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National Awards to Teachers :

Rewarding Good Teachers

It has rightly been said that all a good school needs is a good teacher. All other interventions can be reduced to nought if there are no good teachers.

In recognition of this, the National Teachers Awards were instituted in 1958. In 2018 the scheme was revised and many new features were introduced.

The awards, which are the most prestigious of their kind in the country, recognize the contribution of the finest teachers and heads of schools. These individuals have made a difference to the lives of countless children through their sincerity and integrity and are a source of inspiration to all.

Introduction

National Awards to Teachers

The National Awards to Teachers was instituted in 1958 to recognize excellence and commitment of teachers in shaping the minds as well as future of the youth.

These prestigious awards are given on the 5th September of every year, coinciding with the birth anniversary of Dr. Sarvepalli Radhakrishnan, former President of India.

In keeping with the changing times and advent of technology the guidelines for the awards were revised in 2018 thereby ensuring transparency and fairness.

The features of the new scheme are as under:

- i) Online self-nominations from teachers were invited on www.mhrd.gov.in. The Web portal was developed by the Administrative Staff College of India (ASCI).
- ii) About 6000 applications were received from teachers from all over the country clearly indicating that the initiative was successful.
- iii) All regular teachers were eligible and no minimum years of service was required. This enabled meritorious young teachers to apply.



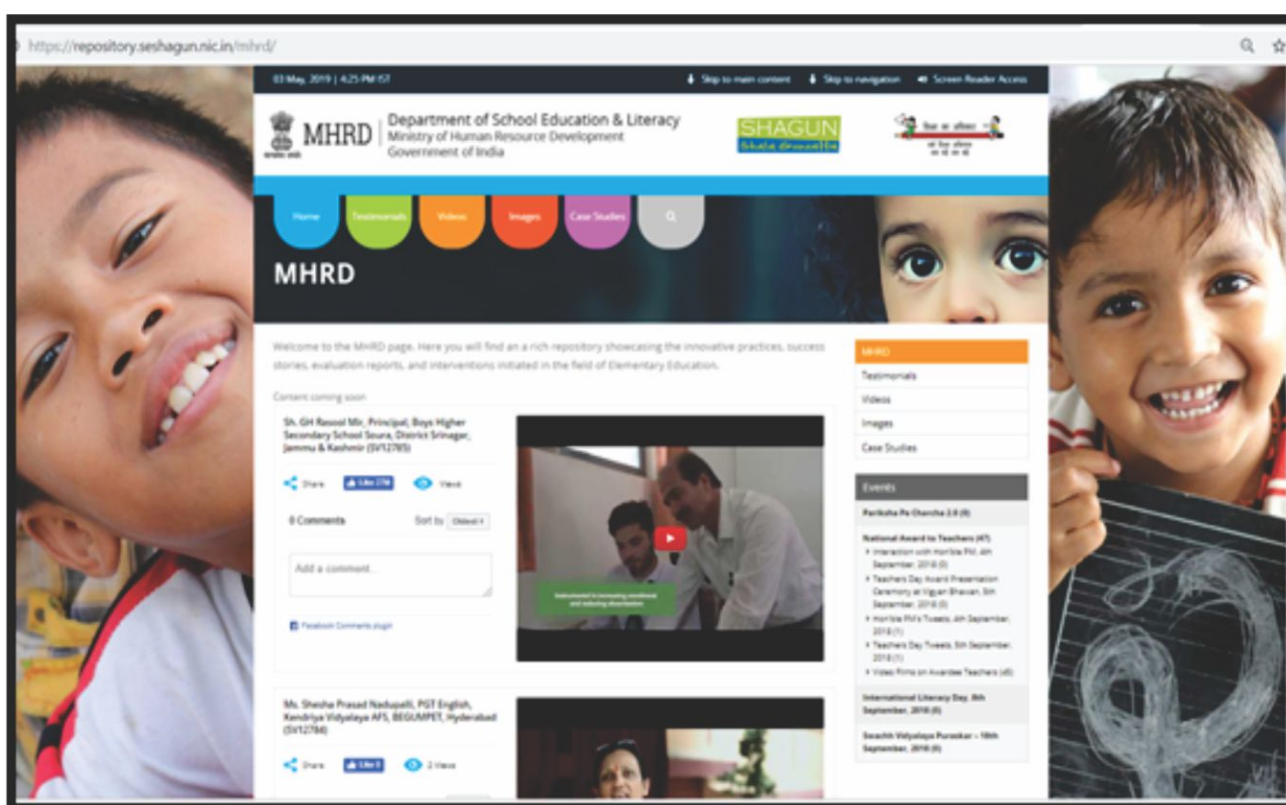
- iv) The number of awards was rationalized to 45, thereby restoring the prestige of the awards.
- v) No State, UT or Organization had a quota in the final selection. This encouraged them to compete for the awards.
- vi) An independent Jury at the National level made the final selection. The Jury reviewed the list of 152 candidates forwarded by all States, UTs and Organisations. Each nominee made a presentation before the Jury, which made a final assessment and recommended 45 names for the Teachers Awards.

Hon'ble Prime Minister interacted with and felicitated the awardee teachers at his residence on 4th September 2018.



National Awards to Teachers

For the first time in the history of the National Awards to Teachers, high quality films of 1-minute duration on the exemplary work done by each one of the 45 awardees was made in association with the National Film Development Corporation (NFDC). The films have been shot on location in the respective schools of the awardees, artistically and succinctly capturing the wide gamut of innovative activities like promotion of joyful learning through art and theater, resource mobilization from community, use of educational apps & ICT, development of school nutrition gardens etc. The films can be accessed at <https://repository.seshagun.nic.in/mhrd/>



The films vividly depict activities of Awardees like Arvind Jajwre from Jharkhand and Vikram Adsul from Maharashtra imparting joyful learning to reduce drop outs and increase enrolment. The films on Rakesh Patel from Gujarat, Imran Khan from Rajasthan deploying ICT and child friendly activity based learning to transform their schools into abodes of learning are not only a visual treat but also inspirational. The films on Ms. Shaila R.N. from Karnataka who mobilized community support to improve school infrastructure and Ms. Karma Chomu Bhutia from Sikkim striving to increase enrolment, are a tribute to the power of teachers transforming society.



In an impressive ceremony conducted at the Vigyan Bhawan, the Hon'ble Vice President gave away the awards to the 45 selected teachers on 5th September, 2018.



Vikram Sonba Adsul

Assitant Teacher, ZPP School Bandgarwasti, Handalwadi,
District Ahmadnagar, Maharashtra

Mr. Adsul has been able to innovate his teaching through dramatization and adoption of joyful learning experiences based largely on outdoor activities. Working in a difficult terrain and in the context of an economically and socially marginalized community, he has been able to help mobilize community support for the establishment of a computer lab in his school and helped the school achieve high academic performance. His work has taken the school towards remarkably better enrollment and lower dropout rates.



Mamta Awasthy

Headmistress, Govt. Primary School, Dongeythang,
District East Sikkim, Sikkim

Ms. Mamta has shown enthusiasm and exemplary initiative in creating a primary school which is attractive and conducive to the enrolment and retention of young children. She has developed innovative practices for classroom teaching and learning for primary school goes through reading corners, use of local TLMs, health checkups, use of music, activating parental / mothers participation in school activities and above all providing a joyful and energetic atmosphere in the primary school. She has been instrumental in a larger dissemination of her school good practices by being a resource person in State level development of textbooks, teachers guides and in adult education programmes to achieve the State goal of 100% literacy.

Manju Balasubramanyam

Principal, Delhi Public School, Bengaluru

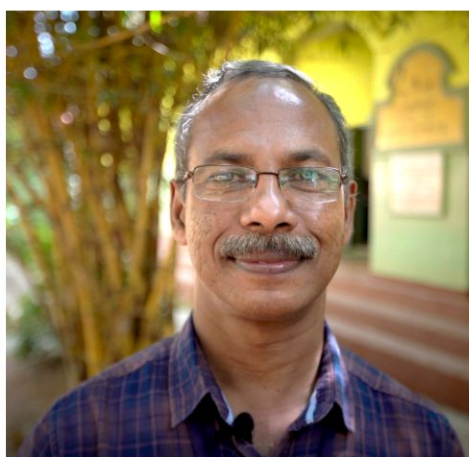
As a Principal, Ms. Manju has led the overall development of the school as a well regarded Institution. She has contributed to developing a congenial atmosphere with respect for diversity and the active inclusion of children with special needs in the school. Ms. Manju has also actively worked as a resource for educational development of online programmes and in the area of inclusive education, at State and National fora for education development.



Karma Chomu Bhutia

**Headmistress, Pakshep Jr. High School,
District North Sikkim, Sikkim**

Ms. Karma has demonstrated leadership qualities of a high order in running a clean, colourful and academically sound school. She has provided a very balanced and dedicated guiding hand where implementation of major government programmes has been done with sincerity, seriousness and contextualization, be it the MDM programme with all organically sourced foods, cleanliness & hygiene and the promotion of the girl child, campaigns. The school has not only been able to ensure good enrolment but has also effectively checked drop outs. The introduction of ICT technologies in enabling young students to use computers and building up their general knowledge, has been notable.



Hydros CK

**Headmaster, Government Higher Secondary School,
Moolankave, District Wayanad, Kerala**

Mr. Hydros has involved the PTA extensively in school development and also mobilized community contribution for arranging school buses, digital classrooms, student workbooks etc. He has taken several initiatives for improving student learning outcomes including student workbooks, an academic master plan for each class and SSLC preparation camps. Several innovative science projects, including some in robotics, have emerged under his guidance.

Dr. Rameshappa G.

**Physical Education teacher, Govt. Jr. College, High School
Section, Vijayapura, Devanahalli, District Bangalore Rural,
Karnataka**

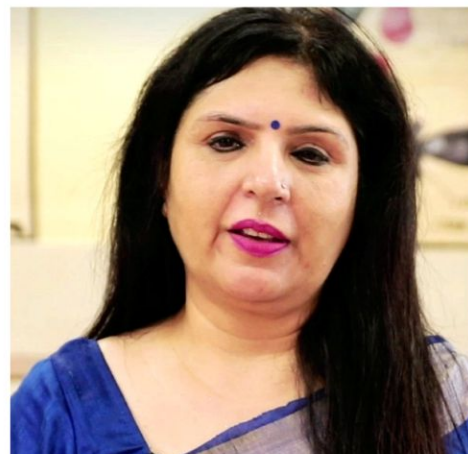
Dr. Rameshappa has been able to build a positive and encouraging atmosphere in the school towards physical education and yoga. He has systematically built up innovative practices and methodologies to attract and sustain student participation in physical education programmes such as use of e-content for yoga and outdoor games, use of yoga for children with obesity, achieving excellence in athletics, wrestling and volleyball as well as providing a gender positive and sensitive environment for children with special needs.



Geeta Gangwani

Principal, Bal Bharati Public School, Rohini, Delhi

Ms. Geeta, apart from being a Principal, is a Chemistry Teacher and has created innovative teaching learning practices in the subject for secondary and higher secondary levels of education. She has developed Teaching Learning Materials using ICT enabled applications which have helped in improving classroom transactions. Ms. Geeta has strongly advocated the use of E-Learning tools in chemistry teaching and has networked with many Government and Non-Government educational development fora as a resource person. As a School Principal she has included ICT in school management systems.



Santosh N Gaonkar

Headmaster, Poira High School, District North Goa, Goa

Mr. Gaonkar has been instrumental in the school's consistently good Class-X examination results. As a science teacher, he has organized science exhibitions and supported his students' participation in National Children's Science Congress. He has regularly presented his teaching aids and demonstrations in other schools and exhibitions and his entries have received awards. He is a resource person for science teaching at State level.

Dr. Gopal Jee

Headmaster, Govt. Urdu Middle School, Banchauri, District Sitamarhi, Bihar

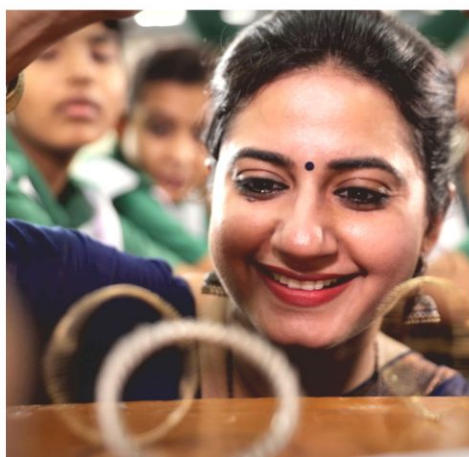
Under the watch of Dr. Gopal Jee, the School has demonstrated a steady increase of student achievement. Apart from his efforts at innovative teaching through the effective use of activity based approach and TLMs, he also focussed on organization of activities aimed at enhancing awareness about environment and conservation. He mobilized community resources to establish ICT facilities in his School. Situated in a rural setting characterized by poverty and illiteracy, he has engaged consistently with families to increase enrollment and to reduce dropout rate particularly of girls.



Harinder Singh Grewal

ETT teacher, GPS Purana High Court, Nabha,
District Patiala, Punjab

Mr. Grewal has successfully mobilized the local community for improving enrollment, school infrastructure and other aspects of school improvement including setting up of smart classrooms. He has contributed to development of e-content at the state level and promoted the use of ICT in schools for improving teaching-learning. Some of his innovative experiments include educational park, use of building elements as learning aids and low-cost TLMs.



Manu Gulati

TGT English, SKV No. II Punjabi Bagh, New Delhi

Ms. Gulati has developed innovative methods for English language teaching-learning like use of ICT, music and dance. She has shared her classroom activities and innovative experiments in several journals and resource books. She has also contributed to development of e-content for teaching of English through State and National Level academic institutions. She is supporting other school teachers as a mentor teacher.

Sashanka Hazarika

Graduate teacher in Science, Dahi Higher Secondary
School, District Darrang, Assam

Mr. Hazarika has pioneered the use of ICT enabled tools in teaching learning practices in his school. He has encouraged computerization and the development of appropriate softwares for use in classrooms. To ensure wider dissemination of ICT enabled teaching learning materials so developed, large number of videos have been put up by him on the Internet. Mr. Hazarika has also actively helped the school in enhancing enrolment which has grown substantially over the last few years and is representative of the community's faith in the performance of the school.



Khangembam Indrakumar Singh

Primary teacher and in-charge Headmaster, Kumbi Sandhong Primary School, District Bishnupur, Manipur

Mr. Singh has overcome many challenges to develop his school and make it attractive for the local community to send their children for primary education. He has worked tirelessly to refurbish the school building and its interiors, change teaching learning practices by developing simple TLM's and has provided for special residential programmes for slow learners, with the effective assistance of the local community and parents.



Arvind Raj Jajware

Assistant Teacher, Primary School Gopalpur, District Deoghar, Jharkhand

Mr. Jajware has worked with dedication to improve his primary school through community participation in ensuring that local efforts directly contribute to strengthening school infrastructure and significantly enhancing student enrolment and attendance. He has adopted joyful teaching learning practices with plentiful use of low cost teaching materials and has uniquely provided for the sharing of good practices of the school through Internet based applications.

Pari Baldevpari Javerpari

Teacher, Shri Barwala Madhyamik Shala, Barwala, District Junagadh, Gujarat

Mr. Pari makes learning mathematics effective and enjoyable through the use of ICT. Through use of computers, he makes mathematics teaching a lot of fun. He has developed several mobile apps that help students engage actively and effectively with curricular experiences in mathematics. He is a key resource person in ICT workshops for teachers. His classroom videos have been uploaded on the Internet and have high levels of viewership.



Dr. Suman Jhakar

Principal, G Mohta GSSS Rajgarh, District Churu, Rajasthan

As Principal, Dr. Jhakar helped mobilize huge community funding of many infrastructure facilities in her school like classrooms, laboratories, toilet block, smart classrooms and computer equipment. Under her leadership as Principal, the enrolment of this girls' school has increased manifold. She has promoted a wide-range of co-curricular activities like eco clubs, sports, educational trips, NSS etc.



Basruddin Khan

Headmaster GHS Tapkan, District Mewat, Haryana

As Headmaster, Mr. Khan has promoted girls' education in an educationally backward area. He has focussed on improving school infrastructure, increasing enrollment, completion and school results. He has worked for identification and enrollment of out-of-school children with extensive support from the community.

Dr. Usha Khare

Principal, Govt. Girls Higher Secondary School, Jahangirabad, District Bhopal, Madhya Pradesh

Dr. Khare has been able to renovate her school and set up new facilities with resources mobilized through her community-oriented work. She has established a Teaching-Learning Centre and e-library in her school. She has been able to increase enrolment and retention of girls through community oriented work as well as through making learning more effective and strengthening linkages with vocational education.



Motilal Koirala

Principal, Govt. Sr. Secondary School, Kewzing,
District South Sikkim, Sikkim

Mr. Koirala has demonstrated good leadership as a Principal, by developing a well ordered and neat school environment as well as by providing many inputs for effective student development and improved academic achievements. He has effectively mobilized and utilized funds from national programmes to build and maintain school buildings, have extensive outreach programmes to include parents and lady guardians as well as by introducing the latest ICT technologies such as biometric attendance, use of ICT in teaching of maths and science as well as encouraging students to publish an e-magazine.



Sunil Kumar

JBT, GPS Bandol, District Kangra, Himachal Pradesh

Mr. Kumar has involved the community in school development, especially infrastructure improvement. He has introduced several ICT- based innovations including smart classrooms, paperless classrooms and video conferencing with community and officials. Some of his other innovations include herbal garden, bagless school, use of dictionary by children and promotion of health and hygiene.

Sarvest Kumar

Head Teacher, Primary School Moorghat,
District Basti, Uttar Pradesh

Mr. Kumar's efforts have led to a huge increase in the school's enrollment. By involving the local community, he has helped improve the school infrastructure including development of smart classrooms. His efforts in introducing ICT in the teaching-learning process include development and use of many educational videos which have been uploaded on Internet platforms. He also supports several co-curricular activities in his school.



M. Shivakumar

Assistant Teacher, Govt. High School, Cheemangala,
District Chikkaballapura, Karnataka

Mr. Shivakumar has demonstrated that learning of mathematics can be made effective and attractive through appropriate use of an ICT environment. His classroom videos uploaded on the Internet are viewed widely. He has made mobile Apps for helping students prepare better for the SSLC examination. He has maintained close contact with the families of his students, thus ensuring their regularity at school and facilitating greater achievement. He has also been writing and directing school plays, particularly on socially important themes.



Mohammad Imran Khan Mewati

Teacher, Government Varishth Upadhyay Sanskrit School,
District Alwar, Rajasthan

Mr. Mewati has developed a very large body of educational e-content including videos which have been uploaded, websites, mobile phone Apps, etc. His educational Apps cover a range of subjects at primary and secondary level and also support students for competitive examinations. These Apps are available free of cost for students and teachers. He was instrumental in establishment of the computer lab in his school.

GH Rasool Mir

Principal, Boys Higher Secondary School Soura, District
Srinagar, Jammu & Kashmir

Mr. Mir has mobilized parents and community for infrastructure development, increasing enrollment, reduction in absenteeism and promoting peace. He has led the setting up of the school library and upgradation of laboratories. As a Chemistry teacher, he has been involved as resource person for training of other teachers. Under his leadership, the school's results in Class-X have improved over the years.



Omprakash Mishra

**In Charge Headmaster, Govt. High School, Jeypore,
District Koraput, Odisha**

Working as Mr. Mishra does, in a remote and difficult area, he has led his school to demonstrate high percentage of success in the State board examinations. He was able to mobilize sizeable community support for equipping the school with furniture, fixtures, equipment and so on. He has published widely and his books are used by teachers in the district. He has worked as key resource person in science and mathematics teaching. He has been able to support effective use of school labs and ICT in the teaching of science and mathematics.



Amitava Misra

**Head Teacher, Gobindpur Primary School, Gobindpur,
District Purulia, West Bengal**

Mr. Misra has been able to mobilize high levels of support in terms of material, physical labour and money from the community members, colleagues and the civil society, to bring about a remarkable transformation in the school environment and facilities. He demonstrates that it is possible to integrate nature walks and fieldwork on a regular basis into transaction of curriculum. He has been working with children from marginalized communities during the out of school hours and holidays. He has published widely and has edited some periodicals. He has been a resource person in in-service teacher training programmes.

Murugan

**Senior Graduate Teacher, Government Higher Secondary
School, District Peren, Nagaland**

As a mathematics and science teacher for middle and secondary level, Mr. Murugan has taken an active interest in the development and use of teaching learning materials for effective classroom teaching and this has directly contributed to the academic achievements of the students in their class X board examinations, where the school results have been above the State average. Mr. Murugan has also helped to develop an interest in science amongst the students of the school as well as in the district at large, by organizing programmes such as district science congress and teacher training workshops.



Shesha Prasad Nadupalli

PGT English, Kendriya Vidyalaya AFS, Begumpet, Hyderabad

Ms. Shesha Prasad has developed unique teaching tools for the teaching of English in which she has also incorporated many ICT applications which have led to improved pedagogic practices. She has also contributed to the dissemination of these improved practices through KVS Zonal and CBSE Board teaching training programmes as a resource person.



Pragya Nopany

PGT Physics, Birla Vidya Niketan, Delhi

Ms. Pragya has dedicated herself to making the teaching of Physics at secondary and senior secondary levels, in a manner where students instead of fearing Physics, are in turn fascinated by the subject. She has developed and introduced improved and innovative teaching learning practices in the subject and has at the same time prepared her students to compete successfully in their school board examinations. She has also invested time and effort in propagating the love of Physics through networks with fellow subject teachers from other schools as well as by contributing to national level curriculum development and teacher training programmes.

Sushila Rupji Pasaria

Incharge Headmistress, Central Primary Marathi School, District D&NH, Dadra & Nagar Haveli

Ms. Sushila has spread awareness for education and mobilized community and parents to increase enrollment and reduce dropout. Her efforts to improve student learning include setting up of reading corners and painting of school walls as learning aids. She promotes co-curricular activities like eco club, kitchen garden, sports and yoga, educational tours and tree plantation. She has demonstrated good school leadership.



Patel Rakesh Kumar Chandrakant

Head Teacher, Nava Nadisar Prathamik Shala, Nadisar,
District Panchmahals, Gujarat

Mr. Patel has developed strong community linkages through household-based work in the village and effective use of social media. Both these have helped increase multifold the student strength in his school. He has been able to develop his school as a Mastiki Pathshala with an attractive and stimulating school environment that supports effective learning. He has been innovative in his classroom activities.

He has participated in the development of textbooks and has contributed considerably in terms of e-contents. He has been an active blogger on issues related to innovative pedagogy.



Lutni Perme

Headmaster, Govt. Secondary School Pasighat,
District East Siang, Arunachal Pradesh

Mr. Lutni has guided the school in its academic performance as well as in the overall development of the students' personalities through co-curricular activities like gardening, sports, literary and cultural activities as well as by imparting computer based education to children. He has also built an effective liaison with parents and the community to support school development.

Bandari Ramesh

School Assistant, Zilla Parishad Secondary School,
Venkatapur, District Warangal Urban, Telangana

Mr. Ramesh has contributed to the development of innovative practices in the teaching learning of mathematics at the secondary level. He has developed over 150 TLM models for effective teaching of maths and extensively uses ICT tools for the same. This has positively impacted the results of the school in public examinations with nearly cent percent results. He is an active resource person for national school education programmes as well as a contributor to textbook development.



Narra Rama Rao

**Headmaster, Zilla Parishad High School, Borgaon P.,
District Nizamabad, Telangana**

Mr. Rao has shown good school leadership abilities by winning the community's faith in the school by dramatically enhancing the enrolment of children over a period of 4-5 years. Notable in this exercise has been the enrolment of children who were out of school specially from the working class population. Mr. Rao has also demonstrated remarkable achievements in popularizing science and developing a scientific temper amongst the students and the community at large.



B S Ravi

**Headmaster, Zilla Parishad High School, Amaravai,
District Jogulamba Gadwal, Telangana**

Mr. Ravi has involved the community in increasing enrollment and improving school infrastructure. His focus on improving student learning is reflected in development of TLM for all subjects and all classes and encouragement of group discussions in the classroom. He has enabled regular use of school library, science and computer labs as a part of regular teaching learning practices in the school.

Meka Susatya Rekha

**School Assistant, Nivedita Kishore Vihar English Medium
Aided High School, Rajamundry, District East Godavari,
Andhra Pradesh**

As a teacher of mathematics and physical sciences, Ms. Rekha has enriched classroom transactions and learning levels by the introduction of e-content materials, development of videos and demonstrations. These efforts have positively impacted the school results in the public examinations. The dissemination of this e-content through social media applications and Internet has enabled its wider use.



R Sathy

**Headmistress, Panchayat Union Primary School,
Malumachampatty, District Coimbatore, Tamil Nadu**

Ms. Sathy has helped increase school enrolment and eliminate dropout through a wide range of community mobilization activities. The children's 'Kutti Commando Force' has helped the village being recognized as open defecation free. She has introduced several innovative strategies to improve student learning including activity-based learning, use of role-play and learning through e-content on tablets. She has led the organization of many co-curricular activities in the school.



Shaila R.N.

**Headmistress, Govt. High School T. Dasarahalli, District
Bangalore North, Karnataka**

Ms. Shaila has shown a high order of school leadership and management abilities by demonstrating a dramatic improvement in the school infrastructure by effectively utilizing State budget allocations and mobilization of funds from NGOs and the community. While providing all round development of the students, she has also guided the academic health of the school which has consistently shown very good results in the public examinations.

She has also been instrumental in providing special programmes for students who are lagging behind in academics. Attention to the psychological and physical health of the students in the school is also a model practice. Dissemination of good practices by her as a State resource person is helping the cause of developing model schools across the State.

Jayanthi Sheshadri

English Teacher, Loyola School, Jamshedpur, Jharkhand

As an English teacher, Ms. Sheshadri has used creative teaching techniques in building learning abilities among students, in the subject. She has helped her school build mentoring networks with alumni, parents and the community and has also spearheaded rural outreach projects through knowledge sharing workshops and training sessions.



Kirandeep Singh

**Maths Teacher, Government Senior Secondary School
Sihora, District Ludhiana, Punjab**

Mr. Singh has contributed to the improvement in teaching-learning of mathematics in his school through establishment of a mathematics hub, maths park, maths laboratory, smart classroom, maths library, mathematical models and games. He has developed a wide-range of low-cost TLMs for teaching of maths in a joyful way. He has also contributed to state-level EDUSAT programmes.



Ishwari Kumar Sinha

**Assistant Teacher, Govt. Primary School, Chitaud,
District Balod, Chhattisgarh**

Mr. Sinha has made science teaching more meaningful and effective through use of experiments and observation using environment and nature as a resource and through field activities. He has attached much significance to team work and team leadership in his pedagogic and curricular strategies. He has organized Summer camps for children. He has been devoting out of school hours for supporting children with learning difficulties. He has worked on digital and

computer assisted learning.

Sutapa Sur

**Headmistress, Kalikishore High School, Kakraban,
District Gomti, Tripura**

Ms. Sutapa has shown a steady and constructive approach to the over-all development of her secondary school, which has shown demonstrable success in the school results of the class X Board exam, wherein consistently high pass percentages have been achieved. She has also steered the all-round development of students through co-curricular, cultural and national integration activities.



Narendra Kumar Tiwari

**Principal, Govt. Higher Secondary School,
Mitthunawagaon, District Bilaspur, Chhattisgarh**

In spite of difficult circumstances, Mr. Tiwari has been able to develop his school well, demonstrating high enrollment, high levels of student participation and remarkably better performance of students in the board examinations. He mobilized substantial support for his school from the community in terms of donations of land and computers. He has done work in chemistry teaching through writing of textbooks and other materials. He has been a key resource person in several workshops and training programmes.



Vidhu K. P.

**Headmaster, NSS LP School, Kappu,
District Ernakulam, Kerala**

Through his leadership and efforts, Mr. Vidhu has been able to make his school a Smart School, largely using resources that he has been able to mobilize from his school management and community. He has created an effective digital learning environment in his school by developing ICT tools for managing the school's functioning and IT integrated resources for teaching and learning. By installing a face recognition attendance system and by working as the school bus drivers, he and his colleagues are able to keep in touch with the parents on a regular basis. The school-community farming programme and a film produced in-house are some interesting features of his school. He has been a key resource person for the State.

GS Zaithantluanga

**Headmaster, Govt. Diakkawn High School, Khuangpuilam,
District Kolasib, Mizoram**

As a Headmaster, Mr. Zaithantluanga has guided the school towards academic and co-curricular achievements in a sustained manner. He has particularly worked towards developing a scientific temper amongst students by active participation in national science programmes like INSPIRE and the National Children's Science Congress. He has also provided for the development of local culture amongst students who have in turn represented the State in national level cultural competitions. He has initiated the adoption of vocational education and skill training in the school by blending skills with the academic curriculum.



