N.N Ghosh Sanatan Teacher's Training College

(Recognized by National Council for Teacher Education and Under Ranchi University, Ranchi, Jharkhand)

SANATAN ROAD, JAMUARY, KANKE, RANCHI, JHARKHAND-834006

प्रतिबिम्ब (The Reflection)

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"Live as if you were to die tomorrow. Learn as if you were to live forever"
Mahatma Gandhi

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Editorial

Value based and holistic education

Traditionally, education has been linked with studying for exams, and for the purpose of preparing for a career. But in the modern era, education is more and more accepting the idea that success in education is not just defined as marks and degrees. Learners' mental health, emotional well-being and overall development are also of importance.

There are several pressures faced by students today. Academic competition, examination stress, the pressure of family and friends, relationships and a lack of clarity of career choices can lead to emotional difficulties. If these concerns are not noticed, it could impact concentration, motivation, attendance and academic performance. Hence, school must provide learning spaces that students feel safe, respected and heard.

Education is a key part of this and teachers play an important part. A teacher is likely to be one of the first adults in an educational environment to observe a student's behaviour, participation and/or academic engagement change. It's important to provide empathy, patience and positive communication. It is not the teacher's responsibility to be a mental health professional, but if concerns are identified, teachers need to be able to respond sensitively and appropriately refer the student for support if needed.

The role of teacher education institutions is particularly important to prepare teachers for such a change. Emotional intelligence, communication skills, classroom sensitivity and understanding of inclusive and supportive practices are in addition to subject knowledge and pedagogical skills should be developed by student-teachers. It shouldn't just be a place to get information, it needs to be a place where the children become confident, curious and feel a sense of belonging to the class.

Schools can help by encouraging counselling, mentoring, peer supporting, sports, yoga, creative expression and meaningful co-curricular involvement. These activities should not be seen as extra ones but should be considered as part of education.

But education has a much wider agenda than just getting things passed. It is related to enabling the people to learn, think, adjust and contribute to society in a positive way. Academic performance is significant, but more when it goes hand in hand with emotional health and good relationships.

With the changing education system, we should never forget one thing: A successful education system should be able to educate the mind and care for the person behind the learner. The major policy initiative regarding value-based and holistic education is reflected in NEP 2020.

*Plagiarism check has been done by me

Vikash Vardhan
Assistant Professor

EDUCATIONAL NEWS

INTERNATIONAL

1. PISA 2025 reveals a significant decline in student performance across many countries

The latest Programme for International Student Assessment (PISA) 2025 results have highlighted a serious challenge for education systems around the world. The OECD assessment examined the performance of approximately 15-year-old students in reading, mathematics and science across 91 countries and economies. Several traditionally strong European education systems recorded substantial declines. France, Germany, the Netherlands and Finland were among the countries receiving particular attention because of falling performance. The results have renewed international debate about the quality of classroom teaching, student motivation, socioeconomic inequality, teacher shortages and the effects of digital technology on learning. The results are particularly significant because PISA does not simply examine students' ability to reproduce information; it assesses whether students can apply knowledge to real-world problems. The findings therefore have implications for curriculum design, teacher education, assessment and education policy internationally.

Source: OECD / The Guardian

Date: 8–19 September 2026

2. U.S. law schools introduce new approaches to artificial intelligence

Law schools in the United States are rapidly changing their teaching practices in response to the growing use of generative artificial intelligence. According to Reuters, at least a dozen U.S. law schools changed their policies during the summer of 2026. Some institutions have introduced restrictions on laptops and mobile phones in classrooms to encourage students to develop traditional legal reasoning skills, while others are introducing formal courses dealing with AI and its applications in the legal profession. The University of Chicago, for example, has adopted a particularly restrictive classroom approach, whereas institutions such as Columbia and Michigan have permitted more limited use of AI. Most schools continue to prohibit AI use in examinations because of concerns about academic integrity. The changes demonstrate that higher education institutions are not simply deciding whether to allow or ban AI; they are increasingly attempting to teach students how to use AI responsibly while maintaining independent thinking and professional judgement.

Source: Reuters

Date: 21 September 2026

3. Microsoft introduces stronger privacy protections for AI used in schools

Microsoft has announced a new agreement concerning the use of artificial intelligence in schools in the United States. The agreement, developed with the American Federation of Teachers, establishes stronger privacy and safety standards for AI tools used by students and educators. Under the proposed standards, Microsoft will not use student or educator data for AI training, advertising or product development, except in limited circumstances. The agreement also addresses emotionally manipulative AI features, requires audits of AI systems and calls for greater transparency about how educational AI tools work. The measures are scheduled to take effect from 1 November

2026. The development comes at a time when schools are increasingly using AI-based learning tools but are also concerned about children's privacy, data collection and the responsible use of technology.

Source: Associated Press (AP)

Date: 15 September 2026

4. UK schools call for clearer government guidance on artificial intelligence

Schools in England are asking for clearer national guidance on how artificial intelligence should be used in education. A report associated with education expert Sir Anthony Seldon warned that the introduction of AI in schools has been developing rapidly without a consistent framework. The report recommends that the government establish a national approach covering areas such as teacher training, school-level AI strategies and safe use of AI by pupils. Teachers and school leaders have expressed concerns about uncertainty over appropriate classroom use, assessment, academic integrity and data protection. The discussion is important because schools are increasingly encountering AI through lesson planning, writing assistance, personalised learning and student assignments. The debate in England reflects a broader international issue: educational institutions are adopting AI faster than many systems are developing comprehensive rules for its use.

Source: BBC News / Tes

Date: 22 September 2026

5. European Commission finds that fewer than one-third of EU teachers have received AI training

The European Commission has released new research examining digital education and artificial intelligence in European schools. One finding highlighted in reporting on the research is that only about 29.7% of EU teachers have participated in continuing professional development related to the use of AI in teaching. At the same time, around two-thirds of European education systems have developed some form of AI strategy, guidance or policy framework. The findings reveal an important gap between institutional policy and teacher preparedness. AI-related skills are also increasingly appearing in national curricula, particularly in Western and Southern Europe. The reports emphasise that simply providing AI tools is not enough; teachers need appropriate professional development so they can understand the technology, evaluate its outputs and integrate it pedagogically. This issue is especially relevant to teacher-education institutions because future teachers will increasingly be expected to work with AI-enabled educational environments.

Source: European Commission / EU News

Date: 22 September 2026

6. Universities are urged to preserve the role of human teachers in the age of AI

The growing use of artificial intelligence in universities has triggered a major discussion about the future role of teachers and lecturers. Nature recently argued that universities need to ensure that AI does not replace the human aspects of teaching and learning. One concern is that students may increasingly use AI to obtain immediate answers rather than engaging in the slower processes of reasoning, questioning and developing arguments. AI can also produce information that requires careful verification, meaning students need strong subject knowledge and critical-thinking skills to assess its responses. Universities are therefore considering changes to assessment, classroom teaching and academic practices. The issue is not simply whether AI should be permitted; it is increasingly about designing education so that students learn with AI without allowing AI to do the intellectual work that students need to learn themselves.

Source: Nature

Date: 23 September 2026

7. Teachers and parents show different levels of confidence about AI education

A new survey reported by Education Week examined how teachers and parents view the introduction of AI into school education. The survey, commissioned by IBM and conducted by Morning Consult, included 1,019 educators and 1,029 parents of K–12 children. About 83% of educators said they were confident that they could teach students about AI, while 66% of parents expressed confidence that teachers and schools could handle the subject. The results indicate that teachers are generally becoming more comfortable with AI, but parents may have greater concerns or uncertainty about how schools will introduce the technology. The survey also comes as teacher-training programmes

are expanding in the United States. The findings suggest that successful AI integration will require not only technology but also teacher preparation, communication with parents and clear educational objectives.

Source: Education Week

Date: 9 September 2026

8. AI-generated student work is creating new challenges for universities

Universities are facing increasing difficulty in distinguishing between students' original work and assignments produced with artificial intelligence. The Atlantic recently reported on the growing use of AI-detection systems by universities and the concerns surrounding their accuracy. Some professors have discovered large amounts of AI-generated writing in student assignments, while institutions have become cautious about relying entirely on detection software because of concerns about false positives and possible disadvantages for students who are not native English speakers. Some universities are consequently reconsidering traditional essay-based assessment and exploring assignments that require students to demonstrate their reasoning, personal engagement and development of ideas. The issue is forcing universities to reconsider what constitutes meaningful assessment in an era in which AI can produce polished written answers within seconds.

Source: The Atlantic

Date: 22 September 2026

9. European schools explore participatory governance for AI-based learning analytics

Researchers in Italy presented a new model for AI-enabled learning analytics in European schools at the ACM International Conference on Information Technology for Social Good in Pisa. The SCHOOLWISE project proposes involving educators and other stakeholders in decisions about how AI and student data are used. The proposed governance model covers the definition of educational problems, the classification of data, interpretation of dashboards and review of decisions made using AI-based systems. The project connects these processes with European requirements such as the General Data Protection Regulation (GDPR) and the EU AI Act. The development is significant because learning analytics can potentially help schools identify learning difficulties and personalise educational support, but it also raises questions about privacy, surveillance, data accuracy and who should make decisions about students.

Source: Italian National Research Council (CNR-ITD)

Date: 7 September 2026

10. France debates how AI should be integrated into school education

France is also facing an important debate over the effects of artificial intelligence on students' learning. Le Monde reported concerns among French educators and researchers that excessive dependence on AI could encourage students to outsource mental processes rather than developing their own memory, reasoning and problem-solving abilities. At the same time, researchers acknowledge that AI can provide useful assistance, including personalised explanations and learning support. The challenge is therefore to distinguish between AI as a learning aid and AI as a substitute for learning. French educators are examining how traditional activities such as note-taking, discussion and independent problem-solving can be combined with responsible use of AI. The debate is particularly relevant to teacher education because it raises a fundamental pedagogical question: how can teachers use powerful technology while still ensuring that students actively think, question and construct knowledge themselves?

Source: Le Monde

Date: 7 September 2026

NATIONAL

1. UGC invites applications for recognition of online and distance-learning programmes

The University Grants Commission (UGC) has invited eligible higher education institutions to apply for recognition to offer programmes through Open and Distance Learning (ODL) and online modes for the academic year 2026–27, with sessions beginning in January–February 2027 and thereafter. The application process opened on 1 September, while institutions were required to submit applications through the UGC Distance Education Bureau portal within the prescribed timeline. The move is significant as India continues to expand flexible and technology-enabled higher education under the National Education Policy (NEP) 2020. Recognition by the UGC is intended to ensure that institutions offering online and distance programmes meet prescribed regulatory and quality requirements.

Source: UGC / Careers360

Date: 2–3 September 2026

2. Supreme Court stresses mandatory qualifications for teachers in schools and colleges

The Supreme Court of India issued an interim direction that educational institutions must follow the qualifications prescribed under the applicable statutory frameworks when appointing or continuing teachers. The order referred to requirements under the Right to Education Act, the National Council for Teacher Education (NCTE) framework and the University Grants Commission (UGC) Act. The development has implications for teacher recruitment and professional standards across school and higher education. It reinforces the importance of institutions verifying the prescribed academic and professional qualifications before appointments are made or continued.

Source: Supreme Court of India / India Today / Times of India

Date: 8–9 September 2026

3. PM SHRI programme reaches more than 13,000 selected schools

The Ministry of Education reported that 13,092 schools had been selected under the Pradhan Mantri Schools for Rising India (PM SHRI) scheme by July 2026, representing around 90% of the target of more than 14,500 schools. The scheme aims to develop exemplar schools aligned with the vision of NEP 2020, with emphasis on infrastructure, inclusive education, modern pedagogy, sustainability and 21st-century skills. PM SHRI schools are also intended to serve as model institutions and mentor neighbouring schools.

Source: Ministry of Education, Government of India

Date: 9 September 2026

4. NMMSS scholarship application deadline extended to 30 September

The Ministry of Education has extended the deadline for applications under the National Means-cum-Merit Scholarship Scheme (NMMSS) 2026–27 to 30 September 2026. The scheme provides financial support to meritorious students from economically weaker sections with the objective of reducing school dropouts after elementary education and encouraging students to continue their studies up to Class XII. Applications are submitted through the National Scholarship Portal, with selected students required to complete the prescribed registration process.

Source: Ministry of Education / National Scholarship Portal

Date: 1 September 2026

5. UGC directs higher education institutions to strengthen rights of persons with disabilities

The UGC issued an advisory asking universities and higher education institutions to ensure compliance with the Rights of Persons with Disabilities (RPwD) Act, 2016. Institutions have been asked to pay attention to accessibility, reservation provisions, barrier-free infrastructure and institutional mechanisms supporting students and employees

with disabilities. Higher education institutions were also asked to provide relevant information concerning admissions and recruitment of persons with disabilities by the prescribed deadline. The development highlights the continuing emphasis on inclusive and equitable higher education.
Source: University Grants Commission (UGC)
Date: 14 September 2026

6. UGC approves changes in the specification of higher-education degrees

The UGC published a notification concerning the Fifth Amendment to the UGC Specification of Degrees on 17 September 2026. The changes include revisions affecting certain allied and healthcare degree programmes and introduce additional specialisations in areas such as physiotherapy, occupational therapy and health information management. The revisions are applicable to new cohorts under the amended framework, while existing students continue under the rules applicable to their programmes. The development reflects continuing changes in the structure and nomenclature of higher-education qualifications in India.
Source: UGC / Gazette of India
Date: 17 September 2026

7. Northeast states seek region-specific approach to implementation of NEP

The Northeast Education Conclave 2026 brought attention to the educational challenges faced by the northeastern states. Discussions highlighted the geographical, linguistic, cultural and infrastructural differences across the region and the need to consider these factors while implementing national education frameworks. Reports noted that the Northeast has a large proportion of the country's schools but a comparatively smaller share of overall school enrolment. Participants discussed issues such as local languages, access in remote and hilly areas, infrastructure and skills relevant to regional economies.
Source: The Indian Express
Date: 20 September 2026

8. CBSE begins preparations for Class X and XII Board Examinations 2026–27

The Central Board of Secondary Education (CBSE) issued instructions concerning the submission of the List of Candidates (LOC) for the Class X and XII Main Examinations 2026–27. The Board stated that students whose names are not registered through the prescribed online LOC process will not be permitted to appear for the examinations. CBSE also released information relating to sample papers and marking schemes for the 2027 examinations. These preparations mark an important stage in the annual board examination cycle for affiliated schools across India.
Source: CBSE / The Indian Express
Date: 21–23 September 2026

9. Jamia Millia Islamia introduces one-year postgraduate programmes in 13 disciplines

Jamia Millia Islamia has introduced one-year postgraduate programmes in 13 disciplines through online and distance-learning modes. According to the university's office order, the programmes have been approved in accordance with provisions of NEP 2020 and applicable UGC regulations and amendments. The initiative reflects the wider movement towards flexible postgraduate education and alternative learning pathways within India's higher-education system.
Source: The Indian Express / Jamia Millia Islamia
Date: 24 September 2026

10. Seva First Innovation Challenge to encourage student problem-solving and innovation

The Union Education Ministry, together with AICTE and UGC, announced the Seva First Innovation Challenge, designed to encourage young people to identify problems in their communities and develop practical solutions. The initiative brings together participants from schools, Industrial Training Institutes, polytechnics, colleges and universities. Its themes include sustainable development, agriculture, health and inclusion, education and skills, and national security. The national finale is scheduled to take place in New Delhi in December. The initiative places emphasis on experiential learning, innovation and converting student ideas into practical solutions.
Source: News on AIR / Ministry of Education
Date: 24 September 2026

STATE

1. Ranchi University awards degrees to thousands at 39th Convocation

Ranchi University held its 39th Convocation in September 2026, marking an important academic occasion for students of the university. Reports stated that thousands of students were scheduled to receive their degrees, while university toppers were to be honoured with gold medals. The ceremony also included the conferment of honorary doctoral degrees on distinguished academicians. The university described the convocation as incorporating several new initiatives. The event highlighted the academic achievements of students and the importance of recognising excellence in higher education in Jharkhand.

Source: Ranchi University / Dainik Jagran / Prabhat Khabar

Date: 8–9 September 2026

2. Jharkhand evaluates 1,400 schools and 2.25 lakh students under school certification programme

Jharkhand's school certification programme completed an assessment of approximately 1,400 schools and the learning levels of around 2.25 lakh students. Schools are being assessed on factors including student learning outcomes, innovation and available facilities. Based on performance, schools may receive Gold, Silver or Bronze ratings. The programme aims to encourage schools to improve educational quality, infrastructure and innovative practices. The initiative also seeks to recognise schools and school leaders demonstrating stronger educational performance.

Source: Dainik Jagran

Date: 14 September 2026

3. Jharkhand government begins ground-level assessment of school infrastructure

The Jharkhand Education Project Council (JEPC) directed district officials to undertake a technical assessment of repair and additional infrastructure requirements in government schools. The first phase focuses on 80 Mukhyamantri Utkrisht Vidyalayas (CM Schools of Excellence). Engineers and district officials have been asked to inspect buildings, classrooms and other facilities and prepare school-wise reports. According to UDISE+ 2024–25 data cited in the report, Jharkhand has 35,788 government schools. The exercise is intended to help determine infrastructure requirements based on actual ground conditions.

Source: The Times of India / JEPC

Date: 9 September 2026

4. Jharkhand brings 9,560 out-of-school children back into formal education

A survey conducted by the Jharkhand Education Project Council identified 19,862 children aged 6–18 years who were out of school. Of these, 9,560 children had been enrolled in schools, while efforts to track and enrol the remaining children were continuing. The survey was conducted through government and government-aided school teachers and used digital tracking through the DAHAR platform. The initiative focuses on identifying children who have never enrolled or have dropped out and supporting their return to formal education.

Source: The Times of India / JEPC

Date: 10 September 2026

5. QR-code story walls bring digital learning to Jharkhand government schools

Government schools across Jharkhand introduced QR Code Story Wall activities as part of the month-long “Mere Shabd, Meri Kahani” campaign. According to campaign data, the activity was conducted in 378 schools, involving around 29,151 children, 1,079 teachers and 641 government officials. Students used QR codes displayed on school walls to access digital stories, combining reading practice with basic digital skills. Other activities under the campaign include read-aloud sessions, shared reading, story creation and student podcasts.

Source: The Times of India / Jharkhand Education Project Council

Date: 2 September 2026

6. Ranchi district introduces monthly examinations to strengthen continuous assessment

The Ranchi district education department introduced a system of monthly examinations for school students with the objective of monitoring academic progress throughout the year. The initiative is intended to help teachers identify learning gaps at an earlier stage and provide timely academic support. Regular assessment can also distribute the

examination burden more evenly instead of relying primarily on an annual examination. The initiative reflects the increasing emphasis on continuous monitoring of learning outcomes and academic improvement.
Source: The Times of India / Ranchi District Education Department
Date: 10 September 2026

7. Around 10,000 teachers of aided institutions demand increase in government grants

Nearly 10,000 teachers and employees of aided educational institutions participated in demonstrations across Jharkhand, according to reports. The organisations demanded an increase in government grants, formulation of service-condition rules and filling of vacant posts in the Jharkhand Academic Council. Demonstrations were reportedly held outside around 1,250 institutions. Other demands included extending certain student-benefit schemes to aided institutions and resolving recognition-related issues affecting some schools. The development highlights ongoing concerns regarding financial support, staffing and service conditions in aided educational institutions.
Source: The Times of India
Date: 5 September 2026

8. Jharkhand University of Technology announces new academic and research activities

The Jharkhand University of Technology (JUT), Ranchi issued several academic notifications during September. These included an M.Tech admission notice for the 2026–28 session, a notification concerning Ph.D. research scholars and an interview schedule for student-related recruitment. The university also issued notices concerning examination schedules and postponement/revision of examinations. These developments reflect ongoing academic, research and postgraduate activities at the state's technical university.
Source: Jharkhand University of Technology, Ranchi
Date: 2–16 September 2026

9. Dr. Shyama Prasad Mukherjee University announces B.Ed examinations and academic activities

Dr. Shyama Prasad Mukherjee University (DSPMU), Ranchi, released several academic notices during September, including the B.Ed Semester-IV Examination Programme, special carryover examination schedules and practical examination notices. The university also announced its third convocation-related information and began the B.Ed Induction Class 2026–28. These activities reflect the continuation of teacher education and higher-education programmes in Ranchi during the new academic session.
Source: Dr. Shyama Prasad Mukherjee University, Ranchi
Date: 8–18 September 2026

10. Recruitment process for 192 Samagra Shiksha posts cancelled and to be restarted

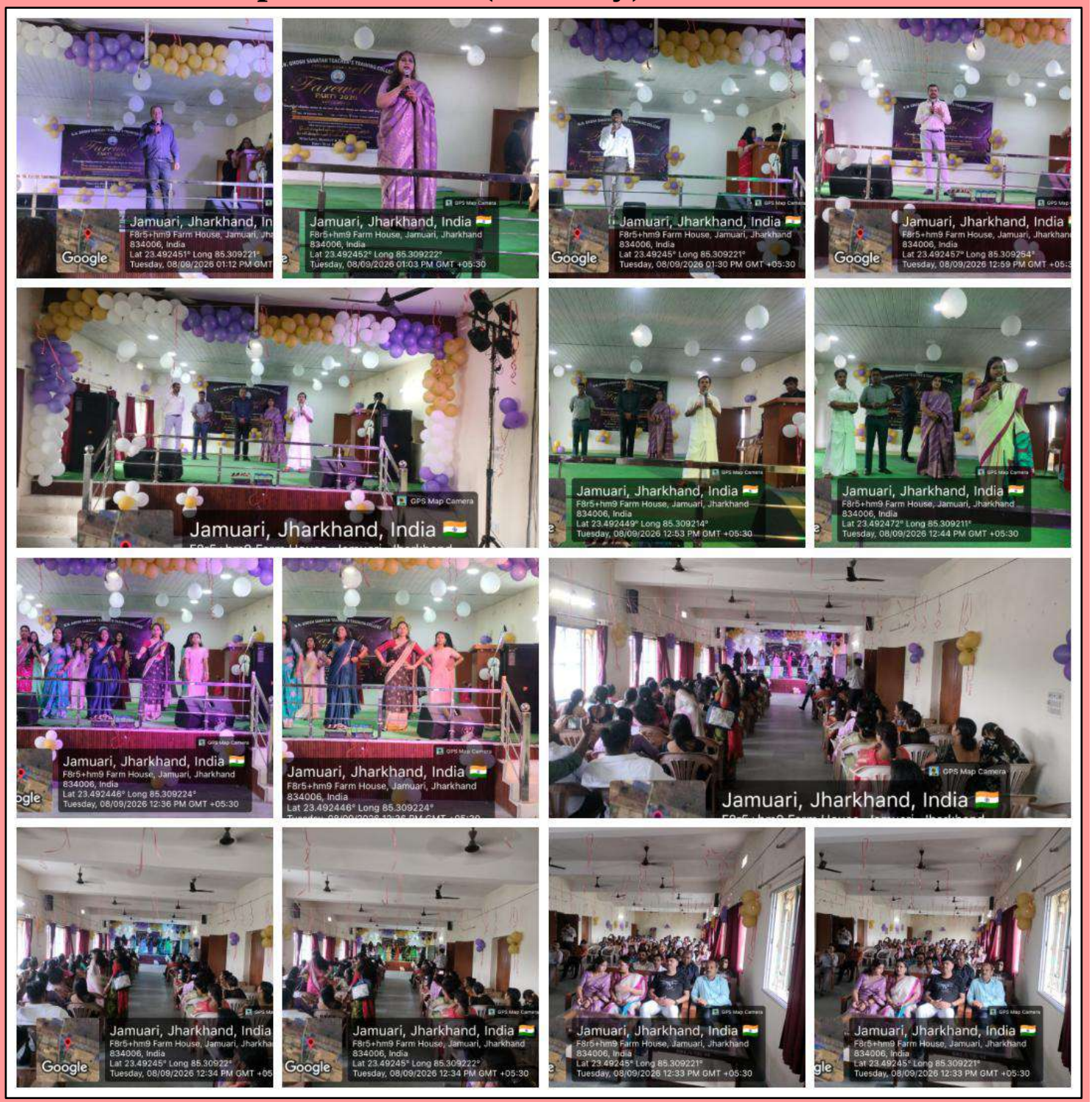
The Jharkhand Education Project Council cancelled eight recruitment advertisements covering 192 posts under the Samagra Shiksha programme after discrepancies and ambiguities were identified in the recruitment advertisements issued in 2023 and 2024. According to the report, around 941 applications had been received, but the recruitment process could not be completed. Approval was subsequently given for fresh advertisements to be issued. The development highlights the importance of clear recruitment rules and accurate eligibility conditions in large-scale educational appointments.
Source: Dainik Jagran / Jharkhand Education Project Council
Date: 22–23 September 2026

ACTIVITY GALLERY

1. Teachers' Day Observed on 5th September 2026(Saturday)



2. Farewell Program of B.Ed. Batch 2024-26 was celebrated on 8th September 2026(Tuesday)



3. **Hindi Diwas was observed on 14th September 2026 (Monday)**

4. **"One-day National Colloquium was organized on the theme of "Education and Inclusive Development: Vikshit Bharat @ 2047" on 23rd September 2026(Wednesday)**



Email: pratibimbnngsttc@gmail.com

5. Distinguished BIT Mesra Alumni Visit Our Campus







6. Admission process(2026-28) is going on in college .













SNIPPETS



कैंपस

पीजी में 55% और चार वर्षीय यूजी में 75% अंक वाले कर सकेंगे अप्लाई, इंटरव्यू के आधार पर बनेगी मेरिट

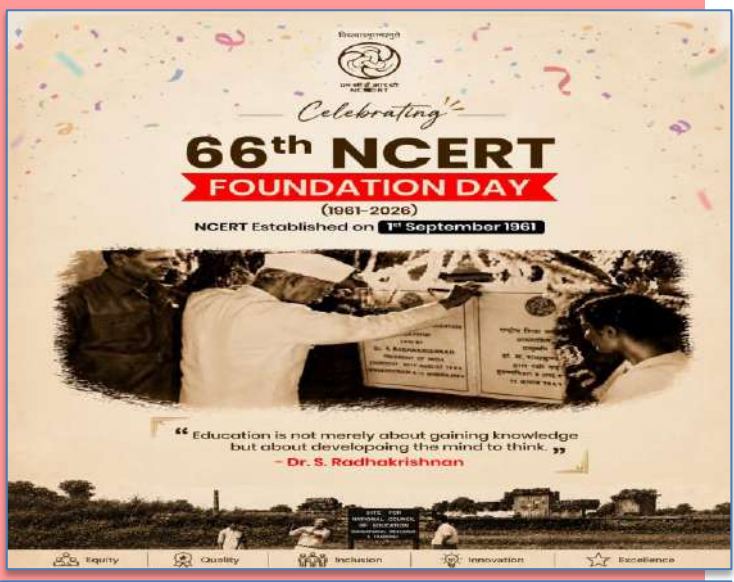
जंतु विज्ञान में सबसे अधिक 30 सीटें, 10 सितंबर तक जमा होंगे ऑनलाइन फॉर्म

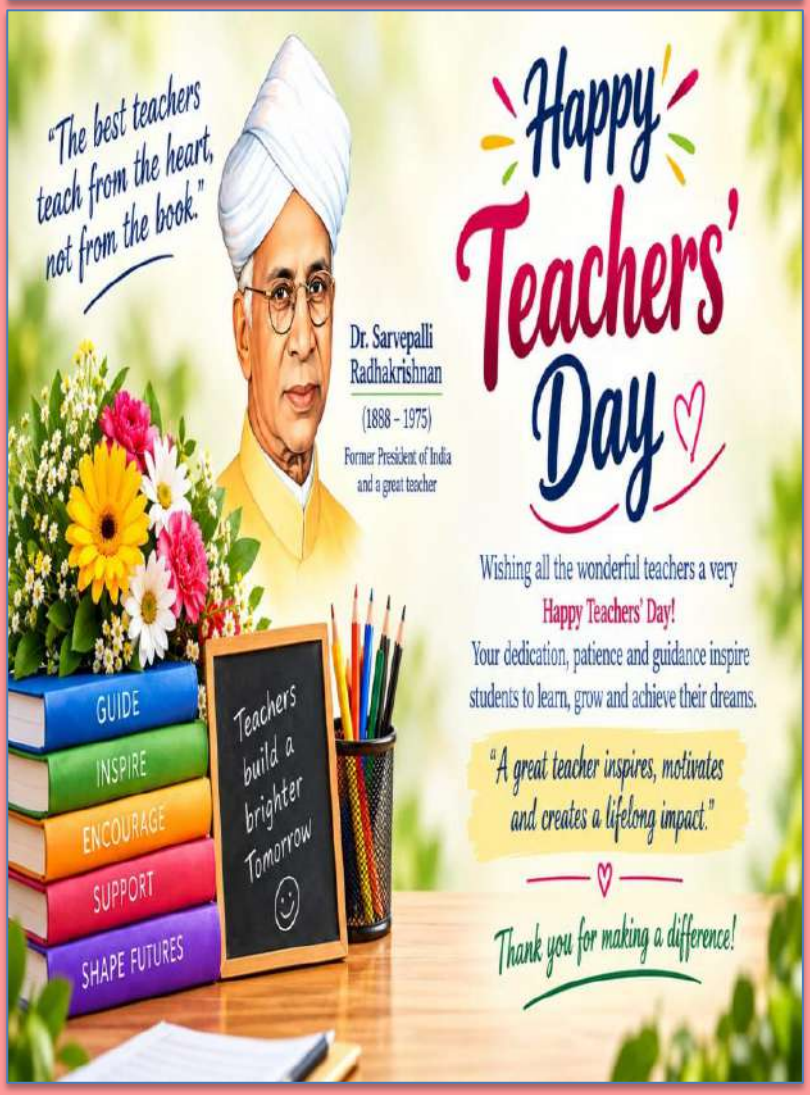
पीएचडी की 331 सीटों पर बिना परीक्षा दाखिला, आज से नि:शुल्क आवेदन शुरू

किन विषयों में कितनी सीटें हैं रिक्त

विषय	सीटें	विषय	सीटें	विषय	सीटें
मनोविज्ञान	09	इतिहास	10	एमएड/शिक्षा	04
कानून	00	दर्शन	04	एजुकेशन	24
बॉटनी	26	मास मीडिया	06	जीवनी	16
केमिस्ट्री	18	संस्कृत	02	इलेक्ट्रॉनिक्स	01
फार्मेसी	10	सोशल	02	कम्प्यूटेशन	26
इंजीनियरिंग	12	गुरु जम्भे	02	तत्पुरुष	09
इकोनॉमिक्स	25	इतिहास	06	लोकनी	04
मुकोल	18	मलिक	16	मनोविज्ञान	04
मुक्तेश्वर	03	मुक्तेश्वर	01	उर्दू	06
मिटी	19	मनोपुरी	05	अनुवादक	30

सामान्य के लिए 153 और एसटी के लिए 85 सीटें आरक्षित, ऑनलाइन आवेदन की हार्ड कॉपी विभाग में जमा करना अनिवार्य





The Andhra Pradesh government has approved an ₹730.7-crore campus to be developed by NIELIT under the Ministry of Electronics & Information Technology (MeitY). The 8.5-acre campus will focus on Quantum Computing, Artificial Intelligence, semiconductors, cybersecurity and other deep-tech fields.

Academic and advanced-skilling programmes are expected to begin in September 2026, initially from a temporary facility at Acharya Nagarjuna University in Guntur while the permanent Amaravati campus is developed.

The university is planned to offer UG, PG, PhD, diploma and executive programmes, along with research labs, industry partnerships, incubation facilities and advanced technology centres.
Why it matters: The project aims to make Amaravati a major Indian hub for AI, quantum technology and deep-tech innovation, supporting the country's growing technology and semiconductor ecosystem.



शिक्षकों पर भरोसा करना सीखें



जगमोहन सिंह राजपूत

आखिर वह अध्यापक सहज भाव से कैसे पढ़ा सकता है जिसके सिर पर 'मंत्री जी सब कुछ देख रहे हैं' की तलवार लटकी रहे?

जब स्कूलों में अध्यापक उचित अनुपात में न हों, अधिकांश में नियमित प्राचार्य न हों, समय पर पुस्तकें, वर्दी और स्वेटर वितरित न हो पाते हों तब देश की राजधानी दिल्ली के सरकारी स्कूलों में प्राथमिकता के आधार पर सीसीटीवी कैमरे लगाना बच्चों और अध्यापकों के भी मनोविज्ञान की अनदेखी का ही उदाहरण कहा जा सकता है। वैसे तो कोई भी सुरक्षा विशेषज्ञ इसे बखूबी समझा सकता है कि सुरक्षा के लिए स्कूलों में सीसीटीवी कैमरे लगाना कितना उपयोगी है, लेकिन समस्या यह है कि अपवाद छोड़कर शायद सत्ता में बैठे राजनेता यह जानना ही नहीं चाहते कि कक्षा के अंदर अध्यापकों और बच्चों पर लगातार निगरानी की तलवार लटकाने के दुष्परिणाम क्या हो सकते हैं? दिल्ली के सरकारी स्कूलों में सीसीटीवी आने के बाद माता-पिता बच्चों को बाल सुलभ शरारतें करते भी देख सकेंगे। जब बच्चे घर लौटेंगे तो बहुत संभव है कि उनसे कहा जाए कि आगे से ऐसा न करें। शैतानियां करना अच्छी बात नहीं है। स्कूल में ध्यान से पढ़ें और आगे चलकर इंजीनियर, डॉक्टर बनकर अपना और परिवार का नाम रोशन करें। जाहिर है कि बच्चे माता-पिता की बातों को ध्यान से सुनेंगे, सहमेंगे और अगले दिन उनकी छोटी-छोटी शरारतों में आनंद ढूंढ़ लेने की प्रवृत्ति कुछ कुंठित अवश्य हो जाएगी। इन शरारतों में उनके विचारों की जो उड़ान और संकल्पना शक्ति प्रकट होती है उस पर एक प्रकार का नियंत्रण लग जाएगा। मुश्किल यह है कि राजनेता हर तरफ राजनीति ही देखते हैं। शायद उन्हें यह देखने की फुर्सत नहीं कि शिक्षा जगत में वे देश ही अग्रणी हैं जो अपने स्कूलों के संसाधनों की आवश्यकताओं को प्राथमिकता के आधार पर पूर्ण करते हैं। वे अपने अध्यापकों पर भरोसा करते हैं। उनका सम्मान करते हैं और उन्हें वीआइपी मानते हैं। यदि कोई राज्य सरकार अध्यापकों की हर क्षण निगरानी करने को ही शिक्षा सुधार का रास्ता मानती है तो इसे एक विडंबना ही कहा जाएगा। स्कूल में कक्षा के अंदर जो शाश्वत स्वायत्तता अध्यापक को उपलब्ध है उसका मखौल उड़ाकर कुछ भी सकारात्मक प्राप्त नहीं किया जा सकता है। यह एक सामान्य सिद्धांत है जिससे हर पढ़ा-लिखा और शिक्षा में रुचि लेनेवाला परिचित है।

वर्तमान में शिक्षा व्यवस्था में बच्चों के संपूर्ण व्यक्तित्व विकास की संभावना लगातार कम होती जा रही है। सारा ध्यान केवल अधिक से अधिक अंकों पर है। बच्चों के भविष्य का रास्ता माता-पिता की चिंताओं और उनकी अपेक्षाओं से निर्धारित होता है। दिल्ली में सरकारी स्कूलों में सुधार को लेकर राज्य सरकार बड़े बड़े विज्ञापन देकर लोगों का ध्यान आकर्षित करने में सफल रही है। सरकारी



स्कूलों में थोड़े से सुधार की भी लोग प्रशंसा करते हैं और सारे देश का ध्यान उधर जाता है, क्योंकि देश की बहुत बड़ी आवश्यकता यह है कि सरकारी स्कूल सुधरें। उनके सुधर जाने पर निजी स्कूलों, जिन्हें बिना किसी कारण पब्लिक स्कूल कहा जाता है, की मनमानी समाप्त नहीं तो कम अवश्य होगी। यही नहीं यदि सरकारी स्कूल सही ढंग से चलने लगें तो वे लोग शिक्षा में निवेश नहीं करेंगे जिनकी सोच केवल मुनाफा कमाने तक ही सीमित होती है। दिल्ली सरकार ने अपने अध्यापकों और मंत्रियों को विदेश भेजा। इस क्रम में फिनलैंड की चर्चा खूब चली, लेकिन सभी जानते हैं कि भारत फिनलैंड नहीं है।

यह सुनने में अच्छा लगता है कि सीसीटीवी कैमरे लगाने से शिक्षा में माता-पिता की भागीदारी बढ़ जाएगी। वे अपने बच्चे की प्रगति से लगातार परिचित होते रहेंगे और आवश्यकता होने पर स्कूल या अध्यापक से संपर्क कर सकेंगे। उन्हें यह भी भरोसा होगा कि अब अध्यापक किसी बच्चे से किसी प्रकार का बदसलूकी नहीं कर सकेंगे, लेकिन यह बच्चे और और उसके गुरु जी की निगरानी का अत्यंत आधुनिक एवं अहिंसक तरीका होगा! सरकारी आंकड़े सदा उत्साहजनक ही आते हैं, मगर वे यह नहीं दर्शाएंगे कि इससे छात्र और अध्यापक के बीच की सहजता और पारस्परिकता समाप्त हो जाएगी, जो कि संवेदनहीनता बढ़ाएगी।

चार दशकों से अधिक के अध्यापन काल में कक्षा में कोई और भी निगरानी कर रहा है, ऐसा कोई अनुभव नहीं हुआ। आखिर वह अध्यापक सहज भाव से कैसे पढ़ा सकता है जिसके सर पर मंत्री जी सब कुछ देख रहें हैं की तलवार सदा लटकी रहे? अध्यापक और अध्यापन, दोनों के लिए यह स्थिति अस्वीकार्य ही मानी जाएगी। यह स्थिति छात्रों और अध्यापकों की सर्जनात्मकता और नया कुछ करने की नैसर्गिक प्रवृत्तियों को भी धुंधली करेगी। किसी भी संस्था की कार्य-संस्कृति बदलने का सबसे कारगर तरीक केवल एक ही है और वह यह है कि संस्था का नेतृत्व सही व्यक्ति के पास हो एवं उसे स्वायत्तता हो। एनसीईआरटी के निदेशक पद का कार्यभार संभालने के बाद परंरागत विभागाध्यक्षों के साथ होने वाली बैठक के स्थान पर मेरी पहली बैठक सफाई कर्मचारियों के साथ की गई। वे दशकों से वहां की कुर्सियों की सफाई तो करते रहे मगर उन पर कभी बैठे नहीं थे। उस दिन भी बैठनें में हिचक रहे थे। उन्हें बैठाकर कहा गया कि यदि अध्यापक/प्राध्यापक चार-पांच दिन न आएं तो भी संस्था चलेगी, मगर आपके कार्य में कोई कमी होगी तो विद्यालय का कार्य दूसरे-तीसरे दिन ठप हो जाएगा। उनसे यह भी कहा गया कि संस्था में देश भर से लोग और अभिभावक भी आते हैं। यदि यहां का परिसर और वातावरण थोड़ा सा भी साफ नहीं होगा तो वे लोग क्या सोचेंगे?

जब उनकी समस्याएं पूछी गईं और सुझाव मांगे गए तो उनकी पहली मांग थी कि सफाई का सामान समय पर मिले। दूसरी मांग यह थी कि हमारे तबके में कुछ लोग ऐसे हैं जो पढ़ लिख नहीं पाते हैं। उनकी पढ़ाई-लिखाई का प्रबंध हो जाए तो अच्छा। उन्होंने ऐसी कोई मांग नहीं रखी जो सामान्य रूप से कर्मचारी अपने प्रबंधक से अक्सर करते रहते हैं। शिक्षा का दायित्व होता है मनुष्य-निर्माण। स्कूलों को थानों में बदलने से नकारात्मकता की ही उपलब्धि होगी, सहयोग घटेगा और अध्यापक-स्कूल- छात्र की पारिस्परिकता यांत्रिक हो जाएगी जो संवेदनशीलता के क्षरण को बढ़ावा देगी। स्कूलों में सीसीटीवी लगाने की नहीं, अध्यापकों पर भरोसा करने की जरूरत है। इस जरूरत की पूर्ति केवल दिल्ली सरकार को ही नहीं, हर राज्य की सरकार को करनी होगी। स्कूलों को स्कूल ही बना रहना चाहिए ताकि वहां मनुष्यता का पाठ सुचारू रूप से पढ़ाया जा सके।

(लेखक एनसीईआरटी के निदेशक रहे हैं)

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कर्नाटक में अब शिक्षक अपने नाम के आगे लगा सकेंगे 'टीआर'

समाज के शिल्पकारों को मिला डाक्टर व इंजीनियर जैसा सम्मान

बेंगलुरु, प्रेट : शिक्षक समाज की रीढ़ होते हैं जो बिना किसी स्वार्थ के बच्चों का भविष्य गढ़कर राष्ट्र निर्माण में अपना अमूल्य योगदान देते हैं। इसी भावना को सम्मान देते हुए कर्नाटक सरकार ने शिक्षक दिवस के अवसर पर एक ऐतिहासिक और प्रेरणादायक निर्णय लिया है।

राज्य के मुख्यमंत्री डी.के. शिवकुमार ने कैबिनेट की सहमति के बाद घोषणा की है कि अब कर्नाटक के लगभग साढ़े चार लाख शिक्षक अपने नाम के आगे 'टीआर' (टीचर) उपसर्ग का गर्व के साथ उपयोग कर सकेंगे। यह निर्णय शिक्षकों को डाक्टर, इंजीनियर और प्रोफेसर जैसे प्रतिष्ठित पेशेवरों के समकक्ष खड़ा करता है। इस संबंध में स्कूल शिक्षा और साक्षरता विभाग द्वारा आधिकारिक सरकारी आदेश भी जारी कर दिया गया है। मुख्यमंत्री ने विजयनगर जिले के कुडलीगी में 'प्रजा सेवा अभियान' के दौरान स्पष्ट किया कि माता-पिता

ऐतिहासिक फैसला

- इस संबंध में स्कूल शिक्षा और साक्षरता विभाग द्वारा सरकारी आदेश भी जारी कर दिया गया है



हमें जन्म देते हैं, लेकिन शिक्षक जीवन का सही मार्ग दिखाकर हमें इंसान बनाते हैं।

शिक्षा के क्षेत्र में दी जाने वाली यह सेवा ईश्वर की आराधना के समान है। 'टीआर' केवल दो अक्षर नहीं, बल्कि पूरी जिंदगी समाज और बच्चों के भविष्य को समर्पित करने का एक जीवंत प्रतीक है।

सरकार के इस अनूठे कदम से न केवल शिक्षकों का आत्मसम्मान बढ़ेगा, बल्कि समाज में उनके प्रति कृतज्ञता और आदर की भावना भी सुदृढ़ होगी। यह सम्मान शिक्षकों की तपस्या, निष्ठा और राष्ट्र निर्माण में उनकी अतुलनीय सेवाओं की सच्ची स्वीकृति है।

मुख्यमंत्री ने कहा कि राज्य सरकार ने कैबिनेट बैठक में चर्चा के बाद, इस पेशे के सम्मान में शिक्षकों को अपने नाम से पहले "टीआर" (टीचर) लगाने की अनुमति देने का फैसला किया है। उन्होंने कहा, "जो समाज अपने शिक्षकों का सम्मान करता है, वह अपने भविष्य का सम्मान करता है। समाज दो तरह के लोगों को भगवान का दर्जा देता है - माता-पिता, जो हमें जन्म देते हैं और शिक्षक, जो जीवन में हमारा मार्गदर्शन करते हैं। शिक्षा के जरिये सेवा करना ईश्वर की सेवा करने जैसा है। इसलिए, हमने शिक्षकों को यह सम्मान देने का फैसला किया है।



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From decaying books and rotting racks, 96-yr-old library is reborn after 3 years

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Kolkata: Ninety-six-year-old Mohammed Ali Library on Kanai Seal Street in central Kolkata, one of the oldest public reading institutions in Kolkata, has reopened its doors after three years of restoration and archival conservation, aimed at protecting rare books and periodicals from further deterioration.

Located on the ground floor of Barry House, close to Zakaria Street, the library resumed operations on Teachers' Day, following extensive structural repairs and a community-funded drive to revive the institution, which had steadily fallen into disrepair over years. The restoration included structural repairs, improved lighting and the renovation and reinforcement of its wooden shelves. The work extended beyond the physical space. An extensive archival programme, involving indexing, cataloguing and digitisation is underway, with around 50% of the library's rarest books and century-old journals already digitised. The remaining collection is expected to be digitised soon, giving it protection against age, humidity and repeated handling.

Founded in 1930 by Mulla Mohammad Jan, a literary figure, to encourage reading among youngsters from the area, the library was in 1931 renamed after Mohammad Ali Jauhar, freedom fighter, scholar and co-founder of Jamia Millia Islamia.

"I am thankful to the committee members and the friends of the library. Whatever we are seeing today is the fruit of their labour, patience and perseverance," said Mohammad Khalil of Mohammad Ali Library.

Its collection today stands at more than 15,000 books, along with periodicals dating back a century, the most significant of them being an Urdu translation of the Ramayana, published in 1901, and an Urdu translation of the Mahabharata. The library also preserves issues of Tahzeeb-e-Niswaan, one of the pioneering Urdu women's journals of the early 20th century, and original copies of Awadh Punch, the Urdu satirical weekly.

As the library started to fall on bad times, damp took a toll on the collection. Pages started to come loose, wooden shelves began to decay and some racks turned unstable. With inadequate labelling and cataloguing, even accessing parts of the collection turned difficult even as furniture needed repairs and the reading room brighter lights. "The books were decaying, the shelves were falling off, and the library needed renovation," said Anwarul Haque, librarian of Mohammed Ali Library. "The intervention became critical to safeguard a unique literary heritage."

The reopening has brought some of the oldest members, several of them in their 80s, back to their favourite reading space.

The library is open to readers, students and researchers seven days a week, from 2 pm to 10 pm.

Pic: Sukhomoy Sen

A COMMUNITY-FUNDED DRIVE

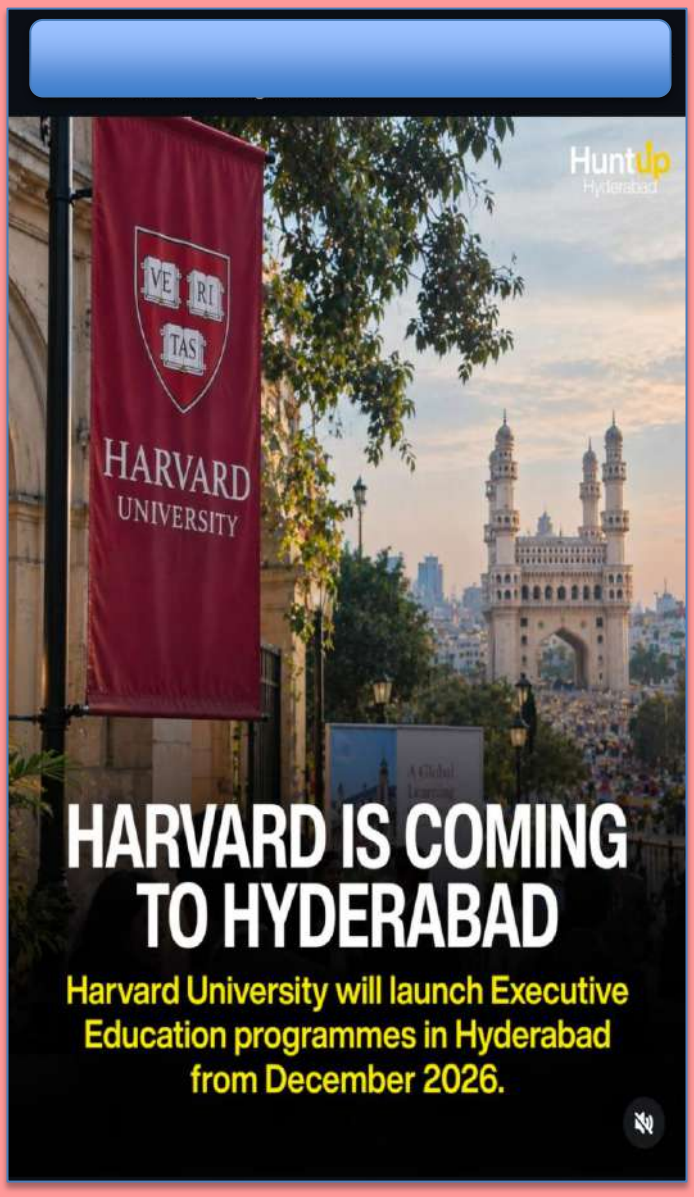
- **1930:** Literary figure **Mulla Mohammad Jan** founded the **library to encourage reading among youngsters**
- **1931:** It was **renamed after Mohammad Ali Jauhar**, freedom fighter, scholar and co-founder of Jamia Millia Islamia
- In the collection are over 15,000 books, along with periodicals dating back a century. The most significant of them are **Urdu translations of the Ramayana, published in 1901, and of the Mahabharata,** issues of **Tahzeeb-e-Niswaan,** an Urdu women's journals of the early 20th century, and **original copies of Awadh Punch,** Urdu satirical weekly



The library on Kanai Seal Street is open seven days a week from 2 pm to 10 pm

Sunando Sarkar and printed by Soumya Ghoshal at Times House, Plot no 1, Block EM, Sector V, Salt Lake City, Kolkata 700091 RNI Regn No. WBENG/1989/08837





NOTICES

RANCHI UNIVERSITY, RANCHI

This is to notify that for information to all concerned that the Examination Programme of **B.Ed Part-I (2025-2027) Examination 2026.**

Time : 1.00 p.m. to 04 .00 p.m.

Date & Days	Subject	Paper
12.09.2026 (Saturday)	Childhood and Growing UP	I
15.09.2026 (Tuesday)	Contemporary India and Education	II
18.09.2026 (Friday)	Learning and Teaching	III
Time : 1.00 P.M. to 2.30 P.M.		
21.09.2026 (Monday)	Language Across the Curriculum	IV
24.09.2026 (Thursday)	Understanding Disciplines and Subject	V
26.09.2026 (Saturday)	Gender School and Society	VI
28.09.2026 (Monday)	Pedagogy of a School Subject	VIIA

N.B:- 1. Provisions of conduct of examination Act 1981 and directive of the Hon'ble High Court, Patna dated 22.12.1995 will be strictly implemented for fair conduct of examination.
2. In case of stay out/walkout/Mass scale use of Unfairmeans, there will be no re-examination and zero marks will be awarded.
3. In case of misprint regarding examination programme in the news paper, the University is not likely to be responsible and no re-examination will be held.
4. The examinees concerned are therefore directed to the verify the examination Programme from their respective department.

By order of the Vice-Chancellor
Sd/-
Controller of Examination
Ranchi University, Ranchi
Date: 01.09.2026

Memo No. RU/EX/C/ 5403-5408

Copy forwarded to:

1. The Dean/Director/C.S. concerned
2. P.A to VC/PVC/R for information to VC/PVC/R
3. OSD (Exam.), R.U.
4. In-charge, Website, R.U.
5. In-charge NCCF
6. The Editors:
   a. Ranchi Express, Ranchi
   b. PrabhatKhabar, Ranchi
   c. Hindustan, Ranchi
   d. Dainik Jagran, Ranchi
   e. Dainik Bhaskar, Ranchi
   f. Khabar Mantra, Ranchi
   g. Azad Sipahi, Ranchi

For favour of publication, ***free of cost***, if they so desire.

Controller of Examinations
Ranchi University, Ranchi

UGC NOTICES

सचिव
Secretary

सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(शिक्षा मंत्रालय, भारत सरकार)
(Ministry of Education, Govt. of India)
बहादुर शाह ज़फ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002
Ph.: 011-23236288/23239337
Fax : 011-2323 8858
E-mail : secy.ugc@nic.in

PUBLIC NOTICE

F. No. 1-4/2026(DEB-NWR) 9 भाद्रपद, 1948 / 31st August, 2026

Invitation of applications from Eligible Higher Educational Institutions (HEIs) for recognition to offer programmes under Open and Distance Learning (ODL) mode and/or Online mode for academic year 2026-27, academic session beginning January-February, 2027 and onwards.

UGC invites fresh online applications from Eligible Higher Educational Institutions (HEIs) as per Regulation 3(A) and Regulation 3(B)(b) of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments for recognition of programmes under Open and Distance Learning (ODL) mode and/or Online mode for academic year 2026-27, academic session beginning January- February, 2027 and onwards.

Application Timeline & Submission Details:

- Online Application Window: **1st September, 2026 till 15th September, 2026**
- Application Portal: **https://deb.ugc.ac.in/**
- Hard copy submission Deadline for original affidavit & annexures: **25th September, 2026**
- Submission Address: **Joint Secretary, Distance Education Bureau, UGC, 35, Feroze Shah Road, New Delhi – 110001.**

The HEIs are requested to visit the UGC DEB website at https://deb.ugc.ac.in/ for the prescribed application fee and for further updates/ announcements in this regard.

Note:-

1. The application submission window is opened throughout the year at https://deb.ugc.ac.in/ for HEIs entitled to offer Online programmes and Category-I HEIs to offer Open and Distance Learning (ODL) programmes.
2. The mere submission of an application should not be considered as grant of approval and that all application(s) shall be subject to scrutiny with respect to the standards stipulated in the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.

(Sudeep Singh Jain)
Secretary

RANCHI UNIVERSITY

Youth Festival

Talent • Culture • Unity

EVENTS AT A GLANCE

Sl. No.	Items	Max. Participants (P)	Max. Accompanists (A)	Total (P+A)	Min. Time (Minutes)	Max. Time (Minutes)
MUSIC EVENTS						
1.	Classical Vocal Solo (Hindustani or Karnatak)	1	3	4	8	10
2.	Classical Instrumental Solo (Percussion)	1	3	4	8	10
3.	Classical Instrumental Solo (Non-Percussion)	1	3	4	8	10
4.	Light Vocal (Indian)*	1	3	4	4	6
5.	Western Vocal (Solo)*	1	3	4	4	6
6.	Group Song (Indian)	6	5	11	8	10
7.	Group Song (Western)	6	5	11	8	10
8.	Folk Orchestra	9	3	12	8	10
9.	Western Instrumental (Solo)	1	3	4	6	8
DANCE EVENTS						
10.	Folk / Tribal Dance	10	5	15	8	10
11.	Classical Dance	1	5	6	8	10
12.	Creative Choreography	12	3	15	8	10
LITERARY EVENTS						
13.	General Quiz	3	-	3	-	-
14.	Vagmita (Hindi Elocution)*	1	-	1	4	5
15.	Elocution (English)*	1	-	1	4	5
16.	Debate (English)*	2	-	2	4	5
17.	Vaad Vivaad (Hindi Debate)*	2	-	2	4	5
THEATRE EVENTS						
18.	One Act Play	9	5	14	25	30
19.	Skits	6	3	9	8	10
20.	Mime	6	2	8	4	5
21.	Mimicry*	1	-	1	4	5
FINE ARTS EVENTS						
22.	On the Spot Painting	1	-	1	120	150
23.	Collage	1	-	1	120	150
24.	Poster Making	1	-	1	120	150
25.	Clay Modelling	1	-	1	120	150
26.	Cartooning	1	-	1	120	150
27.	Rangoli	1	-	1	120	150
CULTURAL PROCESSION						
28.	Cultural Procession	Details available in the rules & regulations				

Event Type Points System

Event Type	Points System	First Position	Second Position	Third Position
Group	9-7-5	9	7	5
Solo	5-3-1	5	3	1

★ Seven Events which have been Star Marked (*) above shall get 15 seconds Grace Time. However, for all other Events the Grace Time Limit shall be 30 Seconds.
The performance time of all events will be the same at both Zonal and National Youth Festivals.

झारखण्ड सरकार

झारखण्ड संयुक्त प्रवेश प्रतियोगिता परीक्षा पर्षद

Aftab alam
19 minutes ago

Website : http://jceceb.jharkhand.gov.in
e-mail id: jceceboard@gmail.com
Phone no.: 9264473893

विज्ञापन संख्या : जे.सी.ई.सी.ई.बी./01/26 – ९2. रांची/दिनांक 15/09/2026

बी0एड0/एम0एड0/बी0पी0एड0 पाठ्यक्रमों (B.Ed./M.Ed/B.P.Ed. Course) के शैक्षणिक सत्र 2026–28 में नामांकन की अनुशंसा हेतु चतुर्थ (अंतिम) ऑनलाईन साक्षात्कार से संबंधित महत्वपूर्ण सूचना

बी0एड0/एम0एड0/बी0पी0एड0 पाठ्यक्रमों के शैक्षणिक सत्र 2026–28 में नामांकन हेतु प्रथम, द्वितीय एवं तृतीय ऑनलाईन साक्षात्कारों से अनुशंसित अभ्यर्थियों के संबंधित बी0एड0 संस्थानों में नामांकनोपरान्त रिक्त बचे सीटों पर नामांकन हेतु चतुर्थ (अंतिम) ऑनलाईन साक्षात्कार दिनांक–16.09.2026 से आयोजित की जा रही है।

2. बी0एड0/एम0एड0/बी0पी0एड0 पाठ्यक्रमों के राज्य मेधा सूची में शामिल वैसे सभी अभ्यर्थी इस साक्षात्कार में भाग ले सकते हैं जो प्रथम, द्वितीय एवं तृतीय साक्षात्कार में शामिल नहीं हुए या जिन्हें उक्त साक्षात्कार में सीट आवंटन नहीं हुआ या सीट आवंटन होने के उपरान्त भी नामांकन नहीं ले सके है।

3. वैसे अभ्यर्थी जो पूर्व के साक्षात्कारों से नामांकित हैं तथा रिक्त बचे सीटों पर संस्थान परिवर्तन चाहते हैं, तो वे भी इस साक्षात्कार में शामिल हो सकते हैं। यदि चतुर्थ (अंतिम) ऑनलाईन साक्षात्कार में उन्हें सीट पुनर्आवंटित होता है तो उन्हें नये आवंटित संस्थान में नामांकन लेना अनिवार्य होगा क्योंकि उनके पूर्व का नामांकन स्वतः रद्द हो जायेगा।

Time-Schedule for 4th (Last) Round Online Counselling for B.Ed./M.Ed/B.P.Ed.– 2026

Sl. No.	Activity	Date
1.	Display of Seat Matrix	16.09.2026
2.	Starting Date of Online Registration and Choice Filling for Seat Allotment	17.09.2026
3.	Last date of Online Registration & Choice Filling for Seat Allotment	22.09.2026
4.	Issue of Provisional Seat Allotment Letter	24.09.2026
5.	Document Verification and Admission in the Concerned Institute	25.09.2026 to 30.09.2026

4. अभ्यर्थियों द्वारा संस्थान/संस्थानों को अपनी प्राथमिकता के अनुसार पर्षद के वेबसाईट पर उपलब्ध **"Click here for All Online Counselling-JCECEB 2026" Link** में Click कर दिये गये दिशा–निर्देशों का अनुसरण करते हुए विकल्पों को भरा जाना है। विकल्पों को चयन करने की संख्या पर कोई प्रतिबंध नहीं है। अभ्यर्थियों को सलाह दी जाती है कि वे सीटों के आवंटन हेतु अधिक से अधिक विकल्पों का चयन करें।

5. **साक्षात्कार शुल्क**:– अभ्यर्थियों द्वारा साक्षात्कार शुल्क, Payment Gateway के माध्यम से Credit Card/Debit Card/Net Banking/UPI के द्वारा निम्न तालिका के अनुसार भुगतान किया जाना है जो अप्रतिदेय (Non-refundable) होगा :–

Sl.No.	Category	Counselling Fee
1.	General/EWS/BC-I/BC-II	Rs. 400.00
2.	SC/ST/Female Candidate of all Categories	Rs. 250.00

6. चतुर्थ (अंतिम) साक्षात्कार में आरक्षित सीटों के विरूद्ध अभ्यर्थियों की अनुपलब्धता [illegible] में आरक्षित सीटों का विनियमन कार्मिक, प्रशासनिक सुधार तथा राजभाषा [illegible] ज्ञापांक–14/आ0नी0–04–02/2019का0–1434/राँची दिनांक–15.02.2019 द्वारा [illegible]

पूर्व क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)

गुरुर्ब्रह्मा गुरुर्विष्णु गुरुर्देवो महेश्वरः
NCTE

Eastern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

TO BE PUBLISHED IN GAZETTE OF INDIA
(EXTRAORDINARY)
PART - III, SECTION 4

F.No.ER-407.03/NCTE/B.Ed./ERCAPP1221/JH/2026 (73619-73625) **Dated:** 01/09/2026

RESTORATION ORDER

WHEREAS, in terms of Section 14/15(3)(a) of the NCTE Act, 1993, **N.N. Ghosh Sanatan Teacher Training College,** Plot No. 165, Vill-Jamuary, P.O-Kokodro, Tehsil/Taluka-Kanke, Town/City-Ranchi, Dist-Ranchi, Jharkhand-834006 was granted recognition for conducting B.Ed. programme of two year duration with an intake of 100 students (two basic unit) from the academic session 2015-2016 vide. Order No. ER- F.No.ER-288.34/ERCAPP1221/B.Ed./2021/63544 Dated 03.02.2021 from the academic session 2021-2022, as per NCTE Regulation 2014.

2. **AND WHEREAS,** A letter *vide* letter no. NCTE-C/PG011/68/2025/131501 Complaint Section-HQ dated 29.07.2025 has been received from the Complaint Section NCTE (HQ) vide complaint dated 20.03.2025 complainant namely Dr. Sachidanand Pathak.

3. **AND WHEREAS,** The matter of the institution was placed before ERC in its 374th meeting held on 25th – 26th August 2025 and the Committee decided to issue Show Cause Notice to the institution on the following grounds:

1. *The institution is required to submit latest faculty in prescribed format with qualified teaching staff as per NCTE Regulations.*
2. *The institution is required to upload the essential documents on the website of the institution as required under clause 7(14) of the NCTE Regulations, 2014 as amended from time to time.*
3. *The institution is required to submit the documents/bank statements duly certified by the bank establishing that the faculties are being paid salary through cheque/RTGS/NEFT for the last six months.*

Accordingly, Show Cause Notice dated 18.09.2025 was issued to the institution. The institution has submitted the reply dated 09.10.2025 and received in ERC office 27.10.2025.

4. **AND WHEREAS,** The matter of the institution was again considered by ERC in its 384th meeting held on 09th & 10th December,2025 and the Committee decided to issue Final Show cause Notice to the institution on the following grounds:

"First SCN was issued to the institution on 18.09.2025. The institution accordingly submitted the reply on 09.10.2025.

After carefully observing the reply to the show cause notice, the ERC concluded the following:

1. *The institution has not submitted latest Faculty list for two units of B.Ed programme issued by the concerned University. However, the institution has submitted teaching*

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faculty approved by the concerned university dated 21.07.2020. Certain faculty is not qualified as per NCTE Regulation.

2. *The institution has not uploaded the essential documents on the website of the institution as required under clause 7(14) of the NCTE Regulations, 2014 as amended from time to time.*

3. *The institution has not submitted documents/bank statements duly certified by the bank establishing that the faculties are being paid salary for two units of the B.Ed programme through cheque/RTGS/NEFT for the last six months.*

In view of the above, the Committee decided that Final Show Cause Notice be issued under section 17 of the NCTE Act, 1993 to the institution to submit reply within 7 days from the date of issue of Show Cause Notice on the deficiencies mentioned above.

Accordingly, Final Show Cause Notice dated 02.01.2026 was issued to the institution. The institution has not submitted the reply.

4. AND WHEREAS, The matter was placed before ERC in its 390th Meeting held on 09th February 2026 and the Committee decided to withdraw the recognition of the institution on the following grounds:

The original file of the institution along with other related documents, NCTE Act, 1993, NCTE Rules, Regulations, SOP, guidelines issued from time to time were placed before the Eastern Regional Committee and the Committee observed the following: -

1. First SCN was issued to the institution on 18.09.2025 on certain grounds. The institution has submitted the reply dated 09.10.2025.
2. Thereafter, the final SCN was issued to the institution on 02.01.2026 as per decision of the 384th meeting of ERC held on 09th -10thDecember, 2025. However, the institution has not submitted reply to Final SCN which was issued on 02.01.2026.

Hence, Committee decided that the recognition granted to the institution for running B.Ed. Programme be withdrawn under Section 17 (1) of the NCTE Act, 1993 with effect from the end of the academic session next following the date of communication of withdrawal order.

Accordingly, a withdrawal order **F.No.ER-396.20/NCTE/D.El.Ed./ERCAPP3884/WB/2026 dated 20.05.2026**was issued to the institution

5. AND WHEREAS, The institution preferred an appeal before NCTE Appellate Authority against the Order No. F.No.ER-390.6/NCTE/B.Ed./ERCAPP1221/JH/2025/72854-72860 Date 20.02.2026 and the NCTE Appellate Authority in its order dated 06.08.2026 decided as under:

"After careful consideration of the Appeal report, the impugned order, the records available on file and the submissions made by the appellant institution, the appeal committee of the council, in exercise of its appellate jurisdiction under

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section 18 of the NCTE Act, 1993, sets aside the impugned order dated 20.02.2026 and remands the matter to the Eastern Regional Committee for fresh consideration and re-examination in accordance with the provisions of the NCTE Act, 1993 and the NCTE Regulation, 2014 (as amended), subject to the directions contained herein. The appellant institution shall submit the requisite documents within fifteen (15) days, whereupon the Regional Committee shall proceed in accordance with law pass a reasoned and speaking order within the stipulated timeframe."

The institution has submitted the reply dated 24.07.2026 & 12.08.2026 received in ERC office on 28.07.2026 & 12.08.2026, as per appeal direction.

6. **AND WHEREAS,** The matter was placed before ERC in its 405th Meeting held on 19th August, 2026 and the Committee decided to Show Cause the institution on the following grounds:

After careful examination of the reply submitted by the institution vide representation date 28.07.2026 & 12.08.2026, it is found that some faculty members have been appointed after FSCN dated 02.01.2026 & Withdrawal order dated 20.02.2026. The institution is still deficient on the following grounds:

1. *The institution has not submitted a copy of Advertisement letter for Appointing Teaching Faculties, appointment letters and joining letters of the recently appointed teaching faculties.*
2. *The institution has not submitted nomination letter of expert from the Affiliating body as a member of the selection committee.*
3. *The institution has not submitted the Report of Selection committee indicating the name of the selected faculty members.*
4. *The institution has not submitted the educational/qualification certificates including copies of the NET/P.h.D certificate of all newly appointed faculty members as per NCTE Regulations.*
5. *Mrs. Archana Kumari at Sr. No. 7 is not qualified as she does not possess the required NET/P.h.D. certificate.*
6. *The Salary Statement does not have the names of all appointed faculty members.*
7. *Latest Bank statement showing disbursement of salary through online transaction mode to all 1+15 faculty members from 1st February 2026 to 31 July 2026.*

In view of the above, the ERC has decided that a Show Cause Notice be issued to the institution to submit its compliance along with above documents within 15 days from the issue of this notice.

Accordingly, Show Cause Notice dated 21.08.2026 was issued to the institution. The institution has submitted the reply dated 23.08.2026 and received in ERC office 25.08.2026.

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7. **AND WHEREAS,** The matter was placed before ERC in its 407th Meeting held on 01th September, 2026 and the Committee observed as under:

1. The institution has submitted its reply vide representation dated 23.08.2026 along with all required documents.
2. The Committee considered the same and found fit the case for continuation of recognition of the institution for B.Ed. Programme with annual intake of two units.

In view of the above, the Committee has decided that the recognition of the institution granted vide order no. F.No.ER-288.34/ERCAPP1221/B.Ed./2021/63544 Dated 03.02.2021, be restored for B.Ed. programme with annual intake of 100 seats (two basic units of 50 students each). Concerned Affiliating Body be informed accordingly.

8. **NOW THEREFORE,** recognition granted to the institution viz **N.N. Ghosh Sanatan Teacher Training College, Plot No. 165, Vill-Jamuary, P.O-Kokodro, Tehsil/Taluka-Kanke, Town/City-Ranchi, Dist-Ranchi, Jharkhand-834006 for conducting B.Ed. programme** of two year duration with an annual intake of 100 seats is hereby restored.

By Order,

(Mukesh Kumar)
Regional Director

73619 **The Controller of Publications,**
Department of Publications, (Government of India),
Ministry of Urban Development,
Civil Lines, New Delhi-110054.

To,

73620 **The Principal/Correspondent,**
N.N. Ghosh Sanatan Teacher Training College,
Plot No. 165, Vill-Jamuary, P.O-Kokodro,
Tehsil/Taluka-Kanke, Town/City-Ranchi,
Dist-Ranchi, Jharkhand-834006.

Copy to:-

73621 1. **The Commissioner & Secretary,** Primary, Secondary and Higher Education, HRD Department, Govt. of Jharkhand, MDI Building, Dhurwa, Dist- Ranchi, Jharkhand – 834004.
73622 2. **The Registrar,** Ranchi University, Shaheed Choek, Ranchi, Jharkhand-834004.
73623 3. **The Director of Secondary Education,** HRD Department Govt. of Jharkhand, M.D.I, Bhawan, Ranch, Jharkhand-834004.
73624 4. **The Secretary,** Dept, of School Education and Literacy, Ministry of Education, Govt. of India, Shastri Bhawan, New Delhi - 110001.
73625 5. The Under Secretary (IT), NCTE, G-7, Sector-10, Dwarka, Landmark-Near Metro Station New Delhi- 110075.
6. Office Order file/Institution file.

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7. **AND WHEREAS,** The matter was placed before ERC in its 407th Meeting held on 01th September, 2026 and the Committee observed as under:

1. The institution has submitted its reply vide representation dated 23.08.2026 along with all required documents.
2. The Committee considered the same and found fit the case for continuation of recognition of the institution for B.Ed. Programme with annual intake of two units.

In view of the above, the Committee has decided that the recognition of the institution granted vide order no. F.No.ER-288.34/ERCAPP1221/B.Ed./2021/63544 Dated 03.02.2021, be restored for B.Ed. programme with annual intake of 100 seats (two basic units of 50 students each). Concerned Affiliating Body be informed accordingly.

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By Order,

(Mukesh Kumar)
Regional Director

73619 **The Controller of Publications,**
Department of Publications, (Government of India),
Ministry of Urban Development,
Civil Lines, New Delhi-110054.

To,

73620 **The Principal/Correspondent,**
N.N. Ghosh Sanatan Teacher Training College,
Plot No. 165, Vill-Jamuary, P.O-Kokodro,
Tehsil/Taluka-Kanke, Town/City-Ranchi,
Dist-Ranchi, Jharkhand-834006.

Copy to:-

73621 1. **The Commissioner & Secretary,** Primary, Secondary and Higher Education, HRD Department, Govt. of Jharkhand, MDI Building, Dhurwa, Dist- Ranchi, Jharkhand – 834004.
73622 2. **The Registrar,** Ranchi University, Shaheed Chowk, Ranchi, Jharkhand-834004.
73623 3. **The Director of Secondary Education,** HRD Department Govt. of Jharkhand, M.D.I, Bhawan, Ranch, Jharkhand-834004.
73624 4. **The Secretary,** Dept, of School Education and Literacy, Ministry of Education, Govt. of India, Shastri Bhawan, New Delhi - 110001.
73625 5. The Under Secretary (IT), NCTE, G-7, Sector-10, Dwarka, Landmark-Near Metro Station New Delhi- 110075.
6. Office Order file/Institution file.

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FORTHCOMING EVENTS

1. Felicitation Program

   Tentative Date – 1st Week of November2026

2. Two days National seminar on Emerging Trends, challenges and practices in Guidance and counselling
   Tentative Date – 4th week of November 2026

CONTACT US

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