

EMINENT EDUCATIONISTS IN INDIA

Department of Special Education

**NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE
DISABILITIES (DIVYANGJAN)**

-ACCREDITED BY NAAC- -ISO 9001:2015-

**(DEPWD, MSJ&E GOVT. OF INDIA) ECR, MUTTUKADU, KOVALAM (POST),
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PREFACE

*"A successful man is one who can lay a firm foundation with the bricks
that other throw at him."* -- **David Brinkley**

THIS BOOK EMINENT EDUCATIONIST IN INDIA AIM TO ASPIRE THE EDUCATORS TO ENDEAVOR AND ACHIEVE MORE SUCCESS IN THEIR CARRIER. IT MOTIVATES THE EDUCATORS TO BECOME EFFECTIVE LEADERS AND MANAGERS OF THE EDUCATIONAL SYSTEM TOMORROW. THIS BOOK EMERGES AS ONE OF THE COMPREHENSIVE REFERENCE BOOK TO TEACH THE EMINENT EDUCATORS WHO CONTRIBUTED THEIR KNOWLEDGE AND EXPERTISE IN THE FIELD OF EDUCATION. THIS BOOK GIVES SCOPE TO UNDERSTAND THE UNDERLYING PHILOSOPHIES OF THE CONTRIBUTORS AND MOTIVATE THE LEARNERS TO FOLLOW THEM IN THEIR PRACTICE. THE CONTRIBUTION OF VARIOUS EMINENT PERSONALITIES IN THE FIELD OF EDUCATION IN INDIA, PLAYS A SIGNIFICANT ROLE IN BRINGING CHANGES IN THE LIFE OF MANY INDIVIDUALS. KNOWING THE CONTRIBUTION OF ELDERS IN THE FIELD OF EDUCATION WILL ADD VALUE TO THE SOCIETY AND BRINGS A HARMONY IN THE PROCESS OF LEARNING. THIS WILL HELP EDUCATORS DEVELOP THEIR SKILLS AND KNOWLEDGE IN THE FIELD AND MAKE A PLATFORM TO EMPOWER, SUPPORT THE SCHOLASTIC NEEDS OF THE YOUNGER GENERATION.

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Index

Sl. No.	Content	Page No.
1	Udumula Gregory Reddy	1
2	Mamang Dai	2
3	Manas Bihari Verma	3
4	Harsh Mandar	4
5	Professor Armando Menezes	5
6	Mohandas Karamchand Gandhi	6
7	Dr. Sarup Singh	7
8	Som Prakash Ranchan	8
9	Sonamwangchuk	9
10	Ram Dayal Munde	10
11	Azim Premji	11
12	Joseph Mundassery	12
13	Shalini Moghe	13
14	Savitribai Phule	14
15	Dr. TS Gangte	15
16	Frederick William Savidge	16
17	Dr. P S Lorin	17
18	Sri Aurobindo	18
19	Vidyadhar Shastri	19
20	Keepu Tshering Lepcha	20
21	Harris Sam Sahayam Lawrence	21
22	Mir Osman Ali Khan	22
23	Dr. Jagadish Banerjee	23
24	Madan Mohan Malaviya	24
25	Dr. Kewalanandkandpal	25
26	Rabindranath Tagore	26
27	Ajai Kumar Mittal	27
28	Mr.& Mrs. Hormusjee Vakeel	28
29	Prof. Jeyachandran	29
30	Father Felix	30
31	Amitabh Mehrotra	31
32	Dr. Vijayalakshmi Myreddi	32
33	References	33

Introduction

“Education is the process of training man to fulfil his aim by exercising all the faculties to the fullest extent as a member of society” ... Aristotle.

Home is the first educational institution for every individual and the society become the role model for providing education to the children. The children are introduced to the society in the process of learning and the society expects the children to become a contributor to the society in one or other ways. A healthy and good education helps the children to develop their personality and cope themselves with any situations in the society. Proper education filters and refines the knowledge and solves the problems encounters in their society. Children are having the innate capacity to learn and look forward to get the opportunities learning. The responsibility of the service providers in the society is to create and provide the opportunity for the children to learn and satisfy. India is diversified in nature and providing education to children in our country becomes challengeable task. There are many personalities in our country understood the diversity and contributed their knowledge and resources to the field of education. It is herculean task to identify all the personalities who contributed for education this book brings to the light of some of the eminent personalities contributed for education from different states in India

UDUMULA GREGORY REDDY (1967 – 2021)

Andhra Pradesh

Udumula Gregory Reddy was an eminent educationist from Hyderabad and was popularly known as UG Reddy. He was the Founder, Chairman and Principal of St. Joseph's Education Society established in 1970 and was instrumental in imparting quality education to young minds.



With 'Pursuit of Excellence' being St. Joseph's Education Society's motto, Gregory Reddy proved that in order to make one's dreams a reality, one needs to have a lot of determination, self-discipline and put in a lot of efforts. Under his guidance, five schools namely St. Anthony's High School (SSC Curriculum), Queen Mary's Junior College for Girls, St. Mary's Upper Primary School, St. Joseph's Public School and St. Joseph's High School in King Koti, were established. To bring about cooperation and coordination among all ICSE schools in Andhra Pradesh, UG Reddy started the Association of ICSE & ISC Schools (AISCE) in 1997.



Karthik Raja

MAMANG DAI (1957)

Arunachal Pradesh

Mamang Dai is an English poet and novelist. She has one collection of poetry, *River Poems*, to her credit. Her next collection, *Midsummer – Survival Lyrics*, is due for publication. For all its simplicity, Dai's poetry does not arrive at easy conclusions. The poet describes her people as "foragers for a



destiny" and her work is pervaded by a deep unease about erased histories and an uncertain future. She describes herself as a member of a tribe of "ten thousand messengers/ carrying the whispers of the world". We could realize Mamang Dai as an effective messenger.

A former member of the Indian Administrative Service, Dai left the service to pursue a career in journalism and writing. She has been correspondent for various newspapers, including *The Telegraph*, *Hindustan Times*, and *The Sentinel*, and has also written for television and radio. In addition to two novels, she has written prose and stories for young readers. Her non-fiction work, *Arunachal Pradesh: The Hidden Land*, received the State Verrier Elwin Award in 2003. She is currently the General Secretary of the Arunachal Pradesh Literary Society, a member of the Northeast Writers' Forum and a General Council member of the Sahitya and Sangeet Natak Akademi.



Deepa R

MANAS BIHARI VERMA (1943 – 2021)

Bihar

Manas Bihari Verma was an Indian aeronautical scientist in the development of the light combat aircraft, Tejas. In 2018, he was awarded with the Padma Sri civilian by the president of India. He launched a mobile science lab for promoting education of science in Bihar after his retirement.



He is the founder of Viksit Bharat Foundation, through which he imparted the knowledge of science and computer in his hometown Bour among the Dalit children in the areas of Supaul, Madhubani, and Darbhanga.

In 2010 he launched a Mobile Science Lab Project. A team of science and computer instructors visit the schools to demonstrate science experiments and computer knowledge. The teaching was done through the 'Lab in Box' (LIB) programme and was supported by IBM.

Verma got several awards for his contribution in the field of education. Under the project, three van equipped with physics, chemistry and life science laboratories make rounds of school, especially in the rural areas. His NGO, Viksit Bharat Foundation, runs the MSL Programme with support from a NGO in Bangalore (Agastya International foundation)

He was inspired by Kalam which made to start the MSL Programme.

According to him “Only teaching is not enough in this competitive world, Students need to be more practical, and teachers should guide them achieving their goals.”



Priya S

Harsh Mandar (1955)

Chhattisgarh

Harsh Mandar is a human rights and peace worker, writer, columnist, researcher, and teacher who works with survivors of mass violence, hunger, homelessness, and mental disability. He served in the Indian Administrative service in Chhattisgarh and Madhya Pradesh for 20 years. He anchors the Centre for Equity Studies which publishes India Exclusion Report annually. The institution works for the oppressed and marginalized children. During his tenure in Chhattisgarh, he worked with the most dispossessed population.



He is an educator who completed his Ph.D. from Vrije University, Amsterdam. He worked with leprosy patients, survivors of communal riots, caste violence etc. He is the founder and chairperson of the State Health Resource Centre, Chhattisgarh. He established the organization INSENSE for the inclusion of mentally challenged people. He has always been an advocate for child and disability rights, not only in Chhattisgarh but also all over India. He has founded a campaign for working with street children, which is managed by Rainbow Foundation where homeless girls and boys are protected and given bridge education so that they can join regular schools. He has been a champion of campaign for Marginalized Children for their education and for health and nutrition. He has worked for the upliftment of tribal, bonded labourers and child labourers. He teaches courses on poverty and governance across the world. He has directed public policy reform for advancing the right to food and nutrition in Chhattisgarh and other states.

He has received several awards including Rajiv Gandhi Sadhbhavna Award and M.A. Thomas National Human Rights Award. He now lives in Delhi and works with children and people displaced by the pandemic.



Sindhu V

Professor Armando Menezes (1902–1983)

Goa

Professor Armando Menezes completed higher studies at Bombay University, after a Portuguese education in Goa. He obtained the coveted Chancellor's gold medal in Latin during his M.A. Examination of the University. He taught at St Xavier's College



Bombay. He became head of the department of English. Later he taught English at Karnataka College Dharwad, where became Principal, the first professor and chairman of the department of English in Karnataka University.

Prof Menezes successfully translated Vachana Literature from Kannada into English with the assistance of S. S. Malawad, Prof Yeravintelimath and Prof Sarojini Shintri. This translation work is his substantial contribution to the native literature.

He was appointed Undersecretary of Education by the Government of the Bombay State and later, retired from his career as an educator.



Najma Begum B



Tiwari Neha Anil Kumar

Mohandas Karamchand Gandhi (1869 - 1948)

Gujarat

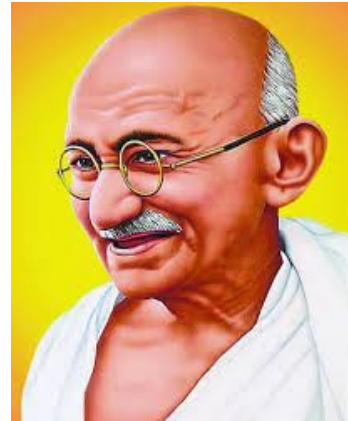
According to Mohandas Karamchand Gandhi, “Education mean an all-round drawing out of the best in the child and man-body, mind and spirit.”

His nation was “...education for life, education through life, and education throughout life.” This definition of Mahatma Gandhi would comprise everything that can be conceived under education.

Through his educational scheme known as ‘Basic Education’ he wanted to bring about a social revolution in country to create a new social order that would reflect his philosophy of education and life.

His philosophy of education is a harmonious blending of idealism, naturalism, and pragmatism. He advocated the ideals of truth, non-violence, and moral values to achieve the ultimate truth of self-realization.

This activity-centered curriculum, Gandhiji included Mother-tongue, Basic Craft, Arithmetic, Sociology, General Science, Art, Music, and other like subjects. He further advocated that curriculum for boys and girls from classes 1 to 5 should be the same. After that, boys should be taught some Craft and girls should study Home-Science. It should be noted that Gandhiji’s scheme of Basic Education is limited to primary and junior stages only.

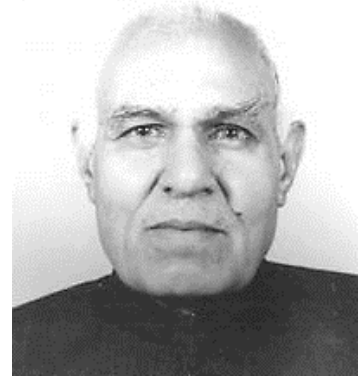


Himana Habeeba Begum M

Dr. Sarup Singh (1917 – 2003)

Haryana

Sarup Singh completed his matriculation from Punjab University in 1934 and Intermediate Arts from Delhi University in 1936. BA Hons (English) from Ramjas College, Delhi, in 1938, securing the 2nd position; then stood 1st in MA (English) of Delhi University in 1940; and finally, after 11 years



of college teaching, qualified for the Ph.D. degree from London University, a rare distinction in that period after India's independence.

South Campus, Delhi University was established by Sarup Singh after the discussion between the Prime Minister, Mrs. Indira Gandhi, and a delegation of the University. He is also the ironman behind the opening of the University college of Medical Sciences. He also "The Delhi University Teachers Welfare Fund" for the teachers at the University and its affiliated and constituent colleges/institutions with effect from March 1975.

In middle of 1975, Dr.Sarup Singh was appointed Member of the Union Public Service Commission where he introduced a fresh element in the approach to testing candidate's viva-voce. It was his emphasis that students coming from rural background should be assessed based on their response to such questions as are relevant to their situation. That the candidate's merit will not be ignored in matters under his consideration, became widely known.

College principal, professor, vice-chancellor, UPSC member, MP, and governor of Kerala, Gujarat, and Rajasthan, Dr Sarup Singh lived many professional lives in one lifetime. Dr Singh brings to the fore his roles as father, teacher, administrator, politician, statesman, and scholar very admirably. His life is a depiction of a man whose humanitarianism and generosity manifested themselves in every position that he occupied.

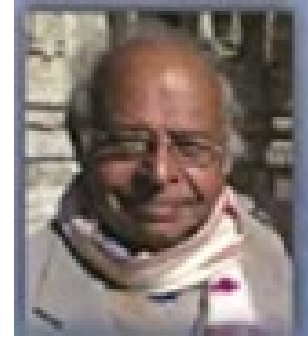


Mallika M

Som Prakash Ranchan (1932 – 2014)

Himachal Pradesh

Som Prakash Ranchan was a renowned educationist, scholar, and author. He was a revisionist of Indian culture. He was born in Lahore, British India in 1932 and was migrated to Shimla following Indo-Pakistan partition in 1947. Due to this relocation, he encountered a great struggle in his early years of college which made him to do jobs like insurance, marketing, and reporting. This was the initiative of his work in the year 1951-1954 as the “Struggle Period”. In his work like psychoanalytical studies has the impact of psychologist Carl Jung, Adler, and Freud. He started his career as a teacher in 1954 and worked in different colleges and went to USA in 1960. He worked as an instructor for a year on California State University. He designed many new courses in literature and interdisciplinary studies such as, "Search for Self: East and West", "Yoga", "Walt Whitman and the Great Adventure with Self", and "Seminar in R. K. Narayan and Raja Rao". He composed poetry like, "Me and Columbia" or “America with Love etc.



He developed interest in ‘Comparative Literature’ during his work in California. One of his quotes was, “an Indo-American, mediating, relating across the board” which depicts himself. His poetries cover India’s Vedic or Vedanta and Tantra as well as western psychology and religious figures. He perceived and revealed that ‘it is the myth that operates in all our life.’ His wide range of experiences gave a remarkable creativity in subjects like psychology, folklore, political theory, therapy, myth, etc. One of his noted poems is “Blind Beggar is a part of curriculum in India, many research papers have been published around his works. In 1993, he was awarded HRD Award by Indian Government for a project on the Hero Folktales of Shimla district. In the same year he was awarded Himachal Academy Award for a folklore project. He had received fellowship for Fulbright, Smith-Mundt, University of Wisconsin, Hazen foundation. He also received fellow of Indian Institute of Advanced Study. The chief minister Virbhadr Singh described Ranchan as an educationist, poet, scholar, novelist, and

literary critic.



Shylaja T

SonamWangchuk (1966)

Jammu Kashmir

SonamWangchuk is a mechanical engineer, innovator, and education reformist. He also studied earthen architecture at Craterre School Architecture in Grenoble, France for around two years.



He decided to teach kids for a living, so he set up the Student's Educational and Cultural Movement of Ladakh (SECMOL) in 1988 as a founding director. He is also known for designing the SECMOL campus that runs on solar energy and uses no fossil fuels for cooking, lighting, or heating.

He inspired Aamir Khan's character 'PhunsukWangdu' in the iconic 2009 movie, is best-known for coordinating a massive reform movement in education in Ladakh. He focused on a pragmatic approach to learning, moving away from rote-learning. His efforts led to a significant reduction in the rate of failure among school students in the union territory.



Sangeeta



Usha E

Ram Dayal Munde (1939 – 2011)

Jharkhand

Ram Dayal Munde was an Indian scholar, linguist, writer, tribal activist and regional Music exponent. He was awarded the Padma shri of the year 2010 for his contribution to the field of art. He was a vice chancellor of Ranchi University and a member of the upper house of the Indian parliament. In 2007 he received the Sangeet Nadaka Academy Award. He got an opportunity for getting higher education in linguistics in an interdisciplinary atmosphere, from an ambitious research project of the University of Chicago, on the Indic group of the Auto Asiatic Language. Munde received his PhD from the University of Chicago and was subsequently appointed in the faculty of department of south Asian studies. He started a department of tribal and regional language. Many students passed out from the department and formed a body “All Jharkhand students union” (AJSU) formed for the maintenance of the Jharkhand movement. This movement paved the way for the initiation of the new state of Jharkhand.



Anju Susan John

Azim Premji

Karnataka



Azim Premji, promoter-chairman of Wipro Ltd, the Wipro Group of companies and Azim Premji University, in early seventies discontinued his studies at Stanford University to take charge of business at Mumbai. He diversified his business in to software in 1980s, by that he become one of the wealthiest individuals in India in terms of net worth.

In 2000, Azim Premji endorsed Azim Premji Foundation with the objective of improving the quality of Primary Education in India and particularly Karnataka state. After several years of insufficient ventures in to teacher training and content development for primary education, in 2010, Azim Premji made an irrevocable deed of gift to Azim Premji Foundation a huge sum of Rs. 8,846 crores for the construction and establishment of the Azim Premji University – the largest endowment for public education in Indian History.

The prime objective of APU is to set new standards in teacher training and research for school education. Sanctified by a special Azim Premji University Act, 2010 of the Karnataka Legislative Assembly, APU admitted its first batch of 150 students last July. Even as its state-of-the-art campus in Sarjapur in suburban Bangalore is taking shape, APU is set to change the primary education landscape in 21st century India by setting new standards in vitally important teacher training and development.



Vaidehi J

JOSEPH MUNDASSERY (1903 – 1977)

Kerala-Lakshadweep

Joseph Mundassery was a teacher, prominent literary critic as well as the first education minister of the state of Kerala. Mundassery was born at Kandassankadavu in Thrissur. After schooling he took bachelor's degree in physics and master's degree in Sanskrit and Malayalam. He later became the Head of the Department at department of foreign languages at St. Thomas College, Thrissur. Later he became Member of Legislative Council (MLC) of the princely state of Cochin in 1948. He authored the 'educational bill' proposed during his short tenure as a minister. The bill mainly aimed at the revival of public educational institutions in Kerala, which irked the upper caste in the state. He was a prominent figure in the field of Malayalam literary criticism. He was one among the known trio of Malayalam critics.



It was during this time that more substantial steps for the welfare of the students from Lakshadweep were taken. Along with the existing scholarships and other provisions for the students from the island, exclusive hostel for them was set up in Elathur, Calicut. These provisions have led to the subsequent rise in the literacy rate of the island and pushed it to become the second most literate community in India. Even today students from Lakshadweep rely on Kerala for their higher education.

He is noted for the partial success of the reforms in the educational sector of Kerala and was the President of Kerala Sahitya Parishad, executive and founding member of the Kerala Sahitya Academy. He was also the vice chancellor of the Cochin University of Science and Technology. When it comes to his literary works, 'Professor', 'Konthayil Ninnu Kurushilekku', 'Parappurathu vithacha vithu', 'Sammanam', kadaksham, 'Kozhinja Elagal' are some of noted works.



VishnuPriya V

Shalini Moghe (1914 - 2011)

Madhya Pradesh

Shalini Moghe is the daughter of Padma Bhushan Vinayak Sitaram Sarwate a Marathi freedom fighter, political leader, and author. She got inspiration to become a social worker from her father. Shalini Moghe was an Indian educationist, social worker, and the founder of Kasturba Kanya School for tribal children and Bal Niketan Sangh. She started Bal Niketan Sangh which slowly branched too many welfare programs within the city. She was the chairperson of the Bhartiya Grameen Mahila Sangh at Indore which works for the physically challenged and weaker sections of the society. Moghe started a nursery in a sweepers' colony in 1953. She was nominated as a member of the Madhya Pradesh state Social Welfare Board by state government and two Adivasi districts also placed under her control. She used this opportunity to create awareness about the activities which she does as a social worker. She founded Kasturba Kanya School in Jhabua and established a toy library in 1971. Under the ageis of Bal Niketan Sangh, she established a B.Ed. college. She initiated many programs benefiting rural people as an educationalist. She was honored with the civilian award of Padma Shri by the Government of India in 1968 for her outstanding contribution to education and social work. She also received Award for her work in child Education, development, and welfare of human and children and/or Gandhian constructive work by women workers and in the field of women and child development. The Government of Madhya Pradesh declared her as one among "Pradesh Ki Gauravshali Betiyan" (State's Daughter of pride) on the state foundation Day on 1 November 2011 as a part of the Beti Bachao Abhiyan (Save the Daughter Campaign).



Kiruthika R

Savitribai Phule (1831 – 1897)

Maharashtra

Savitribai Phule was born on 3 January 1831 in the village of Naigaon in Satara District, Maharashtra. She was an illiterate at the time of her marriage and was later educated by her husband Jyotirao. She enrolled herself in teacher education programme and became the first Indian woman as teacher as well as the headmistress. Savitribai along with Jyotirao and Sagunabai founded a school at Bhide Wada where western curriculum like mathematics, science and social studies had been taught to the students.



By 1851, they had three schools for girls in Pune. The teaching methods followed in the schools were different than the government schools. The ratio of number of girls receiving education in their school was higher than the boys in government school. Savitribai along with Fatima Sheikh opened a school in 1849. In 1850, Savitribai and Jyotirao established two educational trusts as ‘Native Female School’ in Pune and ‘Society for promoting the Education of Mahar, Mangs’. Savitribai and Jyotirao had established 18 schools for children irrespective of castes. They also opened a care centre named ‘Balhatya Pratibandhak Griha’ – ‘Child-killing prohibition Home’ for pregnant rape victims.

She was an author and a poet. Her poem” Go, Get Education” encouraged the oppressed people to obtain education by freeing themselves. She is a passionate feminist as well as an anti-infanticide activist. 3rd January the birthdate of Savitribai was celebrated as Balika Din in Maharashtra, especially in girl's schools. In 1983, Pune city created a memorial for her in 1983. On 10 March 1998 a stamp was released by India Post in honor of Phule. In 2015, the University of Pune was renamed as Savitribai Phule Pune University by honoring her.

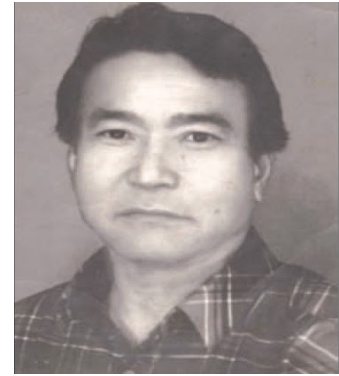


Amurtha Hiralal Makeshwar

Dr. TS Gangte

Manipur

Dr. T.S Gangte, also known as Thangkhomang Selpho Gangte, was an author, academician, educator, and mentor who was born on November 30, 1932. He has made significant contributions to education not only in the hill areas but also throughout the state of Manipur.



Dr. TS Gangte was the first Chairman of the Manipur Council of Higher Secondary Education; Director of Education (University and Higher Education); Chairman of the Manipur Board of Secondary Education; founder Principal, Churachandpur Govt. College - Manipur's first tribal college; and Headmaster of Gandhi Memorial High School, Molnom, Ccpur. He also helped to found Moreh College in Moreh, Maram College in Maram, Bethany Christian Higher Secondary School in Ccpur, and Rayburn College in Ccpur.

'The Kukis of Manipur' (1991), Dr Gangte's magnum work, is a highly recognized book in the national and international scholarly circles. He also presented presentations at international, national, and state-level seminars, as well as well-researched essays and write-ups on current state and ethnicity issues in respected daily newspapers and journals of national repute.

He also published another analytical book, 'Nehru and the Northeast India,' in 1993, which was well-received by academics. He served his people as an educator. The Dr T S Gangte received Gold Medal Award for excellence in the topic has been given out by Manipur University, Canchipur, since 2008. Dr. Gangte was a learned man, a man of high caliber, an erudite scholar, one of Manipur's finest academicians and educationists, a passionate teacher, a prolific writer, a pioneer of higher education among Manipur's people, and held various responsible and administrative positions throughout his life.



Thempy

Frederick William Savidge (1862 – 1935)

Mizoram

Mizo referred to them as "Vagabond Foreigners". He was one of the pioneers who used the Roman script to invent the alphabets for their Mizo language. He taught two mizos named Suaka and Thangphunga for the aim of Christian mission, this is the first time mizos had experienced the taste of education.



Rev F.W Savidge was the first person to establish a school in Mizoram. His educational efforts, which he co-led with his wife, were so successful that by 1921, the region had fifteen schools with 421 students. His wife, who was also a Calcutta teacher. She educated the ladies and girls of the MiZo, together with other Rev spouses. He renowned as the "Father of Mizo Education."

Many of Rev F W Savidge's schools have since been renamed Baptist Missionary schools. Mizoram is now the country's second most literate state, after Kerala.



Archana P

Dr. P S Lorin (1953 – 2021)

Nagaland

P.S.Lorin was the founder and Principal Emeritus of the Tetso College, he was the founder and convener of the Naga people's Movement for Human Rights and a member of the forum for Naga Reconciliation. He was the president of the Delhi Chapter for the Naga Students Union. His educational journey began from Phenshuny Village. He got Full Bright Scholarship from USA. He was not only an educationist but also a social activist, who had sincere concerns for the welfare of Naga society.

He was engaged as President in Nagaland College Principals' Forum, Nagaland Private College Principals' Association, Principal of Alder College, Kohima, Assistant Professor in the Department of Political Science, North Eastern Hill University; Member and Executive Council of Nagaland University; Member, High Powered Committee on Higher Education, Government of Nagaland, Member, Governing Council, Northeast Christian University; Member, Board of Studies, Patkai Christian College (Autonomous), Member, State Level Quality Assurance Coordination Committee, Nagaland, Member Coordinator, Peer Team, National Assessment and Accreditation Council. He also served as the president Council of Rengma Baptist Church. He established Tetso College in the year 1994. He was a fatherly figure, a mentor, guide, and a true son of the soil. He was expired in the year 2021 in Dimasapur.



Bhuvaneswari R

Sri Aurobindo (1872-1950)

Puducherry



Sri Aurobindo was born in Calcutta on 1872. In 1879, at the age of seven he went to England, learnt Latin, Greek, French, German, Italian, and Spanish languages. Upon his return to India, he worked as Professor of English and Vice-Principal in the Baroda College.



Sri Aurobindo Ghosh was an Idealistic. His Idealistic philosophy of life was based upon Vedantic philosophy of Upanishad. His Educational Philosophy is student oriented philosophy and medium of instruction in mother tongue, which recommends focusing on integral development of student covering the whole aspects of education such as psychic and mental, spiritual, physical, vital by cultivating the beauty, power, knowledge and love. According to Aurobindo, real education is that, which provides freedom and creativity, mental, moral, and aesthetic sense. He started Aurobindo Ashram at Pondicherry in 1910.

According to Aurobindo's Educational Philosophy, everyman has divinity by some extent in the form of some special ability which should be identified and allowed to grow by the teacher. He desires to have such an education system through which a student can be allowed to grow his mind completely in his own way and subsequently he can be converted into a healthy, knowledgeable, and spiritual as well as wise man.

Aurobindo emphasized that education should create dynamic citizen so that they are able to meet the needs of modern complex life. According to him, physical development and holiness are the chief aims of education. The teacher is not an instructor or taskmaster; "he is a helper and a guide." The role of the teacher "is to suggest and not to impose". The teacher should be a role model to his children that mere imitation can enable them to reach higher and higher stages of development. Development of conscience is another important aim of education that needs to develop by the help of teacher.

Sri Aurobindo suggested activity method, observation, self-discovery, discussion method, learning by doing, learning by self-experience during teaching learning process. The teacher is not an instructor or task master he is a helper and guide.



Sahithya K.M

Vidyadhar Shastri (1901- 1983)

Rajasthan

Vidyadhar Shastri was a Sanskrit poet and a scholar of Sanskrit and Hindi. He was born in the city of Churu in Rajasthan and received the degree of Shastri from Punjab University. He is the Master of Arts in Sanskrit from the University. In 1962, he was conferred the honor of Vidyavachaspati by the President of India.

In 1928 he was appointed as a lecturer in Sanskrit at Dungar College in Bikaner and became Head of the Department. After his retirement he served as the Head, Department of Sanskrit at Hiralal Barahsaini College, Aligarh. He founded the Hindi Vishwa Bharati for the promotion of Sanskrit, Hindi, and Rajasthani literature in 1958. He served his lifetime as the head of this institute. He inspired and mentored many students during his lifetime. In 1962, during the Centennial celebration of Madan Mohan Malaviya Himadri Mahatyam was written which asked all the Indians to defend the Himalaya. His play Kalidasa celebrates the superiority of leading a spiritual life over the pursuit of material wealth.

He had been felicitated by the President of India by Dr. Rajendra Prasad at Vishwa Sanskrit Parishad. In 1962, he received the honor of Vidyavaschaspati from Sarvapalli Radhakrishnan from S. Radhakrishnan during the golden anniversary celebration of the Akhil Bharatiya Sanskrit Sammelan. He was also awarded by the Rajasthan Sahitya Academy. He was honored as a Sanskrit scholar by the President of India Shri V.V. Giri in 1972 at the silver anniversary celebration of India's independence. He received public felicitation of the Bharatiya Vidya Mandir in Bikaner. He was also honored in Harit Rishi memorial felicitation by the Maharana Mewar foundation and was recognized for his outstanding service to development of culture.



Bhuvaneshvari N

KEEPU TSHERING LEPCHA (1942)

Sikkim

Keepu Tsering was born in 1942 in a Lepcha household to a government official in a rural district of the Northeast Indian state of Sikkim. She is an educationist, social worker, and a civil servant. She received her primary and secondary education in Gangtok before going to Kolkata for higher education. She began



her career as the principal of the Enchey Senior Secondary School in Gangtok in 1967. She moved to Government High School in Gangtok, to educate Tibetan refugee children. She was promoted as assistant director of education for managing teachers' training institute at primary level and contributed to the publication of primary school textbooks and the training of teachers in the local languages through short-term training programmes.

Tsering began her career in the Sikkim Civil Service in 1994 and became joint secretary. She worked for 28 years as a project director for the Rural Development Agency and was active in development operations in rural areas. At the time of her retirement in 2000, she was the secretary of the Department of Sports and Youth Affairs. She continued her social efforts during her years in the government service, founding the Human Development Foundation of Sikkim (HDFS

She welcomed few Lepcha youngsters in her home, 'The Lepcha Cottage' and tried to revive Lepcha culture and language. She won the National Award for Children's Welfare in 2003 and operates a school for the underprivileged. She was awarded for the Government of Sikkim's Best Social Service Award. In 2009, the Indian government honored her with the Padma Shri civilian award. She also received the Reliance Foundation's Real Heroes Award and Senior Citizen Award from CNN-IBN for her contributions to the Lepcha community.



Bed Prasad Sharma

Sarvepalli Radhakrishnan (1888 – 1975)

Tamil Nadu

Sarvepalli Radhakrishnan was an Indian academic, professor, philosopher, and politician who served as the first Vice President of India (1952–1962) and the second President of India (1962–1967).



One of India's most distinguished twentieth-century scholars of comparative religion and philosophy, he served as an Assistant Professor and later Professor of Philosophy at Madras Presidency College; University of Mysore, University of Calcutta, University of Oxford (he became the first Indian to hold a professional chair), he also served as a Lecturer at Manchester College, Oxford and Haskell lecturer at the University of Chicago.

His philosophy was grounded in Advaita Vedanta, reinterpreting this tradition for a contemporary understanding. He has been influential in shaping the understanding of Hinduism, in both India and the west, and earned a reputation as a bridge-builder between India and the West.

Dr. Radhakrishnan was awarded several high awards during his life, including a knighthood in 1931, the Bharat Ratna, the highest civilian award in India, in 1954, and honorary membership of the British Royal Order of Merit in 1963. He was also one of the founders of Helpage India, a non-profit organisation for elderly underprivileged in India. Radhakrishnan believed that "teachers should be the best minds in the country". His birthday has been celebrated as Teachers' Day in India since 1962.

Dr. Radhakrishnan's contribution to education has been unique and irreplaceable. He had first-hand experience of education institutions and their multifarious problems. Philosopher's vision and educationist's combination, his philosophy is idealism.



Pavithra.R

Mir Osman Ali Khan (1886 -1967)

Telangana

Mir Osman Ali Khan was the last in the lineage of Nizams to be crowned in 1911 as Asaf Jah Nizam-VII ruler the wealthiest person of all the times. He was contributed for the construction of major public establishments like Observatory, State Central Library, Assembly Hall, State Museum, Nizam institute of medical sciences etc., He is also known as “The Architect of Modern Hyderabad.”



In 1902, the overall literacy rate of the state rose, and the educational opportunities were benefitted by the Muslims of Hyderabad. He considered education has the capability to cause social change. He contributed donations for many educational institutions in India and abroad. He brought several reforms in the educational field during his reign. Until 19th century women didn't receive any education, he along with Gandhiji and Nehru fought for the Equal rights of women and minority that them to pursue medicine and other higher education. He emphasized education of girls and empowerment of women. Apart from Urdu, he also supported Kannada, Telugu, and Marathi medium schools. He also supported to set Hyderabad public school for free, to educate the sons of jagirdars.

He gave due importance to establish schools and colleges, for arts and science. He promoted both western and non-western education. His concept was compulsory primary education for the children of age 5 to 14 years. He provided free education for the poor and under-privileged people. In 1958, the new federal UoH (University of Hyderabad) was established outside the city that placed the city in the all-India educational map. Between 1930 -1940, educated women were allowed to work as teachers in the schools, doctors and research scientists.



RekhaRao T.G

Dr Jagadish Banerjee (1924-2020)

Tripura

Dr Jagadish Banerjee was born in Eastern Bengal-cum-East Pakistan and then Bangladesh in the He had come to Tripura in the year 1954 and joined Palli Mangal school and then Abhay Nagar School and then on the strength of his higher educational qualification he worked as a teacher in Agartala and then Kakraboron BT College. This was followed by his assumption of responsibility as deputy director of the education department of which he became the director in the year 1978. Dr Banerjee retired from service in the year 1983 and then joined the ADC's education department in 1988 and worked there for five years and was able to streamline the school education in the ADC areas. In the year 2015, he has conferred the 'Vidya Sagar' award for his contribution to education. Dr Jagadish Banerjee was a universally respected name in the arena of state's education world and made a lifelong contribution to the cause of education. Towards the end of his life, Dr Banerjee was suffering from various old-age ailments, but this did not dampen his interest in education.



Shahla Yasmin K

Madan Mohan Malaviya (1861 –1946)

Uttar Pradesh

Madan Mohan Malaviya was an Indian educationist, and educational reformer and politician notable for his role in the Indian independence movement, as the three times president of Indian National Congress and the founder of Akhil Bharatiya Hindu Mahasabha.



He started his career in journalism as the Editor of the Hindi daily Hindostan in 1887. Then in 1889, he became the Editor of the "Indian Opinion". After the incorporation of "Indian Opinion" with the "Advocate" of Lucknow, Malaviya started his own Hindi weekly "Abhyudaya" (1907–1909).

He strived to promote modern education among Indians and eventually cofounded Banaras Hindu University (BHU) at Varanasi in 1916, which was created under the B.H.U. Act, 1915. The largest residential university in Asia and one of the largest in the world, having over 40,000 students He was Vice Chancellor of Banaras Hindu University from 1919–1938. In 1939, he left the Vice-Chancellorship of BHU and was succeeded by S. Radhakrishnan, who later became the President of India. His vision was to blend the best of Indian education called from the ancient centers of learning.

His poems (sawaiyas) were published under the pseudonym of 'Makrand' in 'Harischandra Chandrika' magazine articles on religious and contemporary subjects published in 'Hindi Pradeepa'.

He supported elementary education bill moved by Gokhale on 19th March 1912 and he suggested referring it to the select committee. He emphasized that higher education is the basic building block in the creation of an inclusive, equitable and diverse knowledge of a society.

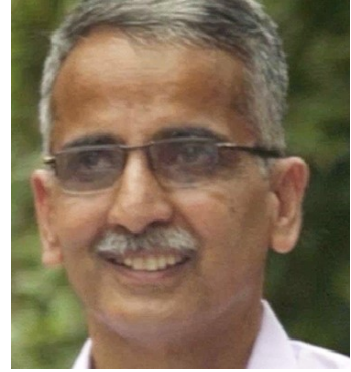


Jai Singh

Dr.Kewalanandkandpal (1966)

Uttarakhand

Dr. Kandpal's childhood dream was to become an engineer as he had a love for machinery in the form of toys, but he was inspired by his class 11th teacher Shri Madan Gopal Sharma which made him to take teaching profession.



He started his career in the year 1990 as a Lecturer in Rajkiya Inter College, Gopeshwar and worked for about 15 years. Then he worked as teacher educator. In the year 2011-12 he was awarded Shaileshmatiyani, State Teacher Award. Since October 2017 he has been working as a Principal at Government Higher Secondary School, Pudkuni, and has demonstrated himself to being an inspirational and capable leader for his school.

In March 2018 he discussed the significance of education and the school building with the villagers that convinced the villagers to donate land for the G.H.S.S, Pudkuniin School in the year 2019. He ensured education for girl students. His efforts being noticed and appreciated by the whole country, the humble principal said, "It is a great moment that my efforts for merely 70-72 students in a remote village has been recognised at the national level. He has dedicated his life in the field of education and was honoured with National Teachers Awards 2020 by the Government of India, Ministry of Education on the occasion of Teacher's Day 2020.

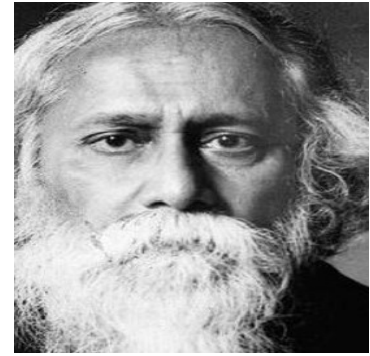


Indulekha K

Rabindranath Tagore (1861-1941)

West Bengal

According to Rabindranath Tagore the primary objective of education was to enable the preservation of the perfect symphony between one's life and the world outside. Tagore's educational philosophy: naturalism, humanism, inter-naturalism, and



idealism. Shantiniketan and Viswa Bharathi are both based on these very principles. He insisted that education should be imparted in natural surroundings. The aim of education is to bring about perfection of man by dispelling ignorance and ushering in the light of knowledge.

The main object of his school- Shantiniketan was to cultivate a love for nature, to impart knowledge and wisdom in one's native language, provide freedom of mind, heart and will, a natural ambience, and to eventually enrich Indian culture. For Tagore, religion was an ideal, His "Visva Bharathi" World University stood for his nobility of soul. Primary function of the institution must be constructive; scope must be for all kind of intellectual exploration. True education is to realize at every step how our training and knowledge have an organic connection with our surroundings. Referring to religion, Rabindranath Tagore said that 'an educational institution to a wide meeting place where all sects may gather and forget their differences'

He also lays emphasis on the learners contact with nature. Apart from physical activity, nature teaches a man more than any institution. Educational institutions should realize the importance of this fact and inculcate co-curricular activities to good effect. Tagore foresight on natural environment as background to child's education is much needed at present because of the lack of breathing space in the current school curriculum.



Shyamali Barua

Mr. Ajai Kumar Mittal

Gujarat

Mr. Mittal was the Secretary General of the World Blind Union and Chairman of World Blind United Development Committee. He was an integral part of the self-help movement of the blind for more than 40 years. He was the president of the All India Confederation of the blind, one of the principal organization of the Blind in India.



He was Director of the apex of government organization working with the blind in the country more than 22 years and also head of a reputed private school for the blind and a teacher training institute for 15 years.

His has studied M.A. in English Literature and M.Ed., he contributed numerous research papers, articles and projects. He was also very passionate about learning and promotion of braille access to the quality education for all the blind persons and partially sighted children.

He served over two decades as a head of NIVH in Dehradun and then at the Centrestarted at Chennai. The country will ever remember him for his constructive role in influencing social sector laws as member of numerous government established advising bodies, especially Ministry of Social Justice and Empowerment. International organizations repeatedly turned to him for contributing his vision to the strategic development and implementation of United Nation's mandated Sustainable Developmental Goals and the United Nations Convention for Rights of Persons with Disabilities.



Kamini Shankar

Mr. & Mrs. Hormusjee Vakeel

Maharashtra

Vakeel's family had a child Dina with Down's syndrome. They have started a special school for their child Dina. They established Jai Vakeel Special School in 1953. This School changes lives of Children with Intellectual and Developmental Delay (IDD) by empowering them. The Jai Vakeel School is one of the oldest and largest (by area) not for profit organization in India, serving Children and older individuals with mental challenges and other related disabilities.



The school was started from their home educating and providing therapy to a few children to today, a two-acre campus in Sewri - Mumbai also has two rural branches in Pune and Nashik district.

The motto of Jai Vakeel School is "do not focus on disability build on ability". Jai Vakeel built the first of its kind curriculum for students of 3 to 18 years of age. This curriculum includes Languages, Math, Environmental Studies, Art, Yoga and Activities of Daily Living. Our curriculum's objectives are aligned to the national curriculum framework.

Over 75 years Jai Vakeel foundation has reached out to thousands of IDD. Many of them are from the poor families in the country. It caters over 3000 individuals with disabilities annually. The services provided are under four categories namely Health, Education, Skills, and Support.



Punitha Arokiya Rani

Prof. Jeyachandran

Tamil Nadu

Prof. Jeyachandran is a Clinical Psychologist and a Special Educator who is even called as Father of Special Education. He has completed M.A and M. Lit in Psychology and M.S in Special in Education and PhD in ID from University of Minnesota, USA. He has a vast experience of Fifty Two years in the field of special education.



First time in the country has developed assessment scale for Persons with Mental Retardation published in 1968 and further revised based on UNCRPD. He has published Madras Develpmantal Progamming System (MDPS)in 1975 and revised. He developed curriculum for special educators on behalf of UNICEF published in 1983. In India revised curriculum for special educators for NIEPID in 1985 and for the RCI in 1986.

He served as a chair person in the development and revision of curriculum for special educators at Bachelors, Masters, and M.Phil levels from 1988 to 2010 for Government of India. He developed manuals for certificate, Diploma, B.Ed., M.Ed., and M. Phil programmes for IGNOU and TNOU.

He developed Upanayan and Early Intervention programme system in 1987 for the first time in India. Developed IEP for the first time in India and published in 1968, 73, 75, 88,92, 95 and 2002. Planned, developed and executed CBR programmes in 1992 at Kerala and Tamilnadu in collaboration with CBM, Germany.

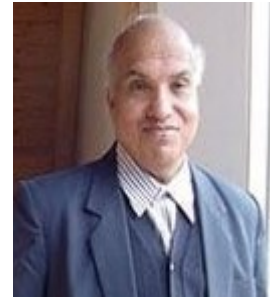
He was a member in State Advisory Committee SSA, Government of Tamil Nadu from 1998-2010. He serves as a vice president from 1976 to till date “The Federation for the welfare of the Mental Retardation”, India. He received Chief Minister Award in 2002 and President Award for Best Individual in 2004.



Jeya Jothi

Reverend Father Felix

Kerala



Father Felix is the President of “All Kerala Association for Mentally Challenged” and also the Director of “Central Institute of Mental Retardation”. He is the pioneer in the field of special education in Kerala. He is working for more than 50 years in educating and rehabilitating the Persons with Intellectual Disabilities. He is also a philanthropist and an international acclaimed Special Educator.

He completed his graduate and post graduate studies in Duquesne University, in Pittsburgh, Pennsylvania, USA, on social sciences with special reference to the plight of the mentally challenged. The “Three Cs” (Creativity, Comprehension and Competence) concept developed by him has been recognized and implemented by Benedictine University as a part of its curriculum.

His mission vision paved the way to thousands of people to help and support the differently abled children. Vojta Therapy for detecting and managing motor disorders was brought to Kerala from Germany for the first time by him.

Orofacial Therapy practiced by him for Children with CP and Down’s syndrome during Early Intervention which protruding tongue and open mouth habit. Therapeutic horse riding sports activity used him for mentally challenged to improve movement, coordination, and psychological development.



Shiny Joseph

Dr. Amitabh Mehrotra

Uttar Pradesh

Dr. Amitabh Mehrotra has worked in various Organizations like Tata Steel Rural Development Society, Jamshedpur and in NGOs in Jharkhand and Uttar Pradesh in the field of Rural Development and also for Persons with Disabilities (PwDs)/Children with Disabilities



(CwDs) and marginalized section of the society to bring them into inclusion. Dr. Mehrotra himself is also person with Cerebral Palsy with tremors and mild spasticity since birth.

He has Ph.D. in Applied Psychology on “Inclusion of Challenged Persons in Rural Settings” at Lucknow University. Also, he has been a member of more than 15 National/International committees in the field of disability and rehabilitation and a member of Governing Council of the National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), Chennai. He has published many articles in National magazines. He has been a resource person and participant in various training and Conferences at the National as well as International levels.

Dr. Mehrotra started a School for Potential Advancement and Restoration of Confidence (SPARC India) in 1996 at Lucknow as its Founder, Chairperson and Director. SPARC-India has been implementing Community Based Rehabilitation (CBR) in urban slums of Lucknow and rural areas of Deva and Nindura Blocks of Barabanki District in Uttar Pradesh. He is also the Founder Principal of Jyoti Kiran School, an Inclusive School (started in 2003).

Dr. Mehrotra has been nominated as a member of Steering Committee of State Election Commission, Government of Uttar Pradesh, and nominated as a member of State Coordination Committee on Disability. Nominated as a member of State Advisory Board on Disability of Uttar Pradesh.



Prasanna M

Dr Vijayalakshmi Myreddi,

Telangana

Dr. Vijayalakshmi Myreddi, holds a Master's Degree in Special Education from Manchester University and a Doctorate in Education. She brings with her nearly four decades of work experience in the field of Special Education, and has served as Head of the Department of Special education at NIEPID (NIMH), Secunderabad. While at NIEPID, she had developed curriculum and instructional strategies for children with intellectual disabilities, validated and brought out publications which are in currently used in the country. She also served as an expert on committees formulating rehabilitation programmes for persons with disabilities at the National level.

Dr. Vijayalakshmi Myreddi has published several books and course materials in Special Education as well as articles in National and International journals. She has also presented papers at various National and International conferences and seminars.

Her achievements include being a recognized guide to Ph.D. students under the Department of Education, Osmania University and Department of Disability Studies, Ramakrishna Mission Vivekananda University, Coimbatore.



Ramya Devi

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"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but

This book presents those educationists who inspired us through decades. The main purpose of this book is to motivate and guide young generation by adopting these eminent educationists as their role models. There is need for education system to improvise the effective practices for the benefit of the society.

Educators must enhance the skills and knowledge according to the shifting scenario. The Eminent Educationist in this book would bring enthusiasm to the learning and for progress in the society.