



GOVERNMENT OF HARYANA / हरियाणा सरकार

Directorate School Education

विद्यालय शिक्षा निदेशालय

शिक्षा, संस्कृति एवं विकास
Education, Culture and Developmentतमसो मा ज्योतिर्गमय
Lead me from Darkness to Light

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TO

1. ALL THE DISTRICT EDUCATION OFFICERS IN THE STATE.
2. ALL THE DISTRICT ELEMENTARY EDUCATION OFFICERS IN THE STATE.

MEMO NO. 20/1-2010 CO (1)

DATED PANCHKULA THE 27.6.2011

SUBJECT:- NATIONAL AWARD TO TEACHERS FOR THE YEAR 2010- AND THE RECOMMENDATIONS THEREOF.

Reference on the subject cited above.

You are aware that National Awards are awarded by the Government of India to teachers every year. The Govt. of India has invited nominations for the National Award to the teachers -2010.

You are therefore, requested to send the recommendations for the National Award-2010 in the enclosed Format - Annexure 'A'.

While recommending the cases for National Award the following points may be taken into consideration:-

A. Categories of Award – Primary & Secondary:-

The following categories of teachers shall be eligible for nominations:-

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- i) Primary Teachers (upto 8th Class) - (Teachers who are teaching upto class 8th shall be considered in the category of Primary School Teachers)
- ii) Secondary Teachers - (Teachers who are teaching classes 9th-12th shall be considered in the category of Secondary School Teachers)

B. Eligibility:-

- i) Classroom teachers with at-least 15 years of regular teaching experience and Headmasters/Principals' with 20 years of regular teaching experience.
- ii) For teachers engaged in Inclusive Education, the regular teaching experience shall be reduced from 15 years to 10 years of regular service and in case of Headmasters/Principals from 20 years to 15 years.
- iii) The Educational Administrators including DEOs/DEEOs/Principal DIETs/Dy. DEOs/BEOs and the staff of SCERT/ DIETs/GETTIs are not eligible for these awards.
- iv) Only those teachers having requisite years of teaching experience, as mentioned at Sr. No.(i) & (ii) above on 31st December of the preceding year of the Award i.e. 2010 - shall be eligible to be considered for the award.
- v) No Teachers shall be asked/permitted to apply for the award.

C. Selection Committees:-

At the district level, the names of the teachers for these awards shall be firstly recommended by the Block Education Officers concerned to the District Level Committee. Thereafter the District Level Committee shall recommend the names to the State Level Committee who will finally recommend the names of teachers for

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these awards to Govt. of India. The District & State level Committee shall consist of the following:-

District Level Committee

- | | | |
|----|------------------------------------|----------|
| 1. | District Education Officer | Chairman |
| 2. | Principal DIET: | Member |
| 3. | Principal of Sr. Secondary School: | Member |
| 4. | Headmaster of High School: | Member |

The recommendations of the District Level Committees shall be then scrutinized by the State Level Committee chaired by Director, Secondary Education. The committee shall finalise the names for the State and recommend the same to Government of India. The State Level Committee shall consist of:

State Level Committee

- | | | |
|----|--------------------------------|----------|
| 1. | Director Secondary Education: | Chairman |
| 2. | Additional/Joint Director: | Member |
| 3. | Director SCERT | Member |
| 4. | Nominee of the Govt. of India: | Member |

D. Main Considerations for Awards

The scheme envisages that those teachers who show exceptional academic efficiency, quality of teaching and professional competence, good conduct & team spirit, engagement with the local community, utilize innovative teaching methods and command respect in the community are recommended for the awards. Main considerations are:

I. Academic Efficiency:

- a. Results
- b. Teacher Products
- c. Teaching Innovations

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II. Personal Achievements:

- a. Good ACR's
- b. Acquiring Higher academic qualifications
- c. Personal Conduct
- d. Team Spirit/Discipline

III. Involvement in Social Life of Community

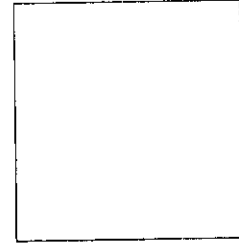
Note - Brief descriptions of the above considerations are mentioned in Annexure- 'B'.

The personal files and other necessary documents/certificates (duly counter-signed and attested by the District Committee) should also be sent. The recommendations of the District Level Committee should reach the Directorate upto **30.6.2011** positively through special messenger. Needless to say each recommendation shall be scrutinized in detail by the State Level Selection Committee and if required the data upon which the recommendations are based (e.g. lesson plans, CCE records, project based learning records, etc) may also be called to head office for verification.

No case received after this date shall be considered.

Ranbir Singh
**ASSISTANT DIRECTOR CO-ORDINATION
FOR DIRECTOR SECONDARY EDUCATION
HARYANA PANCHKULA**

Please Note:- One passport size photograph duly attested on back side by any Gazetted Officer of your Town, Tehsil or District be attached in separate envelope. The Photograph should not be defaced in anyway.



PROFORMA FOR RECOMMENDING A TEACHER FOR NATIONAL AWARD

Particulars of the Teacher are to be filled by the District Education Authority from sources such as Teacher's Diary, records of Inspection, records kept by the Headmaster, examination results of the school, Confidential reports and Service Book, etc. of the teachers.

Particulars of the Teacher

1. Name (in Block letters) : _____
2. Sex with marital status : _____
3. Designation & complete school address with Pin code number, Telephone number : _____
4. Complete Residential address with Pin code number, Telephone number : _____
5. Complete Permanent Address with Pin code number : _____
6. Whether the school is Primary/ Secondary/Hr. Secondary : _____
7. District : _____
8. State : _____
9. Date of Birth : _____
10. Present age : _____
11. Date of superannuation : _____
12. If superannuated, please clarify whether extension has been given by the State Authorities with Supporting documents : _____
13. Total Service with date of joining as Teacher : Total Service _____ Years _____ Months
Date of joining as teacher: _____

Handwritten mark

14.

SERVICE RECORD

Name of the Institution (s)	Level: Primary/ Secondary etc.	Management Govt. Aided or Unaided	Total Enrollment	Duration of Service
1.	2.	3.	4.	5.
			From	To
Subject (s) taught	Classes taught	Result at public or annual examination(s)	Any other responsibility discharged	
6.	7.	8.	9.	

14. Total Experience	Teaching	Period From _____ To _____
	Administrative	_____
	Other	_____
	Total	_____

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**District Education Officer
With Rubber Stamp.**

REMARKS/RECOMMENDATIONS OF THE DISTRICT COMMITTEE

CHAIRMAN OF THE DISTRICT COMMITTEE

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ANNEXURE- 'B'

I. Academic Efficiency:

i. Results:-

In Internal Exams/ Board Exams – at least 70% of children of the classes taught by the teacher concerned should have secured more than 60% marks in the year 2009-2010.

ii. Teacher Products:

i) CCE Record –proper maintenance of each child’s progress as per prescribed CCE by the SCERT/Board.

ii) Lesson Plans – A lesson plan is a teacher’s detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children. It is expected that the teacher would have maintained lesson plans for all contents of each chapter of the subject taught. While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

Title of the lesson

Time required to complete the lesson

List of required materials

List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion)

The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons

An instructional component that describes the sequence of events that make up the lesson, including the teacher's

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instructional input and guided practice the students use to try new skills or work with new ideas

Independent practice that allows students to extend skills or knowledge on their own

A summary, where the teacher wraps up the discussion and answers questions

An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

Analysis component the teacher uses to reflect on the lesson itself —such as what worked, what needs improving

A continuity component reviews and reflects on content from the previous lesson

- iii. iii) **Student Project Records** – project based learning has been introduced in the State. It is hoped that teachers would have got the children involved in projects and of course maintained records of such projects.
- iv. **Class-room teaching evaluation** – objective evaluations carried out by school heads or block and district heads of the class-room teaching of the teacher.
- v. **Special attention to weaker students** – whether teacher gives any special attention to the gifted and weaker students; any special efforts like remedial classes/tutorials for the weaker students
- vi. **Innovations in teaching:**
- i) Use of new Teaching Aids
 - ii) Use of ICT in Teaching the students
 - iii) others

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II. Personal achievements:

- 1) Acquisition of higher Academic Qualifications such as:
 - i) Masters Degree
 - ii) M.Phil
 - iii) Ph.D.
 - iv) others
- 2) ACRs of last 10 years – should be good and plus
- 3) **Good Conduct** - Whether the teacher:
 - i) takes part in Trade Union activities.
 - ii) habit of making complaints.
 - iii) habit of indulging in Litigation
 - iv) Punctuality
 - v) Indulges in tuition
- 4) **Team spirit** – does not vitiate school atmosphere; engages with peers in a cooperative fashion; takes part in common activities like morning prayers/PT;
 - i) Does the teacher command respect among the students?
 - ii) Is he/she able to maintain discipline among the students?
 - iii) Does the teacher maintain cordial relations with his/her fellow-teachers and others?
 - iv) Is he/she held in high esteem by the community, particularly the parents?

III Involvement in Social Life of Community: engagement with local community to garner support for the benefit of the school children.

1. **Infrastructure:** The mobilization of local community to contribute to the school for land, buildings, boundary wall, pumps, water tanks etc.
2. **PTA:** The efforts made by the teacher to involve Parents in the education of the child through Parent-Teacher Association meetings etc.