शिक्षकों हेतु राष्ट्रीय आईसीटी पुरस्कार | **201**9 National ICT Award for Teachers



स्कूल शिक्षा और साक्षरता विभाग शिक्षा मंत्रालय, भारत सरकार

Department of School Education and Literacy Ministry of Education, Government of India

शिक्षर्को हेतु राष्ट्रीय आईसीटी पुरस्कार National ICT Award for School Teachers **2019**



स्कूल शिक्षा और साक्षरता विभाग शिक्षा मंत्रालय भारत सरकार Department of School Education and Literacy Ministry of Education Government of India



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INTRODUCTION

National ICT Award for Teachers

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 efforts of the Government of India (Gol) seek to deepen the use of ICT in almost every sphere of life. The Digital India Campaign (2015) of Government of India (Gol) 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 principles 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. National Education Policy-2020 also emphasizes on the extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational

planning and management. In para 23.2, it further states- "Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be seen in present time." The Information and Communication Technology [ICT] intervention under Samagra Shiksha also has a component to provide IT infrastructure to schools and TEIs to facilitate innovative use of ICT in school and teacher education leading to improved quality in all the spheres of school and teacher education. Para 5.5.1.7



under "ICT and Digital Initiatives" states- "Today, technology has increasingly become a vital element in the enhancement of quality in education. The use of ICT would help transform the process of teaching and learning from the traditional instructional teacher-centred endeavour to a learner-centred approach. Therefore, teachers need to equip and acquaint themselves with the use of technology for pedagogical practices which would lead to improved efficiency."

The NEP-2020 also states that "the motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation" (NEP-2020 chapter-5 Teachers: Page 21 para 5.1). It further states "Teachers will be recognised for novel approaches to teaching that improve learning outcomes in their classroom (NEP-2020, chapter-5, Teachers: page 23, para – 5.14). To motivate stakeholders 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.

In the given context, the purpose is to recognise teachers through the ICT Excellence Award for imparting quality education. This award is bestowed upon those exceptional teachers and teacher educators who use and integrate ICT in innovative ways in classrooms for teaching, learning, use of pedagogical approaches, curriculum design, content development and design along with assessment and training. In the current year, it is proposed to organise various activities related to the ICT Excellence award, like inviting online applications through a dedicated portal, online self nominations by prospective candidates, receiving nominations from State/UT/Organisations level authorities, organisation of National level jury meeting and Award ceremony for the years 2020 and 2021. It has now been envisaged to extend the organisation of Award ceremonies also for the Teacher Educators (School Complexes, CRCs, BRCs, BIETs, DIETs, CTE/IASE, SCERTs/SIEs, SIETs, SIEMAT etc.) and for the States/UTs for their best practices. The teacher educators who apply for these awards have to submit their portfolios containing evidence of innovative use of ICT in teaching, learning, assessment and training. Thereafter, a constituted jury scrutinizes these portfolios to select the best entries. Based on the deliberation and concern of the Ministry of Home Affairs and Ministry of Education, the number of awards for teacher educators

and States has been rationalised. Now there will be 36 ICT Excellence Awards for School Teachers, 10 for Teacher Educators and 3 (First, Second and Third) Awards for State/UTs for the best use of ICT in Education.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN SCHOOL EDUCATION

Introduction

The Government of India seeks to strengthen the use of ICT in almost every sphere through its flagship programme under Samagra Shiksha. To promote the use of ICT in school education, the Government of India had introduced ICT@ Schools scheme in the year 2004 {by merging the scheme of Educational Technology -1972 and Computer Literacy and Studies in Secondary Schools (CLASS)-1984}. As a continuously evolving component, it has been revised and subsumes under Samagra Shiksha. Till date, 88,993 (60.8%) secondary and senior secondary schools of both government and government aided have been covered under ICT@ Schools scheme out of total 1,46,303 schools.



Development in India depends on the extent to which we are able to provide quality education and skill training to all our citizens. Relevant use of technology will help to effectively solve India's problem of providing quality education and development of skilled human resources. ICT needs to be used to provide high quality education as well as holistic education to each child including children and youth with special needs and marginalized sections of the society.



ICT in any system and situation includes ICT infrastructure, creation, storage and retrieval of digital resources, use of inter-operable software, technical support, networking using telecommunication and satellite-based communication to enhance learning. The schools and Teacher Education Institutions (TEIs) require a robust, reliable ICT infrastructure in order to effectively integrate ICT into all aspects of schools and TEIs including teaching, learning and evaluation.

Education system in any country aims at preparing youth to participate creatively in the establishment, sustenance and the growth of a knowledge society leading to all round Socio- Economic Development of the nation and the global competitiveness. Therefore, this integrated ICT guideline for schools and TEIs subsumes all previous guidelines to promote the following thrust areas:

• Universal equitable, open and free access to a State of art ICT and IT enabled

learning environment, tools and digital resources to all students, teachers and teacher educators (BIETs, DIETs, SCERTs, etc.)

- Development of local, localised and vernacular quality digital contents in regional languages and to enable students, teachers and teacher educators to partner in the development and critical use of shared digital resources.
- Enable sharing of ICT infrastructure for skill development of youth and digital literacy of the community.
- ICT enabled assessment & evaluation of the learning outcomes of students in a cumulative manner, tracking of the performance of the teachers, teacher educators, managers etc.
- Development of professional networks of teachers, teacher educators, resource persons in schools and TEIs to catalyse





and support resource sharing, up-gradation and continuing education of teachers and educators; guidance and counselling, academic support of students, resource sharing, management and networking of school managers/ administrators etc., resulting in improved efficiencies in the schooling process and TEIs.

- Promote research, evaluation and experimentation using ICT tools and ICT enabled practices in order to inform, guide and utilise the potentials of ICT in school and teacher education.
- Appropriate ICT interventions will be adopted to bridge the digital divide with regard to education of girls, and other disadvantaged social groups, including SCs/STs, minorities, CWSN, and other marginalized communities.
- A critical understanding of ICT is core to its success, hence, its benefits, risks and limitations- safe, secure and ethical use of ICT need to be infused in schools and teacher education curriculum.
- Sensitization of all the stakeholders on the disposal of e-waste and contribute in sustainable development.

Components

ICT implementation has essentially four components:

The **first** one is the partnership with State Governments and Union Territories Administrations for providing ICT enabled education to Government and Government aided schools and TEIs (SCERTs/ SIEs, DIETs and BIETs).

The **second** component is teacher related interventions such as provision for engagement of an ICT teacher in schools, continuous capacity enhancement of all teachers in the use of ICT, and recognition of teachers and teacher educators for innovative use of ICT in education and learning, as a means of motivation. Every teacher is expected to innovatively use ICTs in teaching learning process by selecting and integrating a wide variety of ICT tools and Free and Open-Source Software (FOSS) (including subject specific tools i.e. GeoGebra for Math; Stellarium, PhET simulations, Kalzium etc. for Science; Open street map and Marble for Geography; concept mapping tools like Free Mind etc.)

Third one relates to the development of digital contents, curation and deployment of existing digital contents mainly through Central Institute of Educational Technology (CIET), National Institute of Education (NIE), NCERT, State Institutes of Educational Technology (SIETs), SCERTs/SIEs and RIEs, and through outsourcing from different relevant agencies. A variety of digital learning resources including audios, videos,

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interactive, multi-media digital charts, maps, timelines, digital books, online labs activities, virtual and augmented learning resources need to be developed and will be used to enhance teaching learning process in schools and TEIs and learning outcomes among students, teachers, pupil-teachers and teacher educators. These resources need to be disseminated through multiple modes (transmission and non-transmission)- web-portal, mobile apps, DTH TV channels etc. Further offline solutions need to be designed and used for delivery of digital contents through Local Area Networking (LAN)/satellite connectivity. To augment the teaching learning process, Continuous Professional Development of teachers, skill training and promotion of lifelong learning among all stakeholders in schools and TEIs need to be implemented. DTH TV channels should be used through designing of virtual learning materials including lectures by the best available teachers from the State.

Fourth component is related to creation of Management Information System (MIS) of the schools and TEIs ecosystem to enable cumulative assessments, evaluation, monitoring, regular feedbacks and enhanced learning at various levels

Expansion of coverage of schools and TEIs in partnership with States/UTs

It shall be the endeavour to bring all Government schools from classes VI to XII, TEIs under the ambit of the scheme in a phased manner.





Infrastructure

(A) Hardware and software: The scheme suggests that each school, TEIs as per their requirement may choose to opt for the following: Tablets/Laptops/Notebooks/ PCs with Integrated Teaching Learning Devices, Digital Boards with Content Management Systems and solutions (CMS)/Learning Management Systems (LMS), FOSS, Operating System (OS) and/or Servers with minimum 16 GB RAM, 1 TB Hard Disk, 1 Projector/LCD/LED/Plasma Screen, 1 Printer, 1 Scanner, 1 Web Camera, 1 Modem, Broadband/DTH-TV Antenna/Router, Receive only Terminal (RoT), Satellite Interactive Terminal (SIT), Generator/ Solar Package, UPS, Video Camera, Charging Racks, etc.

(*B*) *Connectivity:* It is suggested that the schools, TEIs should have a broadband internet connection of at least 2 MBPS bandwidth with a plan to upgrade in future. The school and TEIs should also explore the Wireless links option to ensure sustainability. Efforts should be made to bring all the schools and TEIs under the ambit of National Knowledge Network (NKN) or any other partners. This may be done in convergence with BHARATNET.

(C) Power Supply: Wherever the power supply is unreliable, it is suggested to procure solar power panels and wherever they are not feasible, a generator may be used on a temporary basis. In such cases where the school and TEI is using a generator facility, a recurring cost subject to a maximum of Rs.3000 per month will be applicable. For reliable power supply, it is advised to take into consideration the guidelines of Ministry of Power & Ministry of Renewable Energy, Government of India for convergence of plans and services.

(D) ICT Infrastructure: The Tablets/ Laptops/ Notebooks would be installed in charging rack(s)(portable) which can be kept in any of the classrooms/ Principal/ Head Teacher room/ office room as per the availability in the school and TEIs. If any school has existing ICT labs, the same may be used for keeping charging racks.

Mode of Implementation

It is suggested to the States, UTs and Autonomous bodies, that in-order to implement the program they may opt for any of the following models (uni/ multi model) as per their requirement which includes: Outright purchase through Government e-Market (GeM)/BOOT/BOO Model. For all the above-mentioned models, the Service Providers/Original Equipment Manufacturer (OEM) would make available the ICT infrastructure and learning services based on a signed agreement with the State, UTs and Autonomous bodies. The payments upfront and periodic to the service providers and OEMs will be subject to satisfactory deployment,

maintenance and implementation of ICT Infrastructure & Services. The States/UTs Govt. and Autonomous bodies shall be free to partner with private organizations or integrate it with other similar schemes for implementation of the 'ICT in schools' scheme including a provision for annual maintenance. The Ministry of Education shall consider the entry of the private sector in any of the above-mentioned models. The NCTE and NCERT shall be associated with the scheme in the context of teacher professional development through technology-enabled learning.

Inclusive Education

Assistive technologies such as JAWS and SAFTA, Audio Books, Indian Sign Language Videos etc. and other assistive technology-based solutions will be provided to students with special needs from classes VI to XII and to TEIs. The Rehabilitation Council of India (RCI) would play an important role in this area involving introduction and use of technology for the education of Divyang/ Children with Special Needs and addressing the concerns related to Universal Design of Learning (UDL).

Financial Parameters

The assistance of the Government of India would be for the following items and up to the limits indicated against each item:

a.	Capital Expenditure (Non-recurring)	(Rs.in lakhs)
1.	Tablets/ Laptops/Notebooks/PCs with Integrated Teaching Learning Devices, Digital Boards with Content Management Systems/solutions (CMS)/ Learning Management Systems (LMS), Free and Open Source Software (FOSS) and OS and/ or Servers with minimum 16 GB RAM, 1 TB Hard Disk, 1 Projector/ LCD/ LED/ Plasma Screen, 1 Printer, 1 Scanner, 1 Web Camera, 1 Modem, Broadband/DTH-TV Antenna/ ROT/ SIT, Router, Generator/ Solar Package/Panel, UPS, Video Camera, Charging Racks, etc.	6.00
2.	Operating System & Application Software, Open Source Video Conferencing Software (FOSS may be preferred)	0.20
3.	Furniture	0.20
	Total	6.40

Note: The cost includes Annual Maintenance Contract for a minimum period of 5 years.

b.	Recurring Expenditure	(Rs.in lakhs)
1.	e-content and Digital Resources	0.24
2.	Charges for Electricity/Diesel/Kerosene @ Rs.2000/- p.m. The State may also use Solar Power-Hybrid solar instead, to ensure Sustainability in which case this amount may be utilised for providing additional e-resources.	0.24
3.	Internet connectivity (Tele communications/ satellite communication/ OFC) @ 1000 PM	0.12
4.	Financial Assistance for ICT Instructor @ upto Rs.15000/- p.m.	1.80
	Total	2.40

Note: *1. In order to enhance the learning capacities of the students, the schools, TEIs in States/UTs and Autonomous bodies should optimise/maximise the numbers of Tablets/Laptops/PCs/Notebooks in the classroom situation. Content Access Management devices (Offline, Online, Satellite Based) should be used for effective classroom transaction.

2. The cost includes Annual Maintenance Contract (AMC) for a minimum period of 5 years. The State and UTs needs to commit to take ownership of the project after completion of five years.

3. The State and UTs are provided flexibility in procuring suitable hardware and software under the budget ceiling. However, all efforts should be made to procure and use Free and Open Source Software (FOSS).

4. The ICT teacher in schools and TEIs shall provide assistance in implementation of the scheme through hardware, software and ICT pedagogy integration in classroom transaction. Prioritization of schools for ICT implementation will be given to schools providing greater coverage across grades and number or students.

Keeping in view the current trends in technology and its usage, various options such as Tablets/ Laptops/Notebooks have already been suggested which requires minimum/no civil infrastructure. However, if any school and TEIs has any constraints towards such mobile solutions, they may opt for preparation of labs for computers including civil repairs and cabling, etc. depending upon their needs and resources. A combination of static & mobile options may also be deployed. The hardware, software and mode of implementation should be determined by the usage of ICT for teaching learning, digital resources availability, delivery mechanisms & strategy



rather than the other way round. Thus, the teaching methodology, e-resources for digital literacy an ICT based subject teaching should be decided first and thereafter the planning for hardware and mode of implementation should be done.

Interventions for Teacher

Under the scheme, all Government schools and TEIs (SCERTs, DIETs and BIETs) will have a minimum level of ICT infrastructure. It should be the endeavour to make all students, teachers and teacher educators of these schools and TEIs, ICT literate. This would involve formulation and transaction of curriculum and syllabus on ICT for each of the classes from VI to XII and for TEIs at pre-service and in-service level.

All Examination Boards in the country would be encouraged to offer ICT related



subjects in an integrated way up to class X and as electives at the Senior Secondary stage.

This scheme would encourage individual schools to offer such electives, so that a large number of human resources with ICT skills/competencies can be built up in the country. Similarly all the SCERTs/SIEs/DIETs/BIETs would design and integrate ICT in Education and Learning components in the Pre-Service and In-Service professional development courses.



Teachers' Training

A. Pre-Service Training:

It will be necessary for all the TEIs to integrate ICT in teaching-learning in the preservice training courses meant for student teachers. The ICT curriculum prescribed by National Council for Teacher Education needs to be implemented (NCTE Curriculum Guidelines are at Annexure-VII).

B. In-Service Training: ICT in Education curriculum should be linked with induction course developed by NCERT. (http://ictcurriculum.gov.in).

(*I*). *Details of Induction training:* First time induction training in ICT should be provided to all teachers in the sanctioned schools for a period of 10 days (8 hours per day). The details of training, curriculum and duration (80 hours- 40 hours face to face and 40 hours online through MOOCs platform) to be provided are as follows:

SI.No.	Topics of Induction training	(Rs.in lakhs)
1.	Introduction Session	0.30
2.	Introduction to ICT and ICT in Education Initiative taken up at National level	8.00
3.	Exploring Educational Resources through Internet	9.00
4.	Communicating and collaborating with ICT	12.00
5.	Safe, Secure and ethical use of ICT	6.00
6.	Creating Educational Resources with ICT	24.00



SI.No.	Topics of Induction training	(Rs.in lakhs)
7.	Introduction to Assistive technology	4.00
8.	Assessment and Evaluation using ICT	6.00
9.	e-MIS	4.00
10.	ICT - Pedagogy - Content Integration	6.00
11.	Feedback	0.30
	Total	80.00

(*II*). *Details of Refresher Training:* Refresher trainings in use of ICT in teaching learning should be provided to all teachers of the sanctioned schools. Refresher training is proposed to be provided for 5 days (8 hours per day). The details of training and duration (40 hours- Face to Face/Online mode- through MOOCs platform) to be provided are as follows:-

SI. No.	Topics of Refresher Training	
1.	Internet as a learning resource	
2.	Development of Digital Contents	
3.	ICT for Teaching, Learning and Evaluation	
4.	Safe, Secure and Ethical use of ICTs	
5.	Building Communities and Collectivising	



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The trainings (induction and refresher) would be organized by the respective State Governments/UTs in convenient batches at the SCERTs, SIEs, DIETs, BIETs, CTEs, IASEs, etc. or such other training institutions as the State Governments/UTs find suitable. CIET-NCERT would create a State Resource Group (SRG) in States and UTs selecting faculty from TEIs and schools on ICT in Education and Learning and at least 2 to 5 Master Resource Persons/Key Resource Persons who will be providing their support for scaling the teacher training in the respective States/UTs as Mentors.

National Award for the Teachers using ICT in Education

In order to motivate teachers and teacher educators to use ICT in school and teacher education in a big way, National Awards for the Teachers using ICT would be given to teachers every year. An amount of Rs. 1 crore would be kept aside for instituting National Award for the Teachers using ICT for innovations in education. A selection process will be followed by NCERT for short-listing and recommendation of required number of awardees to Ministry of Education-Gol.

Creation of Management Information System of the Schools and TEIs

With the increase in the mandate and outreach of the scheme, an appropriate management structure is needed at the National, State and District levels. The States/ UTs and Autonomous bodies are expected to develop an automated mechanism (eMIS), for the assets procured under Integrated ICT Scheme, which shall include: Tracking Inventory for hardware, software (including license compliance, vendors, POs, tenders etc.) to facilitate online redressal of issues related to routine operation and maintenance of the scheme and maintain transparency.

Digital Content Development

Development of appropriate digital content and its persistent and effective use constitutes the core of this scheme. This task would be shared by CIET, Regional Institutes of Education (RIEs), and Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) of the NCERT, State Institutes of Educational Technology (SIETs), ET units of SCERTs/SIEs, Institutes of repute having experience of education and development of digital content and other wings of Central and State Governments as required. Outsourcing to private sector in a transparent manner may also be done.

Content creation/ acquisition being the critical factor for the success of the scheme, the CIET- NCERT shall work towards utilising the full range of capabilities of the Indian ICT sector. National level and State level committees should also be set up to assess the nature of digital contents to be developed to enhance the learning capabilities of the students, teachers, pupil teachers and teacher educators of schools and TEIs. Efforts should be made on development of digital contents and building of portal/repository/OER/Mobile apps for dissemination of best practices.

Digital contents developed by any of the stakeholders in the country are to be linked with the dissemination platforms. The digital content should be platform agnostic/neutral.

The content should cover the hard-spots for all the grades.

- The content should be essentially mapped to NCERT, SCERTs/SIEs and other State board curriculum. While developing digital contents, effort should be made to design these in local, localised and regional languages.
- It should contain 3D/2D immersive Videos.
- The modules are to be created in a way that it supports a Teacher-led delivery which requires continual teacher intervention to keep the focus on students learning.
- The modules are to be created in a way that the topics covered are creatively and pedagogically designed.

Development of Infrastructure

Existing course contents of various teacher training programmes and curriculum based digital contents offered across the country have little component of Educational Multimedia, virtual realities etc. It is proposed to fill this gap by developing and deploying the interactive multimedia, digital books, virtual labs etc. The content developed for various subjects should be translated into other languages and adapted to a regional context so as to avoid de novo efforts for each language. ICT based Science Lab, Math lab and Language Lab should be established with integration of hardware & software.

Financial Parameters

Financial assistance would be provided to CIET, SIETs, SCERTs/SIEs, RIEs, PSSCIVE and other institutes including outsourcing agencies for development of e-content, based on the project proposals submitted by them. The norms for development of digital contents have been developed by CIET and disseminated among all the above mentioned institutes for its adherence.

A variety of digital learning resources including audios, videos, interactives, multimedia digital charts, maps, timelines, digital books, online labs activities, virtual and augmented learning resources need to be developed and will be used



to enhance teaching learning process in schools and TEIs and learning outcomes among students, teachers, pupil teachers and teacher educators. The content developed for various subjects at one laboratory/institute would be translated into other languages at other laboratories and adapted to a regional context so as to avoid de novo efforts for each language.

Programme Management

The proposal for using ICT should include the details of the infrastructure put in place in the previous year as well as utilization in imparting more effective classroom teaching. The States should share the POCs (Proof of Concepts) and Best practices and innovations for sharing with other States. Details of the provision made in the State budget, including that for the State share should be a mandatory requirement of ICT Plan. CIET, SIETs, RIEs and other institutes etc shall also have to submit their annual work plans for various components of the scheme for consideration by PAB.

The Recurring Grant will also be provided to the State/UTs for the period of 5 years only from the year of implementation. Once the implementation report/status is received from the State, first instalment of the Recurring Grant will be released immediately on the basis of the implementation report/basis. However, the release of the second instalments recurring grant in the second and subsequent years would be based on receipt of utilization certificate along with the progress report and audited Statement of accounts in respect of grants released till the end of the preceding year is furnished.

The recurring grant, for the schools that have already been approved and where implementation has been started, will be provided on the basis of the old ICT scheme. The recurring grant for the schools have been approved but are yet to be implemented by the State. It will be provided on the basis of the revised guidelines.



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Management, Monitoring and Evaluation

The respective States would have an internal mechanism for overseeing the implementation of the programme through a monitoring committee constituted for the purpose. The main parameters for monitoring would include timely installation of requisite hardware, including power supply, suitable software, engagement of teaching and administrative staff, teacher training and extent of use of e-content developed at the multimedia labs by the teachers. The State Govt. shall undertake a monitoring mapping at each level i.e. school, district, and State level.

For effective monitoring and evaluation, a web portal will be developed to enable real time monitoring of the implementation of the project at various levels. The management at State/National level could view the status of implementation and also provide timely midcourse interventions. Successful innovations, experiences shall also be uploaded on the portal so that all the stakeholders can make use of the best practices or innovations being carried out by various States and Schools.

The PAB at the Ministry of Education would also function as the Monitoring Committee. In addition, the SIETs, CIET, RIEs and the State/UT Government submitting the proposal would be required to submit progress report every quarter.



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

- Teachers need to register themselves on the portal www.ictaward.ncert.gov.in by proving mobile number or email id, and choosing a password. After registration they can login and apply online by answering different questions on the portal. The portal has the option to upload your work through a PDF and video. It's a self-nomination Award. Any teacher can apply directly by filling the application form online through the web portal before the prescribed cutoff date. Teachers 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.).
- After self nomination the State level committee headed by Secretary (School Education/ SPD- Samagra Shiksha, Director, SCERT/SIE, two experts in the field of ICT nominated by Secretary (School Education) 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 future action.
- 3. A Committee under the chairpersonship of Secretary/ Commissioner (Education)/ Chairman of the concerned State/UT/Autonomous Organizations (KVS, NVS, CBSE, CISCE, 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 MoE is to recommend as per given on annexure IV the number of entries teachers as their awards quota, in order of merit.
- 4. 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:

, c	ne commutee 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, MoE, GOI	Member

- iv. Representative from Dept of IT, New Delhi
- v. Joint Director, CIET, New Delhi

Member 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.

For the year 2019, twenty four teachers have been selected for the National ICT Award for School Teachers. A list of awardees, along with their contributions is provided in the following pages.

Awardees of National ICT Award for Teachers 2019











Ms. Manjula Kirimanjeswara School Assistant (Biology)

Zilla Parishad High School, Palasamudram Vill – Palasamudram, Block - Gorantla Distt – Anantapur **Andhra Pradesh - 515241**

Ms. Manjula Kirimanjeswara has been using ICT tools such as MS Office, Audacity, Active presenter, Open shot, H5P, One note, Stop motion, Hand break, Tertia, Wordwall, etc. For her Continuous Professional Development, she attended online courses on platforms like DIKSHA and SWAYAM.

She has created nearly 500 e-contents including interactive contents, assessments, videos and H5P. These are being disseminated through her Youtube channel 'My Science Classroom' and blog (www.sciencesangathulu.blogspot.com). She also mobilized the community members to contribute towards ICT infrastructure in her school.







Mr. Kangkan Kishor Dutta



Assistant Teacher

Bamunpukhuri High School Bamunpukhuri, Block - East Jorhat Kaliapani Distt – Jorhat **Assam - 785683**

Mr. Kangkan Kishor Dutta is using ICT tools like MS-Office, Blender, Audacity, OBS studio, GeoGebra, Unity, Adobe premiere. He acts as a resource person and organizes training programs through workshops and conferences. He has developed around 85 e-contents which were uploaded on DIKSHA under his State, as well as on his YouTube channel and the website www.scifirm.com. He uses Quiz Mania, Know Your City, Periodic Elements and AudiLearn for assessment activities. He has created a mobile app which calculates body-mass-index (BMI).







Mr. Nilesh Raya Pai Computer Teacher

Don Bosco Higher Secondary School Panjim, Near Municipal Market Goa – 403001 FIRE

Mr. Nilesh Raya Pai has a long experience of using ICT in his teaching learning and assessment. This includes softwares such as Ms Office Package, Ubuntu, LibreOffice, Openshot, OBS, Audacity, Google Meet/Zoom/Jitsi, Google Classroom, Google Forms, Socrative, Kahoot, Voxvote, XMind, Flipgrid, Padlet etc. He regularly learns about new tools and technologies from platforms such as North Storm Academy, CIET-NCERT website, Chalk Lit app, telegram app, youtube channels, Khan Academy, W3Schools, etc. He has developed interactive e-contents for DIKSHA platform for his State and also conducted webinars on the use of various ICT tools.







Mr. Mehulkumar Mohanbhai Prajapati Upper Primary Teacher

Dolatpura (Da) Primary School PO : Dolatpura (Da), Block - Vijapur District - Mahesana, **Gujarat- 382865**

Mr. Mehulkumar Mohanbhai Prajapati is well versed in using various softwares such as Windows Movie Maker, Audacity, Skype, Hangouts, Picasa 3, Format Factory, Video Scribe, GeoGebra, White Board, Google translator, Wonder share Quiz creator, Open office, Libre office, Focusky, Handbrake, OBS-Studio, Tux Paint, Testmoz Quiz Creator, H5P Quiz Creator, Google Earth, 3D map, MIT App Inventor, Scratch etc.

He has prepared online quiz for each unit of social science subject of class 6 to 8 and linked them to QR codes. He has also organized various training sessions for fellow teachers on the use of technology and e-content development.





Mr. Nahidkhan Nurkhan Ligari

Head Teacher (Language Teacher)

FIRE

Chandvana Primary School Chandvana, Village : Chandvana Block : Mangrol, District : Junagadh Gujarat - 362225

Mr. Nahidkhan Nurkhan Ligari is a keen learner of ICT and he integrates various softwares in teaching learning and administration, such as, Adobe Photoshop, WonderShare Video Editor, Flash maker, Ispring LMS, Moodle, Microshoft Office, Micromedia HTML Editor, MP3 Mixer, Kodular, App inventor, Adobe Dream Weaver, Cartoon Maker, Focusky, Mivizu Animation, Android Studio, Quiz Xpress, Camtasia, etc. He has completed online courses on SWAYAM Platform, DIKSHA and Moodle. He also works in mobile app development and has developed an android application called E-Dictionary.







Ms. Nirupama Kumari Trained Graduate Teacher (Hindi)

र शिक्षा

भारत सर

Ram Rudra +2 High School Chas, Jodhadih more Block : Chas District : Bokaro Jharkhand - 827013

Nirupama Kumari uses different software and portals such as MS Office, Google Docs, Google Forms, Surveyheart, certify em, OBS Studio, Canva, Wix, Levelator, Iriun, Wondershare Filmora, Bandicam, YouTube, Pexels, Pixabay, Photoscissors, Wikimedia Commons etc. She has also served as a State level resource person for GYAAN-SETU and NISHTHA projects. She integrates technology in innovative ways, particularly for Hindi language learning.







Ms. Shweta Sharma Assistant Teacher (English)

Government Vivekanand Middle School Ambedkar Nagar, Deoghar District : Deoghar Jharkhand - 814112 र जिन्हा

भारत सरव

Ms. Shweta Sharma has been using many ICT Tools such as, Audacity, Scratch, Animation softwares (Vyond, Animaker, Animiz, Renderforest), toontastic 3D, Tweencraft, screen recorders, power director, wondershare, Animoto, KineMaster, mind mapping tools, Assessment tools like Kahoot, Survey heart and Google Forms, mentimeter for online quizzes; Geogebra, MS Office, Google classrooms. She regularly refers to different e-learning platforms like PhET simulations, Duolingo, Bolo app, DIKSHA, eJOY. As a State resource person on ICT, she has been creating contents for DIKSHA. She also conducts orientation sessions for teachers of Jharkhand to help them create better e-content and making them aware of copyrights, creative commons license, free resources, utility of OERs and other important aspects of e-content creation.





Ms. Mrinal Nandkishor Ganjale Computer Teacher

जिल्ला

Zilha Parishad Primary School Pimpalgaon Tarfe Mahalunge Block- Ambegaon, Dist - Pune Maharashtra - 410503

Ms. Mrinal Nandkishor Ganjale uses ICT to facilitate her daily teaching learning activities through platforms and tools like DIKSHA App, Mystery Skype, Immersive reader, Wakelet, One note, Kahoot, Paint 3D, Minecraft, etc. She has worked on development of her school's website. She is a State resource person for development of e-contents. She is a Microsoft innovative educator, Wakelet Ambassador and National Geographic Certified Educator.







Mr. Prakash Lotan Chavan Upper Primary Teacher

जिल

Zilla Parishad School Karanjwan, Village : Karanjwan Block : Dindori, District : Nashik Maharashtra - 422206

Mr. Prakash Lotan Chavan has a long experience in integrating ICT in teaching learning practices. He uses different softwares such as Google Apps, Camtasia Studio, Microsoft Office, Appybuilder, Appcreater, HandBrake, OBS, Zoom, CorelDRAW, Google Classroom, KineMaster, Windows Movie Maker, Twincraft etc. He has participated in creating content for DIKSHA for his State.

Mr. Chavan also has a channel on YouTube 'PC TECHNO EDU' where he uploads educational videos prepared by him. He has created many android apps as well to facilitate learning of different subjects.





Mr. Shafi Ajis Shaikh Subject Teacher (Math, Science)

Zilla Parishad Upper Primary School Bitargaon (Bk), Block : Umarkhed District : Yavatmal **Maharashtra - 445207**

Mr. Shafi Ajis Shaikh has been using various ICT tools in his teaching. This includes Google Classroom, Office 365, Skype, MS Teams, Google Earth, Google Slides, Google Sheet, Google Forms, One note, etc. He has completed many courses organised by various MOOC platforms like DIKSHA, WHO, UNICEF, Microsoft Educators community, National Geographic Education, Apple teacher learning centre and Google Education.

Mr. Shaikh has created videos for the student using AR technology to explore the content. These contents are disseminated through his YouTube channel and blog shafisk.wordpress.com. He has also contributed in Mitra Apps development in the initial phase.





Mr. Suresh Kumar Ola Headmaster

Govt. Upper Primary School Dhamkali Johari, Village : Radhakishanpura Block : Piprali, District : Sikar Rajasthan - 332001

FIRE

Mr. Suresh Kumar Ola has a keen interest to learn mobile app development. He has developed many apps for education purpose and these are available on Playstore. He has also completed courses from DIKSHA, SWAYAM and other MOOC platforms. He is a member of the e-kaksha project of Rajasthan. He manitains a blog 'Gyan Darpan' which contains practice tests and learning materials for different competitive examinations.









Mr. Elavarasan Ramalingam Graduate Teacher- Maths

Panchayat Union Middle School Vedapatti Ayothiyapattanam Union Distt - Salem **Tamil Nadu - 636122**

Mr. Elavarasan R has the experience using a variety of ICT tools such as Tarsia, Scanpet app, Zipgrade, One note, Sway, Inforapid Mind map etc. He has completed many online courses form SWAYAM, Microsoft and other platforms. He is a Microsoft certified Educator. The teacher has developed 3 stand alone tools, an Interactive Picture maker tool, an Interactive Test tool for teachers and also developed a jigsaw puzzle making tool. He has created math tarsia puzzle, 200 worksheets, 78 Robo compass based contents for practical geometry for 6th to 8th grade based on State board syllabus. He has published more than 2500 Posts regarding space science in his school blog (https://tnblackboard.blogspot.com/).







Mr. J. Senthil Selvan Graduate Teacher (Mathematics)

जिल

Government Higher Secondary School Mangudi, Post - Mutharasan District- Sivaganga Tamil Nadu - 630559

Mr. Senthil Selvan is a keen learner of ICT. He has been using a variety of ICT tools to make the process of teaching learning more fun and engaging. This includes Geogbera, Libre office, MS Office, Openshot, Freecam, Audacity, Jfraction lab, Desmos, Graspable math, Dudamath, Equatio, Google Forms, Hour of code, Flippity, Google Slides, Moodle, Edulastic, Robocompass, PhET, Google sketchup, Quizizz, Kahoot, Jamboard, Openboard, visualfractions.com, slido, H5p and Moodle.

He also develops interactive e-contents, and 50 of his videos in Tamil and English medium for 9th standard are available on DIKSHA under the State tenant and mapped with State textbooks through QR codes. He also works as a resource person for e-content development at the State and National level.







Mr. Thangaraja Mahadevan Secondary Grade Teacher

Panchayat Union Middle School Village: Parappatti. Block : Panamarathupatti, District : Salem Tamil Nadu - 636203

Mr. Thangaraja Mahadevan has a rich experience of using ICT in teaching -learning process. Some of the tools being used by him include Tux Paint, Tux maths, Hex-a-hop, Google Earth, Hot Potatoes, Stellarium, GIMP, Pencil, GeoGebra, GCompris, Moodle, Inkscape, Puppet, LibreOffice, Photoshop, etc.

He has developed around 130 videos for publishing under his State tenant on DIKSHA. He was recognized as the Best Animator during the 24th All India Childrens Educational Audio- Video Festival & ICT Mela 2020. He has a YouTube channel to disseminate his video contents on topics such as creating animation videos, creating e-content, using e-content effectively in teaching profession.





Mr. Gopal Veeranala Gazetted Head Master

जित्त

Zilla Parishad High School Village - Arutla, Mandal - Manchal District : Ranga Reddy **Telangana - 501508**

Mr. Gopal Veeranala works on integration of ICT in education and he has experience of using Windows, Ubuntu, Microsoft Office, Libre Office, Adobe Photoshop, GIMP, Adobe Dreamweaver, Android Studio, Goldwave, Camtasia, Audacity, OpenShot, Shotcut, XAMPP, Mozilla Thunderbird, WinSCP, OneDrive, OBS Studio, Anydesk, Team Viewer etc.

Mr. Veeranala received the Innovative Teacher Leadership Award in 2005 and visited South Korea for Studying 'Educational Broadcasting System'. He has a keen interest in mobile app development and has completed Android Application Development course from Udacity. During the pandemic, he has continued teaching through websites (www. medchalbadi.com and www.rrbadi.com).









Mr. Adal Arasan

Graduate Trained Teacher (Science)

Government Senior Secondary School Rangachang, South Andaman Andaman and Nicobar Islands - 744105

Mr. Adal Arasan has been using different ICT tools for a long period of time. This includes Microsoft office, One note, Camtasia, Flash professional, OBS Studio, Paint, Photoshop, Audacity, etc. He has created e-contents for classes IX and X and the same have been published through YouTube channel 'Science Capsule'. He was pioneer in creating an interactive MS access based application for conducting quiz competitions on different occasions in his school. He was also a part of an innovative desktop application development which has the feature of students registration, issue of transfer certificate, duration certificate etc.









Ms. Revathi .K Primary School Teacher

Government Primary School Pillaiyarkuppam, Block : Bahour, District : Pondicherry Puducherry - 607402

Ms. Revathi K uses various ICT tools and portals including MS Offfice, YouTube, Audacity, AR apps for kids, Camtasia, Adobe Premier etc.

She has created video lessons for poems, prose, vocabulary, moral values, grammar and story telling for kids. The teaching learning materials consisting of video lessons, awareness videos, general knowledge, e-story books are published in her Youtube channel and also disseminated through whatsapp groups of parents and teachers. She uses available e-contents from the Internet for the improvement of basic language skills such as introducing phonetic sounds, two and three letter words, slow to fast reading and comprehension of passage. She also prepares her e-contents using hand crafted miniature toys for the language and also for other subjects. This makes learning joyful.







Ms. Sukanya De

Assistant Teacher (Post Graduate Teacher - Mathematics)

Mahadevi Birla Shishu Vihar 4, Ironside Road, Kolkata West Bengal - 700019

Ms. Sukanya De has been using ICT for a long time and she uses ICT tools such as MS Office, Adobe Flash Player, School LMS. She designs innovative lesson plans on mathematical concepts using videos, images and jamboard, linking with real life elements. She uses Audio visual aids through Google Classrooms to facilitate Flipped method on teaching. She also uses different tools for online assessment of students.







Ms. Anni Kumar

PGT (Computer Science) and Head of Department

Vikas Bharati Public School Sector 24, Rohini Delhi-110085

Ms. Anni Kumar is well trained in various softwares such as IBM Watson, Cloud computing, Quizzlet, Kahoot, Skype, MS Teams, Adobe Spark, Wakelet, Flipgrid, Inkscape etc. She encourages her students to develop their coding skills through Hour of Code, Arduino, Raspberry pi.

She has written a series of 3 text books on Digital World ,Computer Browser and Personal Computer for classes I to VIII. She regularly upgrades her technical skills through online courses from Spoken Tutorial, Microsoft, Facebook, Adobe, etc. Her school having an STL lab further helps her in promoting Robotics skills among students.







Mr. Naveen Gupta

Post Graduate Teacher and Head of ICT Department

St. Mark's Senior Secondary Public School A-Block, Meera Bagh New Delhi - 110087

Mr. Naveen Gupta has a long experience of using different softwares such as Operating Systems (Windows, Android, Ubuntu), Office Package(Google Docs, MS-Office, Open Office), Video Editor (loom, Fluvid, Moviemaker), Pixler, Audacity, Language Processor (Python, Turbo C, Netbeans, Jupyter Notebook, Thonny), Google Forms. He has completed different online courses for professional development from platforms such as DIKSHA, Microsoft Platform- MIEE, MTA, MCE Certification, UDEMY, Kaggle, Silicon Institute of Technology, etc. He was a part of an Exchange program with Sri Lanka on collaborate learning processes.







Ms. Neeru Mittal Post Graduate Teacher (Computer Science)

Shaheed Rajpal Dav Public School Dayanand Vihar Delhi - 110092

Ms. Neeru Mittal continuously learns new tools and technologies and tries to integrate them in her classroom practices. Various software and learning platforms being utilized by her include MS Office, Open office, Photoshop, GIMP, Wondershare Filmora, Powtoon, H5P, Storyboard, Thinglinks, OneNote, Sway, Adobe Spark, Padlet, Wakelet, Logo, Scratch, Python and C Programming.

She has developed and published e-resources for Python for class XI on DIKSHA portal. She has been selected as a teacher ambassador for many educational organizations. She also conducts training sessions on ICT tools and how to leverage technology for teachers. She works as a resource person at State and National level.







Ms. M. S. Kumar Swamy Trained Graduate Teacher

Trained Graduate Teacher (Mathematics)

Kendriya Vidyalaya Gachibowli GPRA Campus Gachibowli Hyderabad Telangana – 500032

Mr. M.S. Kumar Swamy uses different softwares like Windows (7,10), MS-Office, Skype, WordPress, YouTube. He adopts different approaches of ICT integration, depending on the subject and class, in order to accommodate the needs of the pupil and prepares supplementary econtent to facilitate learning. He employs ICT tools with an aim for self learning, investigation, experimentation by keeping students well informed about courses and e-contents available to them.

Mr. Swamy maintains a blog to disseminate question banks and MCQ worksheets. He has prepared more than 500 e content study materials of Maths and Science and uploaded it in his blog during the last 5 years.







Ms. Krishna Kumar Patel

Trained Graduate Teacher (Science)

. जिनका

Jawahar Navoday Vidyalay Post - Pendri, District : Janjgir Champa **Chhattisgarh - 495661**

Mr. Krishna Kumar Patel has attended different professional training programs from DIKSHA, Oracle, Alice Software, Samsung smart class, Olabs, Clix TISS, Microsoft. He creates e-contents and uploads the same on his YouTube channel. He has compiled all his lesson-wise e-contents into an e-book. For assessment & evaluation, he uses Google Forms, portfolio and Google Classroom.









Ms. Sunita Gupta Head Teacher

Jawahar Navoday Vidyalaya Village : Basdei, Block : Surajpur District : Surajpur Chhattisgarh - 497229

Ms. Sunita Gupta uses ICT to make Mathematics learning easy and joyful for learners. She primarily uses ICT tools and portals such as Geogebra, Youtube, Socrative, Meritnation, Whatsapp, E-PathShala, Kahoot, WPS Office, Hot Potatoes, Inshot, Zoom, Bandicam, Audio Recorder, Picsart, Openshot, etc. She has taken both offline and online professional development courses from time to time. This includes teacher training program by Microsoft, Project Siksha, Intel Teach, online trainings by National Navodaya Leadership Institute. She has developed e-contents and various GeoGebra applets. All these are published through her YouTube channel and blog.



S.	State/ Uts/ Agencies	No. of Awards won					
No.		2014	2015	2016	2017	2018	2019
	State						
1.	Andhra Pradesh	-	-	1	1	1	1
2.	Arunachal Pradesh	-	-	-	-	-	-
3.	Assam	-	-	-	-	1	1
4.	Bihar	-	-	-	-	-	-
5.	Chhattisgarh	-	1	-	2	1	-
6.	Goa	-	-	-	-	1	1
7.	Gujarat	-	-	2	3	2	2
8.	Haryana	1	-	-	2	-	-
9.	Himachal Pradesh	1	-	1	1	-	-
10.	Jammu & Kashmir	-	-	-	2	-	-
11.	Jharkhand	-		-	-	-	2
12.	Karnataka	1	1	3	3	-	-
13.	Kerala	-	-	-	3	-	-
14.	Madhya Pradesh	1	-	1	3	1	-
15.	Maharashtra	-	-	3	3	3	3
16.	Manipur	-	-	-	-	-	-
17.	Meghalaya	-	-	-	-	-	-
18.	Mizoram	-	-	-	-	-	-
19.	Nagaland	-	-	-	-	-	-
20.	Orissa	-	-	-	-	1	-
21.	Punjab	-	-	-	2	1	-
22.	Rajasthan	-	2	1	2	1	1
23.	Sikkim	-	-	-	-	-	-
24.	Tamil Nadu	1	2	3	3	3	3
25.	Telangana	-	-	-	2	2	1
25.	Tripura	-	-	-	-	-	-
26.	Uttar Pradesh	-	1	3	3	1	-
27.	Uttarakhand	2	-	1	-	-	-
28.	West Bengal	-	-	-	-	-	-
	UNION TERRITORY					-	-
29.	Andaman & Nicobar Islands	-	-	-	-	-	1
30.	Chandigarh	-	-	1	-	-	-
31.	Dadar & Nagar Haveli	-	-	-	-	-	-
32.	Daman & Diu	-	-	-	-	-	-
33.	Delhi	1	-	-	-	1	-
34.	Lakshadweep	-	-	-	-	-	-
35.	Puduchery	-	1	-	-	-	1
	ORGANISATION						
36.	Atomic Energy Education Society	-	-	-	1	-	-
37.	CISCE	-	1	3	3	1	1
38.	CBSE	-	1	-	1	3	3
39.	CTSA	-	-	-	-	-	-
40.	KVS	1	-	-	2	-	1
41.	NVS	-	1	1	1	1	2
42.	Schools under Ministry of Defence	-	-	-	-	-	-
	TOTAL	9	11	24	43	25	24

National ICT Award for School Teachers: Yearwise Awards Won



National ICT Award for Teachers, Teacher Educators and States/UTs- 2020 and 2021 for " Using ICT for Innovations in Education"

1. Guidelines for Teachers, Teacher Educators and States/UTs

<u>Eligibility</u>

- School teachers of preparatory, foundational, middle and secondary schools working in any recognized school in the Indian Union under the following categories are eligible to apply:
 - (a) 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.

(b) Central Govt. Schools i.e. Jawahar Navodaya Vidyalayas (JNVs), Schools under the Central

Tibetan Schools Administration (CTSA), Sainik Schools and Schools run by Ministry of Defense (MoD), Schools run by Atomic Energy Education Society (AEES).

(c) Schools under the Central Board of Secondary Education (CBSE) (Other than those at (a),(b) above)

(d) Schools affiliated to the Council for Indian Schools Certificate Examination (CISCE) (Other

than those at (a), (b) above)

- From the year 2021 onwards the contest is open for teacher educators of BIETs, DIETs, CTEs, IASEs, SIEMAT, SCERT, SIEs, SIETs and colleges, Universities run by Center/ State govt./ UT administration and private universities.
- SPDs/ Education Secretaries of States and UTs for best practice in ICT by respective States/ UTs.

Number of Awards Instituted

From 2020 onwards, in all 36 ICT Awards by the Ministry of Education (GoI) for the teachers of different States/UTs and seven autonomous bodies/ organizations under MoE have been instituted. From 2021 onwards 2 new categories of awards are introduced that are 10 (ten) for teacher educators and 3(three) for best practicing States and UTs.(Refer Annexure IV State/UT,organization wise number of nominations to be made)

<u>Awards</u>

Each awardee will get ICT accessories, a laptop and a commendation certificate. The awardees would be encouraged to function as mentors and resource persons to motivate and train other teachers. All the awardees are expected form a community of resource persons through networking. Awarded ICT Practices would be shared as best practices across the country. The best practicing States will receive a momento, a certificate and a rolling trophy



Selection Procedure

(I). <u>For State, UT school teachers and other autonomous organizations/institutions under</u> <u>Govt of India</u>

- Self nominated by the school teachers at ictaward.ncert.gov.in portal with supporting documents.
- The Directorate of Education, with the help of State-level Committee headed by Principal Secretary/Secretary(secondary Education)/SPD-Samagra Shiksha/ Headquarters of the concerned organization i.e. KVS, NVS, CBSE, CISE, CTSA, Sainik Schools under Ministry of Defense (MoD), AEES will scrutinize and forward shortlisted candidate for next level of evaluation
- At CIET,NCERT the short listed candidates would be required to make presentations before a Committee constituted by MoE.
- 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.

(II). For Teacher Educators

- Self nominated by the teacher educators at ictaward.ncert.gov.in portal with supporting documents.
- The Directorate of Education , with the help of State-level Committee headed by Principal Secretary/Secretary(secondary Education)/SPD-Samagra Shiksha will scrutinize and forward shortlisted candidate for next level of evaluation
- At CIET,NCERT the short listed candidates would be required to make presentations before a Committee constituted by MoE.
- 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.

(III). For Best Practicing States and UTs

- Self nomination by the Principal Secretary/SPD (State Project Director) on behalf of State/UT at ictaward.ncert.gov.in portal with supporting documents by using credentials provided by CIET.
- At CIET the SPDs would be required to present their State/UT's ICT work in the form of powerpoint presentation to the Jury Committee.

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.	1st April 2022	
2.	Last date for submission of online entries by Teacher, Teacher Educators and SPD	31th May 2022	
3.	 Scrutiny and forwarding of shortlisted Teachers by SPD of State and UT/ Head of Autonomous Organizations Scrutiny and forwarding of shortlisted Teacher Educators by Jury /Committee constituted by Head of the Organizations/ Institution and forwarded by head of organization to the next level Scrutiny and forwarding is not applicable for Best Practicing States 	till 30th June 2022	
4.	Scrutiny of short listed candidates by CIET-NCERT and forwarding final list for consideration to Ministry of Education, Govt. of India.	September 2022	
5.	National ICT Award Ceremony	November 2022	

2. Guidelines for submission of nomination/entry for the National ICT Award for Teacher -2020 & 2021, Teacher Educators & Best Practicing States/UT- 2021

- A Teacher Portfolio in the form of PDF/ videos should be submitted along with the online entry.
- 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 the overall quality of education in schools and community.
- The portfolio should document sustained systematic work using ICT over the years related to creation, duration, sharing, dissemination/ use of digital contents for students, teaching-learning and assessment.
- The portfolio should include relevant supporting documents, tools, reports of activities, field visits, photographs, audios or videos.
- e-contents listed in portfolio (Audios, videos, multimedia, charts, maps, models lesson plans and images) should be uploaded/ shared online, e-contents developed by teachers need to be uploaded on DIKSHA, NROER, etc.

Evaluation Matrix For Teachers

Category A: Objective Criteria

- 1. Whether the teacher used ICT for Continuous Professional Development of self and other stakeholders? This can include completion of an online course from SWAYAM, DIKSHA or any other MOOCs platform.
- 2. Whether the teacher contributed in mobilization of resources (crowd-funding, encouraging community, parents, alumni etc. to contribute) for creation of ICT infrastructure (Software, Hardware and Systems) in the school?
- 3. Whether the teacher developed and published/disseminated e-content through DIKSHA, LMS, web portal or mobile App?
- 4. Whether the teacher contributed to the development of any web portal, mobile app, LMS, social media etc. for teaching learning assessment?
- 5. Whether the teacher contributed to the development of any innovative software or hardware useful for teaching-learning-assessment?
- 6. Design and implementation of innovation and ICT enabled teaching learning assessment methods and strategies

i) How has the teacher/educator helped students in the use of ICT for self learning, investigation

and experimentation?

ii) How has the teacher/educator helped in achieving 21st Century skills – Continuous Professional Development?

- iii) How has the teacher/educator helped students in assessment and evaluation using ICT (Rubrics, portfolio etc.) and achieving Higher Order Thinking Skills?
- iv) How has the teacher/educator helped in enhancing learning outcomes among students through integration of Content, Pedagogy and Technology?
- 7. Whether the teacher has made any contribution towards the use of ICT for community development at large and for bridging the digital divide?
- 8. Whether the teacher has made any contribution in promoting health and well being through ICT (Guidance and Counseling, Yoga services)?
- 9. Whether the teacher has made any contribution in leveraging technology for CWSN/ DIVYANG and using assistive technologies for helping CWSN/ DIVYANG?
- 10. Annual Performance Appraisal Reports or other performance appraisal tools of the last 2 years.

Category B: Criteria based on performance

1. Describe an ICT activity that you have done, which showcases your best use of ICT for Education (attach supporting evidence, if any). The write up should highlight the educational issues, integration of ICT tools, e-resources and students' involvement in ICT integration.

- 2. How have you helped students to use ICTs for self-learning, cooperative/ collaborative learning, investigation, experimentation and development of higher order thinking skills?
- 3. How has ICT helped you in your own professional growth? Describe how it has helped you improve as a teacher.
- 4. What are the various assessment strategies adopted by you in the regular classroom teaching which indicate the impact of ICT use? Attach samples of your work related to ICT integration.
- 5. What has been the overall impact of your use of ICT in Teaching Learning Process? What has been your contribution to the school with respect to ICT integration?
- 6. What are your future plans about ICT integration and enhancing the quality of education?

Evaluation Matrix For Teacher Educators

Category A: Objective Criteria

- 1. Whether the teacher used ICT for Continuous Professional Development of self and other stakeholders? This can include completion of an online course from SWAYAM, DIKSHA or any other MOOCs platform.
- 2. Whether the teacher contributed in mobilization of resources (crowd-funding, encouraging community, etc.) to engage the pupil teachers for creation of ICT infrastructure (Software, Hardware and Systems) in their teaching-learning strategies?
- 3. Whether the teacher developed and published/disseminated e-content through DIKSHA, any other LMS, social media etc?
- 4. Whether the teacher contributed to the development of any web portal, mobile app, LMS etc. for teaching-learning-assessment?
- 5. Design and implementation of innovation and ICT enabled teaching-learning-assessment methods and strategies
 - i) How has the teacher/educator helped the pupil teachers in the use of ICT for self learning, investigation and experimentation?
 - ii) How has the teacher/educator helped in achieving 21st Century skills Cooperation, Collaboration, Communication, Creativity, Critical Thinking and Integration?
 - iii) How has the teacher/educator helped the pupil teachers in assessment and evaluation using ICT (Rubrics, portfolio etc.) ?
 - iv) How has the teacher/educator helped the pupil teachers in integration of Content, Pedagogy

and Technology with the use of ICT?

- 6. Whether the teacher has made any contribution towards the use of ICT for community development at large and for bridging the digital divide amongst teachers?
- 7. Whether the teacher has made any contribution in promoting health and well being through ICT (Guidance and Counseling, Yoga services)?
- 8. Whether the teacher has made any contribution in leveraging technology for CWSN/ DIVYANG and using assistive technologies for helping CWSN/ DIVYANG?
- 9. Annual Performance Appraisal Reports or other performance appraisal tools of last 2 years.
- 10. Whether the teacher educator has conducted any program/ broadcast/ podcast to enhance the digital literacy of pupil teachers. Link may be shared, if any.

Category B: Criteria based on performance

1. Describe an ICT activity you have done, which showcases your best use of ICT for Education (attach supporting evidence, if any). The write up should highlight the educational issues, integration of ICT tools, e-resources and pupil teachers' involvement in ICT integration.

- 2. How have you helped the pupil teachers to use ICTs for self-learning, cooperative/ collaborative learning, investigation, experimentation and in bringing innovation to the foreground?
- 3. How has ICT helped you in your own professional growth? Describe how it has helped you improve as a teacher/educator.
- 4. What are the various assessment strategies adopted by you in evaluating the pupil teachers which further indicates the impact of ICT use? Attach samples of your work related to ICT integration.
- 5. What has been the overall impact of your use of ICT in Teaching Learning Process?
- 6. What are your future plans about ICT integration and enhancing the quality of teacher education?

Evaluation Matrix for Best Practicing States

<u>Criteria</u>

- 1. Describe the strategies adopted by the State/UT in order to enhance and improve ICT infrastructure in various schools under the Samagra Shiksha or any other scheme(attach supporting evidence, if any).
- 2. Describe the ways in which the State/UT has used ICT in transforming classrooms into conducive virtual learning environments. Share evidence/data w.r.t the number of schools that have adopted Digital Education and how it has impacted the teaching learning process in schools.
- 3. How has the State/UT's efforts in teacher preparation through in-service and pre-service trainings brought about distinguishable changes in the performance of teachers? What are the strategies adopted by the State/UT to achieve the goal of 50 hours of annual Continuous Professional Development (CPD) for teachers as mandated in NEP 2020?
- 4. Describe how your State/UT has adopted ICT in upgrading automating the academic as well as administrative works in school.
- 5. Describe the steps taken by your State/UT in the creation/curation of quality digital contents for classes 1-12.
- 6. Describe the efforts made by your State/UT to bring in coherence in the access of educational contents and delivery through TV, Radio, QR code, DIKSHA or any other web portals.
- 7. How has the State enhanced the skill development of teachers in using AR/VR, Virtual Labs, LMS, CMS, MIS, AI, coding and Assistive Technologies?
- 8. Describe any research or pilot project undertaken in order to assess or bring about an impact in the use of ICT for teaching, learning and assessment by teachers and students.
- 9. How has the State/UT helped in the capacity building of students, including those with special needs/DIVYANG, in the use of ICT and ICT assisted learning?
- 10. How has the State been instrumental in ensuring that teachers and students are aware of cyber safety and security and taken necessary measures in this regard?

Number of Nominations Allowed

S.No	States/UTs/Organizations	Teachers	Teacher Educators
1	Andhra Pradesh	6	6
2	Arunachal Pradesh	4	4
3	Assam	4	4
4	Bihar	6	6
5	Chhattisgarh	4	4
6	Goa	4	4
7	Gujarat	6	6
8	Haryana	4	4
9	Himachal Pradesh	4	4
10	Jharkhand	4	4
11	Karnataka	6	6
12	Kerala	6	6
13	Madhya Pradesh	6	6
14	Maharashtra	6	6
15	Manipur	4	4
16	Meghalaya	4	4
17	Mizoram	4	4
18	Nagaland	4	4
19	Odisha	6	6
20	Punjab	6	6
21	Rajasthan	6	6
22	Sikkim	4	4
23	Tamil Nadu	6	6
24	Telangana	6	6
25	Tripura	4	4
26	Uttar Pradesh	6	6
27	Uttarakhand	4	4
28	West Bengal	6	6
	Subtotal	140	140

1. State / UT / Organization wise maximum number of nominations allowed for Teachers and **Teacher Educators**



S.No	States/UTs/Organizations	Teachers	Teacher Educators
Union 7	Ferritory		
29	A&N Islands	2	2
30	Chandigarh	2	2
31	D&N Haveli & Daman & Diu	4	4
32	Delhi	2	2
33	Jammu and Kashmir	4	4
34	Ladakh	2	2
35	Lakshadweep	2	2
36	Puducherry	2	2
	Subtotal	20	20
Other			
37	Atomic Energy Education Society Under Deptt. Of Atomic Energy	2	-
38	CBSE	6	-
39	C.I.S.C.E.	2	-
40	Kendriya Vidyalaya Sangathan	5	-
41	Navodaya Vidyalaya Samiti	2	-
42	Sainik Schools Under M/o Defence	2	-
43	Eklavya Model Residential Schools under Ministry of Tribal Affairs	2	-
	Subtotal	21	-
	Grand Total	181	160

2. Nominations for Best Practicing States/UTs:

SPDs of each State and UT have to submit online entry as per the evaluation mrtrics for the selection of 3 best practicing States/UTs

For more information about the award please visit:

https://ictaward.ncert.gov.in





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