlights the range of creative uses that ICT can be put to in teaching - learning. In doing so, he has shown a keen grasp of technology and application to issues affecting his professional space.</p>	
<b>2. Dr. HariKrishna Arya - Rajasthan</b>	
<p>Using the local environment for exploration and encouraging participatory approaches, Mr. Arya has been successful in overcoming typical resource constraints of a rural school. Leveraging a variety of technological tools, he has helped students take ownership of their learning and presenting it to a peer group for acceptance. Enthused by the success, he has developed a web based virtual class room expanding his methods to five remote schools in the district.</p>	
<b>3. Ms. Latha Ramachandran -Kendriya Vidyalaya</b>	
<p>Recognising the limitations of a conventional classroom and the need to enhance its scope Ms. Ramachandran has experimented by bringing in a variety of resources. Creating visual dictionaries, collecting and organising their collections, students have been trained to take up systematic study in small groups and share their learning with others.</p> <p>Ms. Ramachandran has demonstrated a keenness towards improving her repertoire of teaching methods. Using and encouraging her students to use a variety of ICT tools, she has been able to inspire her students to undertake tasks well beyond their class level. The teacher has also demonstrated a critical grasp of the potentials of technology.</p>	






<b>4.</b>	<b>Ms. M. Kohila - Tamil Nadu</b>	
	<p>Combining project learning, explorations and creative use of ICT resources, Ms. Kohila has been able to create interest in learning. Using field study, documentation and presentation using a variety of ICT techniques, her students actively participate in the learning process and showcase their work in progress on the web.</p> <p>Ms. Kohila has demonstrated a keen interest in transforming her classroom and is constantly striving to improve her own professional competence.</p>	
<b>5.</b>	<b>Mr. Pokuri Srinivasa Rao - Andhra Pradesh</b>	
	<p>A mathematics teacher and avid practitioner of innovative techniques, Mr. Rao has conceptualised, designed and hosted an online mathematics forum for teachers and students. The forum (apmathsforum.com) is a participatory network with over 575 teachers from all districts of Andhra Pradesh who actively support mathematics learning of students.</p> <p>The innovation is a very good example of the power of networking and collaboration and the featmes of the website adequately showcase Mr. Rao's long standing study and exploration of ICT for education.</p>	
<b>6.</b>	<b>Ms. S. Chitra -Tamil Nadu</b>	
	<p>The teacher has used a variety of technology tools to establish a project based learning environment, enabling every student to participate actively. Students were able to communicate freely, browse and search for information and plan for an event. By integrating technology and the content (environmental science), the teacher has demonsh ·ated an advanced awareness of how to improve teaching learning process. She has also been able to successfully establish a constructivist approach and improve children's leaning.</p> <p>Ms. Chitra has a long standing involvement with innovation and a high level of curiosity and keenness to adapt to newer technologies. She has been able to demonstrate an application to the cause of improving teaching- learning.</p>	






7.	<b>Mr. V. S. Sajikumar - Jawahar Navodaya Vidyalaya</b>	
	<p>The art teacher has expanded his repertoire of art tools and applied them to a range of visual and performing art forms. Establishing a studio and encouraging his students to explore art, he has introduced them to a variety of situations including the architectural design of a new Navodaya Complex, art installation, set design, stage craft and music. The teacher is a very advanced user of ICT tools and shown openness to embrace newer and newer tools and techniques to improve the range and scope of art education.</p>	



## Awardees of National ICT Award for School Teachers 2010




<b>1. Ms. D. Kavita - Rajasthan</b>	
<p>Putting to effective use various available tools and resources, Ms. Kavita has been successful in enabling her students take active part in learning and has helped develop their communication skills - writing and interaction with others through situations from their daily lives. Students have learnt to organise and conduct interviews, record video and share them on the web.</p> <p>Ms. Kavita has demonstrated a keenness to learn newer techniques, appreciate the potentials of ICT and apply them to transform her classroom.</p>	
<b>2. Ms. Harminder Kaur Suri - Kendriya Vidyalaya</b>	
<p>Applying different ICT resources to enhance science learning, Ms. Suri has been able to create a joyous and participatory learning environment which also raises the level of performance of children. A website on 'Flying Jewels', a collection of information on butterflies is a documentation of work undertaken by her students and show cases the transformations she has achieved.</p> <p>Ms. Suri has demonstrated a high level of understanding of ICT and a keenness to apply them to improving teaching learning processes.</p>	
<b>3. Mrs. Jainus Jacob - Kendriya Vidyalaya</b>	
<p>Integrating a variety of exploratory techniques, Ms. Jacob has been successful in creating a keen interest in her students of the beauty of the environment. Her students' exploration of birds and their study is a good example of how young children can work beyond the levels and confines of a conventional classroom. She has helped her students make presentations, search and download relevant information, shoot pictures and host a website as part of their routine learning.</p> <p>Ms. Jacob has demonstrated an application to issues affecting her ability to teach and a keen understanding of ICT resources and techniques.</p>	






<b>4.</b>	<b>Mr. Kunhammad, K. T. - Kerala</b>	
	<p>Using variety of free software Mr. Kunhammad has created e-content on Biology and IT. Students were introduced to open source software (GNU/LINUX/GIMP) and were encouraged to create their own content. Students were also encouraged to create blogs and groups to share the content with the larger group.</p> <p>Mr Kunhammad has demonstrated keen interest in using ICT in education in multiple ways. Introducing students to various software he not only generated content on various subject areas but also sensitized the local community on ethical issues like piracy and copyright.</p>	
<b>5.</b>	<b>Ms. Preeti Sharma - CBSE</b>	
	<p>Effectively using various available tools and resources, Ms Preeti Sharma encouraged her students to be proactive learners where they explored the issues, analyzed them and created their own content. Students were introduced to variety of softwares that helped them to create their own media products. To encourage students the projects created by them were used as learning resources.</p> <p>Ms. Preeti Sharma has demonstrated an effective use of ICT by making students partner in the teaching learning process. Her initiative not only motivated students to create content based on their curriculum but also provided them a platform where they got the opportunity to showcase that.</p>	
<b>6.</b>	<b>Mr. Puran Singh - Punjab</b>	
	<p>To extend the understanding of various mathematical concepts Mr. Singh used variety of ICT tools. Students were involved in exploring various aspects of data representation. Mr. Singh encouraged the students to work with data and represent the data using variety of tools.</p> <p>Inculcating interest amongst students, Mr. Singh is able to motivate and encourage students to work on various projects.</p>	






7.	<b>Mr. R.V. Raghavendra Rao - Jawahar Navodaya Vidyalaya</b>	
	<p>Through online teaching, the teacher has tried to overcome the problem of shortage of teachers in his area. Making use of M-learning technologies, Mr. Rao attempted to deliver educational content to visually and physically challenged students. He has created and used audio lessons for visually challenged students.</p> <p>Mr. Raghavendra has shown a keen interest in creating content not only for average but also for differently abled students and has demonstrated concern for equitable and quality education through use of ICT. This initiative could help students and teachers to overcome barriers of learning in an inclusive education environment.</p>	
8.	<b>Ms. Rashmi Kathuria - CBSE</b>	
	<p>The teacher has very innovatively integrated JCT in teaching of science and mathematics. Motivating her students to use open source software for creating videos, photo story lessons, interactive applets, animated images, she encouraged them to create their own content and showcase the same on Blogs/Wikis and Social networks . Ms Kathuria has demonstrated a keen interest in experimenting with new technology and using it in her classroom for creating a better learning environment.</p>	
9.	<b>Mr. Shoukaman K.P.-Kerala</b>	
	<p>Using variety of animation software, Mr. Shoukaman created animated resources to deliver the educational content. In the process of exploration and creation, the teacher also involves students in developing the modules in Physics and Social Science.</p> <p>Mr. Shoukaman has created digital content and disseminated the same to various schools in Kerala.</p>	



<b>10.</b>	<b>Mr. Santosh Kumar Risen - Jawahar Navodaya Vidyalaya</b>	
	<p>To eliminate monotony from teaching learning process and to make science learning more interesting and easy, Mr. Bisen created digital comic strips on all the subjects up to class IX. This unique and child friendly approach has helped in making the teaching-learning process interesting and motivating for all students and teachers.</p> <p>Mr. Bisen also encouraged the students to prepare e-content using variety of software. The content developed by the teacher and students were shared using cooperative and collaborative tools.</p>	
<b>11.</b>	<b>Mr. S. Sriram-CBSE</b>	
	<p>Utilizing various JCT tools, Mr. Sri ram encouraged students to work on various socially relevant projects and thereby sensitizing them towards social issues. The students were encouraged to explore and gather data on social issues. Through cooperative and collaborative learning approach students of classes IX to XII constructed knowledge on the various topics and shared the same with the community.</p> <p>Mr. Sriram has shown keen interest in sensitizing the younger generation to various socially relevant issues and demonstrated how ICT can be harnessed to achieve the same.</p>	
<b>12.</b>	<b>Sh. Supriya Bahukhandi-Uttarakhand</b>	
	<p>Utilizing ICT tools innovatively and effectively, Sh. Bahukbandi along with his students launched a campaign to generate awareness among people to save electricity. Integrating ICT tools at various stages of campaign planning which includes research, development and dissemination Mr. Bahukhandi introduced his students to various tools that helped them to collect and analyze data, design awareness campaign and preparation of report.</p> <p>Sh. Supriya has shown keenness to integrate newer technology and making the teaching learning process meaningful and socially relevant.</p>	



<b>13.</b>	<b>Mr. Umesh Chandra Pandey- Uttarakhand</b>	
	<p>Animated programmes on inorganic and organic chemistry and part of physics were developed up to the level of class 12th. In these programmes, Mr Pandey emphasized on concept building, understanding and presenting the subject matter in a systematic manner. He has successfully connected chemistry (in organic and inorganic chemistry) with physics and biology. The students use technology and make their own presentations on various themes.</p> <p>Mr. Pandey has shown keen interest in developing e-content, sharing it with his students and encouraging them to create their own content.</p>	



## Allocation of National ICT Award for School Teachers and number of Awards won

S. No.	Agencies	No. of Awards Allocated	No. of Awards won					
	STATE		2015	2014	2013	2012	2011	2010
1.	Andhra pradesh + Telengana	3	-	-	-	-	1	-
2.	Arunachal Pradesh	2	-	-	-	-	-	-
3.	Assam	2	-	-	-	-	-	-
4.	Bihar	3	-	-	-	-	-	-
5.	Chhattisgarh	2	1	-	-	-	-	-
6.	Goa	2	-	-	-	-	-	-
7.	Gujarat	3	-	-	1	1	-	-
8.	Haryana	2	-	1	-	-	-	-
9.	Himachal Pradesh	2	-	1	-	-	-	-
10.	Jammu & Kashmir	2	-	-	-	-	-	-
11.	Jharkhand	2	-	-	-	-	-	-
12.	Karnataka	3	1	1	1	2	-	-
13.	Kerala	3	-	-	-	-	-	2
14.	Madhya Pradesh	3	-	1	-	-	-	-
15.	Maharashtra	3	-	-	-	-	-	-
16.	Manipur	2	-	-	-	-	-	-
17.	Meghalaya	2	-	-	-	-	-	-
18.	Mizoram	2	-	-	-	-	-	-
19.	Nagaland	2	-	-	-	-	-	-
20.	Orissa	3	-	-	-	-	-	-
21.	Punjab	3	-	-	1	-	-	-
22.	Rajasthan	3	2	-	-	-	1	1
23.	Sikkim	2	-	-	-	-	-	1
24.	Tamil Nadu	3	2	1	-	2	3	-
25.	Tripura	2	-	-	-	-	-	-
26.	Uttar Pradesh	3	1	-	-	-	-	-
27.	Uttarakhand	2	-	2	1	2	-	2
28.	West Bengal	3	-	-	-	-	-	-
	<b>UNION TERRITORY</b>							
29.	Andaman & Nicobar Islands	1	-	-	-	-	-	-
30.	Chandigarh	1	-	-	-	-	-	-
31.	Dadra & Nagar Haveli	1	-	-	-	-	-	-
32.	Daman & Diu	1	-	-	-	-	-	-
33.	Delhi	1	-	1	-	-	-	-
34.	Lakshadweep	1	-	-	-	-	-	-
35.	Puduchery	-	1	-	-	-	-	-
	<b>ORGANISATION</b>							
36.	Atomic Energy Education Society (AEES)	1	-	-	-	-	-	-
37.	CISCE	1	1	-	1	1	-	-
38.	CBSE	3	1	-	2	1	-	3
39.	CTSA	1	-	-	-	-	-	-
40.	KVS	2	-	1	2	-	1	2
41.	NVS	2	1	-	2	-	1	2
42.	Schools under Ministry of Defence	1	-	-	1	-	-	-
	<b>TOTAL</b>	<b>87</b>	<b>11</b>	<b>9</b>	<b>12</b>	<b>9</b>	<b>7</b>	<b>13</b>



## Winners of National ICT Award for School Teachers -2015

S. No.	Name and Address of the Awardees	Residential address
1.	<b>Mr. Uttam Kumar Dewangan</b> Assistant Teacher (Panchayat) Govt. Naveen Primary School, Patharidih, Post- Urla, Block Dharsiwa, Distt- Raipur, Chattisgarh- 493221 <b>Email:</b> uttamkumardew@rediffmail.com	Janta-216, Janta Colony, Near Water Tank, Gudhiyari, Raipur, Chattisgarh- 492011
2.	<b>Ms. Suchetha. S.S</b> Assistant Teacher (Mathematics) Government Pre-University College (High School Section), Thyamagondlu, Nelamangala Talluk, Bangalore Rural District, Karnataka- 562123 <b>Email:</b> suchethass@gmail.com	“Shambhavi”. 1 <sup>st</sup> Floor, 6 <sup>th</sup> Main 3 <sup>rd</sup> Cross, Jayanagar West, Tumkur, Karnataka-572102
3.	<b>Mr. Keshav Das Gupta</b> Senior Teacher (Science) Govt Secondary School, Machchhipura, Tehsil- Gangapur City, Distt- Sawai Madhopur, Rajasthan- 322201 <b>Email:</b> kdgupta1971@gmail.com	Shiv Kunj, Near Mandi Water Tank, Karamchari Colony, Gangapur City, Distt- Sawai Madhopur, Rajasthan-322201
4.	<b>Mr. Manoj Kumar</b> Principal, Govt Senior Secondary School, Ramgarh, Distt- Hanumangarh, Rajasthan- 335504 <b>Email:</b> manojarya073@gmail.com	Behind Telephone Exchange, Near Ramsukhdas Park, Nohar, Distt- Hanumangarh, Rajasthan-335523
5.	<b>Mr. Dharmaraj S.</b> Head Master Panchayat Union Primary School, Denad, Kotagiri Block, The Nilgiris, Tamil Nadu- 643216 <b>Email:</b> denadschool@gmail.com	Kil Kotagiri Estate, Kil Kotagiri Post, The Nilgiris, Tamil Nadu-643216
6.	<b>Mr. M. Vijayakumar</b> English Graduate Teacher Government Higher Secondary School, Somandarkudi, Villupuram Distt, Tamil Nadu – 606213 <b>Email:</b> samuraivijai@yahoo.com	Plot-B, Anugraha Apartments, Raja Nagar, Kallakurichi, Villupuram Distt, Tamil Nadu-606202



<b>S. No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
7.	<b>Mr. Ashutosh Anand</b> Assistant Teacher Upper Primary School, Miyaganj Block- Dariyabad, Distt- Barabanki, Uttar Pradesh- 225403 <b>Email:</b> a.a.awasthi12345@gmail.com	Vill-Raipur, Post- Dariyabad (R.S), Distt- Barabanki, Uttar Pradesh- 225404
8.	<b>Mr. S. Simon Peeter Paul</b> Primary School Teacher Government Primary School, Pangur, Palli Thennal Post, Puducherry – 605102 <b>Email:</b> simonpeeterpaul@gmail.com	2, 3rd Cross, 3rd Cut, Annai Theresa Nagar, Moolakulam, Puducherry- 605010
9.	<b>Ms. Rachael Irani</b> Assistant Teacher Lilavatibai Podar High School, Tower Building, Saraswati Road, Podar Education Complex, Santa Cruz (West), Mumbai- 400054 <b>Email:</b> rachaeli@lilavatibaipodarschool.com	Sector-5, C-45, Hari Kripa Shantinagar, Mira Road East, Thane, Mumbai- 401107
10.	<b>Ms. N. Anuradha</b> Trained Graduate Teacher (Computer Science) Silver Oaks International School, Bachupally, Miyapur, Hyderabad, Telangana- 500090 <b>Email:</b> info@silveroaksschool.com <b>Website:</b> ictcoordinatorsilveroaksschool.co.in	Flat No- 301, Block- C, Hema Durga Lakshmi Pride, Pragathi Enclave Colony, Miyapur, Hyderabad Telangana- 500049
11.	<b>Mr. Amit Kumar</b> Post Graduate Teacher (Computer Science), Jawahar Navodaya Vidyalaya, Theog, Shimla, Himachal Pradesh- 171201 <b>Email:</b> amitmehta66@gmail.com	Khushian Niwas, #1193/ B, Sec-11, Ranjeet Nagar, Kharar Distt, Mohali (S.A.S. Nagar) Punjab- 140301



## Annexure-I

### Winners of National ICT Award for School Teachers -2014

S. No.	Name and Address of the Awardees	Residential address
1.	<b>Mr. Sandeep</b> Primary Teacher Govt. Primary School Daya, Hisar, Haryana - 125001 <b>Email:</b> sandip_pachar@yahoo.com	H.No- 9, Shyam Vihar Kaimari Road, Hisar Haryana- 125001
2.	<b>Mr. Naveen Gautam</b> Lecturer (Biology) Govt. Senior Secondary School Mundkhar, Bhoranj, Hamirpur, Himachal Pradesh - 176044 <b>Email:</b> navgautam@gmail.com	Vill- Pandher, P.O- Thathwani Dist Hamirpur H.P-177501
3.	<b>Mr. Shambulingaiah K.</b> Assistant Teacher Govt. Higher Primary School Jodikothapally, Srinivasapura Taluk Kolar, Karnataka - 563135 <b>Email:</b> kshambu@gmail.com; k_shambu@yahoo.co.in	C/o Appaji Gowda, Indira Talkies Road, Venkateshwara Extn, Srinivasapur, Kolar District Karnataka- 563135
4.	<b>Mr. Manohar Lal Rai</b> Head Master, Govt. Middle School, Mahalaxmi, (Fort Campus) Shajapur, Madhya Pradesh - 465001 <b>Email:</b> rai.manohar@yahoo.com	135, Vakunthnath Gali, Dhanmandi Chauraha, Distt- Shajapur Madhya Pradesh- 465001
5.	<b>Mr. N. Anbazhagan</b> Teacher (Science) Panchayat Union Middle School 1-3 Ward Uthiramerur Union, Distt. - Kancheepuram Tamil Nadu - 603406 <b>Email:</b> teacheranbu@gmail.com, shyamanbu@yahoo.com, shyamabinaya@gmail.com	No- 5, Thirumalai Raja Street Pillayarpalayam, Kancheepuram District Tamil Nadu- 631501



<b>S. No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
6.	<b>Mr. Parambir Singh</b> Trained Graduate Teacher (Social Studies) Rajiv Gandhi Navodaya Vidyalaya, Nanoorkhera, Nalapani, P.O. Raipur, Dehradun, Uttarakhand - 248001 <b>Email:</b> pskathait@gmail.com	Rajiv Gandhi Navodaya Vidyalaya, Nanoorkhera Tapovan Road, Raipur, Dehradun Uttarakhand- 248001
7.	<b>Sh. Manodhar Kumar Nainwal</b> Assistant Teacher Govt. Primary School Kaljikhhal, Post - Kaljikhhal Distt. – Pauri (Garhwal), Uttarakhand - 246143 <b>Email:</b> manodhar.n@gmail.com	Vill- Nail, P.O- Tharapdhar (via- Mawadhar), Distt- Pauri (Garhwal) Uttarakhand- 246163
8.	<b>Smt. Manu Gulati</b> Trained Graduate Teacher (English) Sarvodaya Kanya Vidyalaya , No. 2, Punjabi Bagh, New Delhi – 110026 <b>Email:</b> mwadhwa22@yahoo.com mwadhwa22@gmail.com	A-2/5, Adarsh Apartments Paschim Vihar, Delhi- 110063
9.	<b>Mr. Sanjeev Sharma</b> Post Graduate Teacher (Computer Science) Kendriya Vidyalaya Holta Camp, Palampur, Kangra Himachal Pradesh - 176061 <b>Email:</b> sanjivksharma@yahoo.com	Vill- Ambari, P.O- Malan, Distt- Kangra Himachal Pradesh- 176047





## Annexure-II

### Winners of National ICT Award for School Teachers -2013

S No.	Name and Address of the Awardees	Residential address
1.	<b>Mr. Hareshkumar Vajesangbhai Makwana</b> Assistant Teacher (Mathematics) Shree M.U. Sheth Girls' High School Lakhupol, Wadhvan city, Surendranagar, Gujarat - 363030 <b>Email:</b> haresh.makawana@gmail.com	1, Shraddha Society Avadh Park-A, 80 Feet Road Wadhvan city, Surendranagar Gujarat -363035
2.	<b>Mr. Rajashekhara S. Patil</b> Assistant Teacher (Science) Govt. Higher Primary School Kamsagara, kabballu, Sathanuru Hobli, Kanakapur, Ramanagara, Karnataka - 562117 <b>Email:</b> rajusa08@gmail.com	# 179, C/o S. Manunath Church Road, Near Corporation Bank, Kanakapura Town, Ramanagara Karnataka - 562117
3.	<b>Mr. Sanjeev Kumar Taneja</b> Mathematics Teacher Govt. Model Senior Secondary School Punjab Agriculture University (PAU) Ludhiana, Punjab - 141001 <b>Email:</b> sanjeev0708@gmail.com sanjeev1966@hotmail.com	21-D Raj Guru Nagar Ludhiana, Punjab -141012
4.	<b>Mr. Pradeep Negi</b> Lecturer Govt. Inter College, BHEL, Ranipur Sector-1, Hardwar, Uttarakhand - 249403 <b>Email:</b> pradeepnegi70@rediffmail.com	H. No. 3/C Ashok Nagar P.O.- Milap Nagar Roorkee, Hardwar, Uttarakhand - 247667
5.	<b>Mr. Suryaveer Singh</b> PGT (Geography) S.D. Public School BU - Block, Pitampura, New Delhi -110088 <b>Email:</b> svschauhan@gmail.com	14-B, Dhaka Chowk Kingsway Camp, Opp. MCD courts Delhi -110009



<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
6.	<b>Mrs. Neeraj Punia</b> TGT (Chemistry) D.A.V Public School Sector-14, Gurgaon, Haryana -12200 <b>Email:</b> neerajpunia1974@gmail.com	H. No. 954, Sec-21, Gurgaon, Haryana -122016
7.	<b>Ms. Sarita Tejwani</b> TGT (Science) Kendriya Vidyalaya Engineering College Road Nagziri, Ujjain, Madhya Pradesh - 456010 <b>Email:</b> tejwani.sarita@gmail.com	23, State Bank Colony, Dewas Road Ujjain Madhya Pradesh - 456010
8.	<b>Mrs. Pratima Nayak</b> PGT (Mathematics) Kendriya Vidyalaya, Fort William Kolkata, West Bengal - 70002 <b>Email:</b> pnpratima@gmail.com	27, Joy Krishna Pal Road Khidderpore Kolkata West Bengal - 700023
9.	<b>Mr. Mriginder Singh</b> Assistant Master (English) Sainik School The Mall, Kapurthala, Punjab - 144601 <b>Email:</b> mgs388@gmail.com, immortalmirza@gmail.com	C-1, Sainik School Kapurthala The Mall, Kapurthala-144601
10.	<b>Mr. Balasaheb Murlidhar Chaudhari</b> TGT (English) Jawahar Navodaya Vidyalaya Pimple Jagtap, Karandi Shirur, Pune, Maharashtra - 412208 <b>Email:</b> chaudharibm@gmail.com	Jawahar Navodaya Vidyalaya Pimple Jagtap, Post-Karandi, Shirur, Dist: Pune, Maharashtra - 412208
11.	<b>Mrs. Kabita Kar</b> PGT (Physics) Jawahar Navodaya Vidyalaya Gurujang, Khordha, Odisha - 752055 <b>Email:</b> karkabita8@gmail.com karkabita@yahoo.com	C-7, Jawahar Navodaya Vidyalaya Gurujang, Khordha - 752055



<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
12.	<b>Mrs. Swarnali Chattopadhy</b> PGT (Geography) Delhi Public School Block - DG/3, Action Area -1 New Town, Rajarhat, Kolkata West Bengal - 700156 <b>Email:</b> swrnli.6@gmail.com	H. No. 954, Sec - 21, Gurgaon, Haryana - 122016

### Annexure-III

## Winners of National ICT Award for School Teachers -2012

<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
1.	<b>Ms. Bijal Damani</b> P.G.T (Commerce) S.N. Kansagra School University Road, Rajkot, Gujarat - 360005 <b>Email:</b> bijal.damani@tges.org bijal.damani@gmail.com	A-36 Kiran Society Behind Glaxy Cinema, Rajkot Gujarat -360001
2.	<b>Mr. Dhilip S.</b> Graduate Teacher (English) Govt. Higher Secondary School Sathiyamangalam Gingee Taluk Villupuram, Tamil Nadu - 604153 <b>Email:</b> dhiliprajus@gmail.com dhilip_s_2000@yahoo.com	2/87, Raja Street, Sathiyamangalam (Post), Gingee TK, Villupuram, Tamil Nadu - 604153
3.	<b>Mrs. Himani Asija</b> Principal (Officiating) Delhi Public School, Karnal, Near Karna Lake, NH-1, Karnal, Haryana - 132001 <b>Email:</b> himaniasija@gmail.com himani_asija@yahoo.com	1-P, Sector 8-II Karnal, Haryana - 132001
4.	<b>Mrs. I. Glory Rosaline</b> B.T. Assistant Concordia Higher Secondary School Barugur, Krishnagiri, Tamil Nadu - 635104 <b>Email:</b> iglo_sath@yahoo.co.in	No. 2, III Cross, Karmel Cottage, R.S. Lakshmipuram, Krishnagiri, Tamil Nadu - 635001



<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
<b>5.</b>	<b>Mr. Jagdamba Prasad Dobhal</b> Assistant Teacher (Mathematics) Govt. Inter College, Dudhali, Dehradun Uttarakhand - 248001 <b>Email:</b> aajkal1dobhal@gmail.com	House No. 45, Type III Phase-II Secretariat Colony, Kedarpuram, Near Doon University, Dehradun, Uttarakhand - 248001
<b>6.</b>	<b>Mr. Lakshman Bhai Chaudhari</b> Principal Adarsh Vidhyalaya, Rajmahel Road, Near Modi Hospital Patan, Gujarat - 384265 <b>Email:</b> principaladashpatan@gmail.com	6, Harkornagar Society, Near Adarsh Vidhalaya, Patan, Gujarat - 384265
<b>7.</b>	<b>Mrs. Radha N.A.</b> Assistant Teacher (Mathematics) Govt. High School, Begur, South Block-3 Bangalore, Karnataka - 560068 <b>Email:</b> radhanarve@gmail.com	No. 33, 4th Cross "REVATH", Shy- nubogh Nagappa Layout, Bilekahalli, Bangalore, Karnataka - 560076
<b>8.</b>	<b>Mr. Rajesha Y.N</b> Assistant Teacher Govt. High School, Mallupura, Nanjangud, Mysore Karnataka - 571119 <b>Email:</b> rajesh.yn@gmail.com	231/2 BF 5?2 ICr4oss Uttaradi Mutt Road, Fort Mohalla, Mysore Karnataka - 570004
<b>9.</b>	<b>Mr. Ramesh Prasad Badoni</b> T.G.T. (Mathematics) Govt. Higher Secondary School Dubra (Saklana), Jaunpur, Dist - Tehri Garhwal Uttarakhand - 249145 <b>Email:</b> anamaramesh2012@gmail.com rameshbadoni@rediffmail.com	Ajabpurkalan, Dehradun Uttarakhand - 248001



## Annexure-IV

### Winners of National ICT Award for School Teachers -2011

<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
1.	<b>Mr. Bergin G</b> Block Research Teacher Educator Sarva Shikshya Abhiyan C/o Office of Chief Educational Officer Nagercoil, Kanyakumari Tamil Nadu – 629001 <b>Email:</b> bergin76@gmail.com Bergin76@yahoo.com	Pandaravillaiveedu, Kadayal, Kaliyal post Kanyakumari Tamil Nadu- 629101
2.	<b>Dr. Hari Krishna Arya</b> Principal Govt. Senior Secondary School Silwala Khurd, Hanumangarh Town Distt. Hanumangarh Rajasthan - 335526 <b>Email:</b> arya_hk@yahoo.co.in	78, Guru Nanak Nagar Street No. 13, Nai Aabadi Hanumangarh, Rajasthan - 335513
3.	<b>Mrs. Latha Ramahandran</b> Primary Teacher Kendriya Vidyalaya, IIT Campus Chennai, Tamil Nadu - 600036 <b>Email:</b> lathaprt@yahoo.com lathaprtiit@gmail.com	11 A, Ground Floor, CGE Housing Colony Kuppam Beach Road Thiruvanmiyur, Chennai - 600041
4.	<b>Ms. M.Khohila</b> B.T. Assistant (English) Sree Moolam Rama Varma Higher Secondary School, Asambu Road, Nagercoil Kanyakumari, Tamil Nadu - 629001 <b>Email:</b> kohila75@gmail.com	4, Kanagamoolam New Street, Vadasery Nagercoil, Kanyakumari District, Tamil Nadu-629001
5.	<b>Mr. Pokuri Srinivasa Rao</b> School Assistant (Physical Science) ZPHS Adivivaram Chinagandili Mandal Vishakapatnam, Andhra Pradesh - 531173 <b>Email:</b> sriflute@gmail.com	H.No. 18-128/2, Velamapet, Pendurthi Visakhapatnam, Andhra Pradesh-531173



<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
6.	<b>Ms. S. Chitra</b> B.T. Assistant (English) Government High School 17, Asthinapuram Kancheepuram, Tamil Nadu - 603202 <b>Email:</b> chitra71pums@rediffmail.com	66/67, Gajapathy Street Gajalakshmi Nagar Chromepet, Chennai – 44 Tamil Nadu
7.	<b>Mr. V.S. Sajikumar</b> Art Teacher Jawahar Navodaya Vidyalaya Chettachal (P.O) Vithura Thiruvananthapuram Kerala – 695551 <b>Email:</b> jnvtrivandrum@yahoo.co.in sajijnvtrivandrum@gmail.com	Leenanivas Vettikkavala P.O Kottarakkara Kollam Kerala

#### Annexure-V

### Winners of National ICT Award for School Teachers -2010

<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
1.	<b>Mrs. D. Kavita</b> Lecturer in English Govt. Girls' Higher Secondary School Nimbahera, Distt. Chittaurgarh Udaipur Region, Rajasthan - 312601 <b>Email:</b> kavita.fadnavis@gmail.com	180, R.K. Colony Nimbahera Distt. Chittaurgarh Rajasthan- 312601
2.	<b>Ms. Harminder Kaur Suri</b> Head Mistress Kendriya Vidyalaya No.4, Near BSNL Telephone Exchange Ambala Cantt, Haryana – 133001 <b>Email:</b> suri.harminder@gmail.com	59 A, Block-A Inderpuri, Ambala Cantt Haryana - 133001
3.	<b>Mrs. Jainus Jacob</b> Primary Teacher Kendriya Vidyalaya, Purnattukara Thrisur, Kerala <b>Email:</b> jjainus123@gmail.com	XI/439, Chazhoor House P.O. Pullazhi, Olarikkara Thrissur, Kerala- 680012



<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
4.	<b>Mr. Kunhammad, K.T.</b> High School Assistant K.P.E.S. High School Kayakkadi, Vatakara, Kozhikode (Dt.) Kerala – 673508 <b>Email:</b> ktkunhammad@gmail.com	Kannankai House Kayakkody P.O Kozhikode (DT) Kerala- 673508
5.	<b>Ms. Preeti Sharma</b> HOD, Computer Science Vivek High School, Sector-38-B, Chandigarh- 160036 <b>Website:</b> vivekhighschool.com <b>Email:</b> preetisharmasag@yahoo.com vivek@vevekhighschool.in	House No - 1601 Sector 34-D Chandigarh - 160021
6.	<b>Mr. Puran Singh</b> Lecturer in English, Govt. Senior Secondary School, Shekhupur, Sangrur Road, Patiala, Punjab- 147001 <b>Email:</b> puranbindral2@yahoo.in	283-A, Ajit Nagar Near Leela Bhawan Patiala Punjab - 147001
7.	<b>Mr. R. V. Raghavendra Rao</b> PGT (Biology) Jawahar Navodaya Vidyalaya Kiltampalem, Bowdara (Post) S. Kota Mandal, Vtzianagarm (Distt) Andhra Pradesh- 535145 <b>Email:</b> raghubloom@gmail.com rachuriemail@yahoo.com	Jawahar Navodaya Vidyalaya Kiltampalem, Bowdara (Post) S. Kota Mandal, Vizianagarm (Distt) Andhra Pradesh- 535145
8.	<b>Ms. Rashmi Kathuria</b> PGT (Mathematics) Kulachi Hansraj Model School Ashok Vihar, Phase-III, New Delhi- 110052 <b>Email:</b> mathclass_khms@yahoo.co.in, rashkath2006@yahoo.co.in	B-17, Vishal Enclave New Delhi- 110027
9.	<b>Mr. Shoukaman K.P.</b> High School Assistant GHSS Panankandy PO: Karani, Wayanad Distt. Kerala- 673591 <b>Email:</b> kpshouk@yahoo.co.in	Karyaparambil House Malavayal P.O. Thovarimala Wayanad Kerala - 673592



<b>S No.</b>	<b>Name and Address of the Awardees</b>	<b>Residential address</b>
<b>10.</b>	<b>Mr. Santosh Kumar Bisen</b> TGT (Science) Jawahar Navodaya Vidyalaya, Borai, Durg, Chhattisgarh - 491002 <b>Email:</b> skbisen@gmail.com, skbsen@hotmail.com	Jawahar Navodaya Vidyalaya, Staff quarter - T-III/11 Upper Floor, Borai Distt - Durg Chhattisgarh -491002
<b>11.</b>	<b>Mr. S. Sriram</b> IT Administrator and HOD, Computer Science Mayo College Ajmer, Rajasthan- 305008 <b>Email:</b> sriram@mayocollege.com	C-13, Sreshta Apartments 473, Kilpauk Garden Road Chennai - 600010
<b>12.</b>	<b>Mr. Supriya Bahukhandi</b> TGT (Mathematics) GIC Dakpathar, Dehradun, Uttarakhand - 248125 <b>Email:</b> supriyabah@gmail.com supriyabah@yahoo.com	30, Sewak Ashram Road, Dehradun Uttarakhand - 248001
<b>13.</b>	<b>Mr. Umesh Chandra Pandey</b> Lectruer in Mathematics GIC Dinapani, Almora, Uttarakhand-263601 <b>Email:</b> umeshchandrapandeya47@rediffmail.com	Talla Joshi Khola, Near Arya Kanya Inter College, Almora, Uttarakhand - 263601





**National Awards for Teachers–2016**  
**for**  
**“Using ICT for Innovations in Education”**

**1. Guidelines for States/UTs/Autonomous Bodies under MHRD**

**Eligibility**

School teachers of primary, upper primary, secondary and higher secondary schools working in any recognized school in the Indian Union under the following categories are eligible to apply:

- (i) Schools run by State Govt./UTs Administration, schools run by local bodies, private schools affiliated to state boards, aided by State Govt. and UT Administration.
- (ii) Central Govt. Schools i.e. Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), Central Tibetan Schools Administration (CTSA), Sainik Schools and Schools run by Ministry of Defence (MoD), Schools run by Atomic Energy Education Society (AEES).
- (iii) Schools affiliated to Central Board of Secondary Education (CBSE) (other than those at (i) and (ii) above)
- (iv) Schools affiliated to Council for Indian Schools Certificate Examination (CISCE) (Other than those at (i), (ii) and (iii) above)

**Note: State Governments/ UTs administration may not nominate teachers from any of the other categories.**

**Allocation of Awards**

(i)	Three awards for each large State (Defined as States having teacher strength of 1 lakh or more)	13x3= 39
(ii)	Two awards for each small State (Defined as States whose teacher’s strength is less than 1 lakh)	15x2= 30
(iii)	One award for each UT	7x1= 7
(iv)	Two awards each for KVS & NVS	2x2= 4
(v)	Three awards for CBSE	3
(vi)	One award for CISCE	1
(vii)	One award for CTSA	1
(viii)	One award for Sainik School and Schools under MOD	1
(ix)	One award for schools under AEES	1

**Total** **87**

**Award**

Each awardee teacher will get an ICT Kit, a laptop and a commendation certificate. The awardees would be encouraged to function as mentors (resource persons) for their area to motivate and train other teachers. All the awardees will form a community of resource persons through networking. Selected initiatives would be shared as best practices across the country.

**Selection Procedure**

**(I). For States & UT schools**

Schools will send detailed entries in the prescribed format along with supporting documents to the Directorate of Education of the State/UT through the District Education Officer.



The Directorate of Education, with the help of a State-level Committee headed by Secretary (Secondary Education)/ SPD - RMSA will scrutinize all the entries and shortlist the candidates and forward the same to the Joint Director, Central Institute of Educational Technology (CIET), NCERT, New Delhi - 110016 for further action. The number of candidates to be nominated will be twice the number of awards allotted.

**(II). For others, i.e. Autonomous organizations/ institutions under Govt of India**

Schools will forward detailed entries in prescribed format along with supporting documents to the headquarters of the concerned organization i.e. KVS, NVS, CBSE, CISCE, CTSA, Sainik Schools under Ministry of Defence (MoD), AEES. A Committee under the Head of the organization of the autonomous body will scrutinize all the entries and shortlist the candidates and send the same to The Joint Director, CIET, NCERT New Delhi - 110016 for further action. The number of candidates to be nominated will be twice the number of awards allotted.

**(III).** At CIET the short listed candidates would be required to make presentations before a Committee. The composition of the Committee will be as follows:

- |    |  |                    |
|----|--|--------------------|
| a) | Director, NCERT  | - Chairman         |
| b) | DDG, NIC   | - Member           |
| c) | Representative from Secondary Education<br>Bureau, Dept of SE&L, Ministry of HRD | - Member           |
| d) | Representative from Dept of IT   | - Member           |
| e) | Joint Director, CIET   | - Member Secretary |

**(IV).** The Committee would recommend the requisite number of awardees to the Ministry with justification. At the Ministry level the proposal would be scrutinized before the approval of the Minister.

**(V). Important dates related to the ICT Award process**

S. No.	Item	Date
1.	Advertisement for nomination including announcement on website of Ministry and NCERT website.	31st December
2.	Last date for submission of detailed entries by schools to State Directorate of Education/Organization/Autonomous bodies under MHRD (CBSE, CISCE, KVS, NVS, CTSA, AEES, Sainik Schools under Ministry of Defence)	31st July
3.	Scrutiny and forwarding of short listed candidates by State Govt./UT/Organizations with Minutes to The Joint Director, CIET-NCERT, New Delhi- 110016	31st August
4.	Scrutiny of short listed candidates by CIET-NCERT and forwarding Final list for consideration to Ministry of HRD, Govt. of India.	27-30 December
5.	National ICT Award for School Teachers- Award Function	5th September



## **2. Guidelines for submission of nomination/ entry for the National ICT Award for School Teachers-2016**

- A teacher Portfolio should be submitted along with the Entry Form.
- The portfolio should include evidence of the teacher's awareness and use of ICT in his/ her own professional development, in improving his/ her teaching- learning, and in enhancing overall quality of education in schools and community.
- The portfolio should document sustained systematic work using ICT over the years.
- The portfolio should include relevant supporting documents, tools, reports of activities, field visits, photographs, audios or videos.
- E-contents listed in the portfolio (Audios, Videos, Multimedia, Charts, Maps, Models lesson plans and images) should be uploaded/ shared online.



*National ICT Awards for School Teachers–2016*  
*for*  
*“Using ICT for Innovations in Education”*

***Entry Form***

**Section A:**

<b>S. No.</b>	<b>ICT Environment in the School</b>
<b>1.</b>	Name of the School:  UDISE Code:
<b>2.</b>	Postal Address of the School:  Phone Number (with STD Code):  Fax:                                      Email address:                                      Mobile No:
<b>3.</b>	<b>Category of Award applied for (pl. put tick mark on appropriate category):</b> (i) Schools from States (Government and Government aided Schools) <input type="checkbox"/> (ii) Schools from UTs (Government and Government aided Schools) <input type="checkbox"/> (iii) Schools run by Kendriya Vidyalaya Sangathan (KVS) <input type="checkbox"/> (iv) Schools run by Navodaya Vidyalaya Samiti (NVS) <input type="checkbox"/> (v) Schools affiliated to CBSE <input type="checkbox"/> (vi) Schools affiliated to CISCE <input type="checkbox"/> (vii) Schools under Central Tibetan Schools Administration (CTSA) <input type="checkbox"/> (viii) Schools under Ministry of Defence (MOD) i.e. Sainik Schools etc. <input type="checkbox"/> (ix) Schools under Atomic Energy Education Society (AEES) <input type="checkbox"/>
<b>4.</b>	Name of the State/UT/Autonomous body under MHRD, Govt. of India:
<b>5.</b>	Category of the school (please put a tick mark): a) Primary <input type="checkbox"/> b) Upper Primary <input type="checkbox"/> c) Secondary <input type="checkbox"/> d) Higher Secondary <input type="checkbox"/>
<b>6.</b>	Describe the ICT environment in your school (attach separate sheet/ pages if required):  Hardware (list all equipment and their quantity):  Software (list all software applications):  Located in (tick all applicable):  Office Room <input type="checkbox"/> Laboratory <input type="checkbox"/> Staff Room <input type="checkbox"/> Classrooms <input type="checkbox"/>  Internet (Type, Availability and Location):



7.	Describe your personal use of ICT: Using ICT from (year)_____ (Number of years)_____ Frequency of use: Always <input type="checkbox"/> Once Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Hardware (list all equipment you use normally): Software (list all software you use normally):
8.	What do you use ICT for?
9.	Describe an ICT activity you have done, which showcases your best use of ICT for Education (attach supporting evidence, if any):

***Information about the Teacher and the Innovation in ICT Integration***

**Section B:**

<b>S. No.</b>	<b>General Information and Profile of the Teacher (Please provide all the information):</b>	
1.	Name of the Teacher (in capital letters):	
2.	Email Address of the teacher: Mobile No:	
3.	Residential Address and Phone no.:	
4.	Date of Birth:	
5.	Gender	
6.	Educational and Professional Qualifications:	
7.	Teaching Experience (in years):	
8.	Subjects and Class Taught:	
9.	Have you participated in any contest for integration of ICT in innovative teaching (in or outside classroom)? If yes, please give details.	
10.	Have you won any award in the above-mentioned contest? If yes, please give details of the same.	



11.	What has been the overall impact of your use of ICT in Teaching – Learning Process?	
12.	What has been your contribution to the school with respect to ICT integration?	
13.	What are your future plans about ICT integration and enhancing quality of education?	

### Section C:

S. No.	<b>About the Teacher's efforts towards Integration of ICTs in Education. Please provide supporting documents, wherever necessary:</b>	
1.	Describe (in about 500 words) your strategy implemented for use of ICT in teaching-learning. The write up should highlight the educational issues, integration of ICT tools, e-resources and students involvement in ICT integration.	
2.	How has ICT helped you in your own professional growth? Describe how it has helped you improve as a teacher.	
3.	Analyze your usage of any one (or a set of) ICT tools, software or e-resources, showing clearly how it helps you address educational issues.	
4.	Please give details of activities/ innovations implemented by you in the last two academic years 2014-15 and 2015-16, where you have successfully integrated ICT in teaching-learning. Attach supporting documents/ evidence.	
S. No.	Class	Topic/ Title of Activity
I.		
II.		
III.		
A.	How have you helped students to use ICTs for self-learning, investigation and experiments?	
B.	How have you engaged your students in cooperative/ collaborative learning using ICT?	



<b>C.</b>	How have you been using ICTs to support the development of higher order thinking skills among students? Attach copies of student assignment/ work showing ICT use.	
<b>D.</b>	What are the various assessment strategies adopted by you in the regular class room teaching which indicate the impact of ICT use? Attach samples of your work related to ICT integration	

**Check List of documents to be attached:**

**A. Teacher Portfolio**

**B. Entry Form**

**C. Supporting documents/ evidence [attach following supporting documents (soft copy and hard copy)]**

- Supporting documents related to implementation of the ICT enabled teaching learning with students. (e.g. photographs, field visit report, posters, banners, URL of website, group, blogs etc.)
- Students assignments related to ICT integration work (at least two samples)
- Assessment tools used

**Signature of the Teacher**

**Signature of the Principal  
of the School (with seal)**

**Name (in capital letters)**

**Name (in capital letters)**

**Place:**

**Place:**

**Date:**

**Date:**

**(To be counter signed by the Principal of the School with Seal)**

**Note:**

- **Nominations/ Entry of teachers should be sent to their parent organization through proper channel.**
- **Nomination/ Entry should not be sent directly to CIET-NCERT**

# ICT Curricula at a Glance

## Strands of the Curricula

**T  
E  
A  
C  
H  
E  
R  
S**

- Possibilities in education
- Reaching out and bridging divides
- Connecting with the world
- Connecting with Each Other
- Creating with ICT
- Interacting with ICT

**S  
T  
U  
D  
E  
N  
T  
S**

### ICT Course for Teachers

#### Course Organization

Induction -1 (Beginners) - 10 days

Set of 9 refreshers - Each refresher  
for 4 days

Induction -2 (All Teachers) - 5 days

**(51 days across one academic year)**

#### Advanced Modules

Ten additional refereshers are available to extend learning of teachers through a range of exposure to ICT. Based on availability of time/ resources, the stakeholders can choose advanced modules. It requires additional 40 days

### ICT Course for Students

#### Course Organization

##### Class VI - VIII

Spans 3 years

30 weeks per year

3 sessions per week

##### Class IX - XII

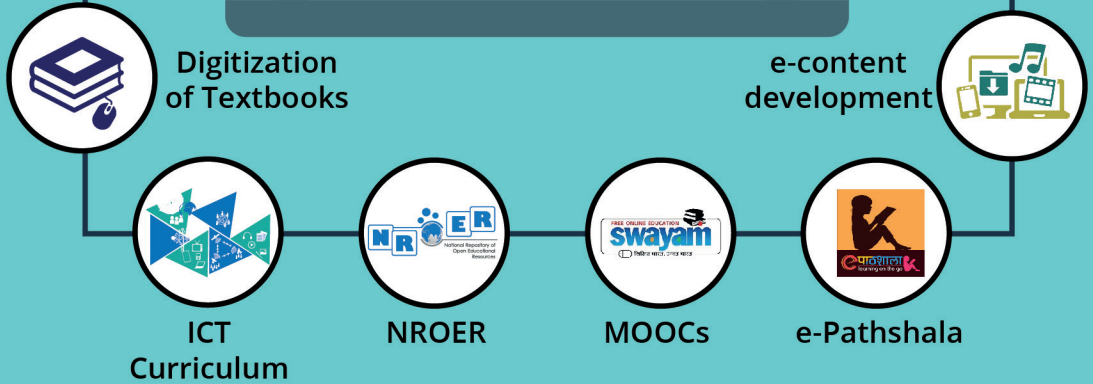
Vocational Course -11 Courses

Each course - 4 Levels across  
class 9 to 12

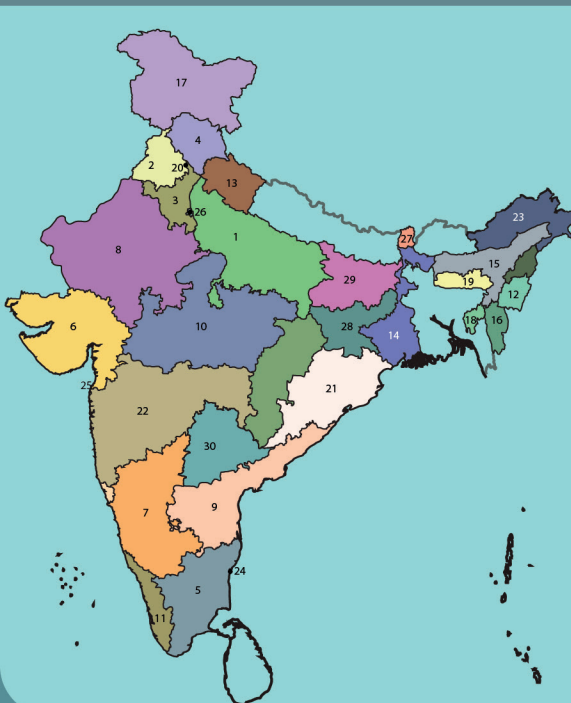


# Promoting Digital India Campaign

## Training of State Resource Groups (SRGs) on ICT Initiatives



## 30 States & UTs Covered



1. Uttar Pradesh
2. Punjab
3. Haryana
4. Himachal Pradesh
5. Tamil Nadu
6. Gujarat
7. Karnataka
8. Rajasthan
9. Andhra Pradesh
10. Madhya Pradesh
11. Kerala
12. Manipur
13. Uttarakhand
14. West Bengal
15. Assam
16. Mizoram
17. Jammu & Kashmir
18. Tripura
19. Meghalaya
20. Chandigarh
21. Odisha
22. Maharashtra
23. Arunachal Pradesh
24. Puducherry
25. Daman & Diu
26. Delhi
27. Sikkim
28. Jharkhand
29. Bihar
30. Telengana

# EDUCATIONAL TELEVISION PROGRAMMES OF NCERT ON SWAYAM PRABHA



Government of India has launched 32 DTH TV Channels.  
The NCERT is the national coordinator for one such channel i.e.

**'KISHORE MANCH'**

The channel envisions :

1. Telecast of curriculum based contents
2. Telecast of Teacher training modules
3. Promote life-long learning



National Repository of  
Open Educational  
Resources

CONNECTING KNOWLEDGE

CONNECTING PEOPLE

Bridging divides

Building partnerships

Nurturing networks & interest groups

NROER is a collaborative platform, involving every one interested in children, teacher and education. The repository endeavours to bring together all digital and digitisable resources for the school system - for all classes, for all subjects and in all languages. The repository will also provide platform for Massive Open Online Courses (MOOCs) and online forums for different stakeholders.

[nroer.gov.in](http://nroer.gov.in)

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

**The Joint Director**

**Central Institute of Educational Technology  
National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi - 110016**

**Tel.:- 011-26962580 | Fax :- 011-26864141**

**Email :- [jdciet.ncert@nic.in](mailto:jdciet.ncert@nic.in)**