N.N Ghosh Sanatan Teacher's Training College

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

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"Success is not final, failure is not fatal: It is the courage to continue that counts."
- Winston Churchill

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Editorial

ब्रह्ममुहूर्त जागरण: एक आदर्श जीवनचर्या

शारीरिक, मानसिक एवं आध्यात्मिक उन्नति का शाश्वत वैदिक रहस्य

भारत के ऋषियों एवं आयुर्वेद मनीषियों ने काल-चक्र की सूक्ष्मता और उसके अंतर्निहित रहस्यों का अत्यंत गहनता से साक्षात्कार किया है। मनुष्य का जीवन प्रकृति के नियमों से संचालित होता है और जब वह प्रकृति के अनुकूल जीवन जीता है, तब वह शारीरिक, मानसिक एवं आध्यात्मिक उन्नति प्राप्त करता है। इस सामंजस्य की पहली सीढ़ी ब्रह्ममुहूर्त में जागना है।
व्याकरणिक व्युत्पत्ति: "ब्रह्मणः मुहूर्तः इति ब्रह्ममुहूर्तः" अर्थात् 'ब्रह्म' (ज्ञान, वेद और परमात्मा) का 'मुहूर्त' (समय)। यह ऐसा दिव्य क्षण है जब हम प्रकृति व परमात्म-तत्त्व से जुड़कर उत्तम स्वास्थ्य, मेधा व दिव्य गुणों को प्राप्त करते हैं। सूर्योदय से ठीक डेढ़ घंटा पूर्व (1 घंटा 30 मिनट पूर्व) का काल ब्रह्ममुहूर्त कहलाता है।

अत्र प्रमाणम् — (मनुस्मृति ४।९२)
ब्राह्मे मुहुर्ते बुध्येत धर्मार्थौ चानुचिन्तयेत्।
कायक्लेशांश्च तन्मूलान् वेदतत्त्वार्थमेव च ॥
अर्थात्: ब्रह्ममुहूर्त (रात्रि के चौथे प्रहर) में जगें, जगकर धर्म और अर्थ का चिंतन करें तथा धर्म-अर्थ की प्राप्ति में होने वाले शारीरिक क्लेशों का भी विचार करें और वेद के तत्त्वार्थ (परमात्मतत्त्व) का स्मरण करें।
शारीरिक स्वास्थ्य की दृष्टि से ब्रह्ममुहूर्त में उठना सर्वोत्तम माना गया है। इस समय वायुमंडल में ओज़ोन (O3) और शुद्ध ऑक्सीजन की मात्रा सर्वाधिक होती है। वातावरण में एक नई ताजगी, स्फूर्ति व सात्विकता होती है, जो हमारे भीतर नव-चेतना का संचार कर फेफड़ों की कार्य-क्षमता बढ़ाती है और रक्त का शोधन कर त्वचा में कांति लाती है। इस समय कोर्टिसोल (स्ट्रेस हार्मोन) संतुलित रहता है, जिससे शरीर की प्रतिरक्षा प्रणाली (Immunity) मजबूत होती है।
सुबह का शांत वातावरण मस्तिष्क में सेरोटोनिन और एंडोर्फिन जैसे 'फील-गुड' हार्मोन्स का स्राव बढ़ाता है, जिससे मानसिक तनाव कम होता है। इस समय मस्तिष्क में 8 से 12 हर्ट्ज (Hz) की अल्फा तरंगें सक्रिय होती हैं, जो शांत सजगता की स्थिति पैदा करती हैं। विद्यार्थियों की स्मरण-शक्ति व एकाग्रता बढ़ाने तथा रचनात्मक सोच विकसित करने में यह समय सर्वोत्तम है।
आध्यात्मिक दृष्टि से ब्रह्ममुहूर्त जागरण का अतिविशिष्ट महत्व है। ब्रह्ममुहूर्त को 'अमृत बेला' भी कहा जाता है। इस समय वातावरण में सात्विक तरंगें सक्रिय रहती हैं, जिससे ध्यान (Meditation), जप और साधना स्वतः ही सिद्ध होते हैं। अपनी अंतश्चेतना से जुड़कर प्रसुप्त ज्ञान, बल व सामर्थ्य को जाग्रत करने में यह समय अत्यंत सहायक है।
शैक्षणिक और बौद्धिक विकास की दृष्टि से भी ब्रह्ममुहूर्त का समय अत्यंत फलदायी माना गया है। प्राचीन वैदिक परंपरा से लेकर आधुनिक न्यूरोसाइंस (मस्तिष्क विज्ञान) तक, सभी इसके माहात्म्य को स्वीकार करते हैं। यह समय 'सत्त्व गुण' से परिपूर्ण होता है, जो मन को स्थिर, शांत और विचारशील बनाता है। इस समय न्यूरॉन्स की ग्रहण क्षमता अपने चरम पर होती है, जो तीव्र अधिगम (Fast Learning) के लिए सबसे उपयुक्त मानी जाती है। इस समय पढ़ा हुआ विषय शीघ्र हृदयंगम हो जाता है और चिरकाल तक स्मरण रहता है।
ब्रह्ममुहूर्त केवल एकमात्र काल-खंड नहीं है, अपितु यह दिव्य जीवन जीने की वैदिक पद्धति है। यह भारतीय ज्ञान-परंपरा की वह अनमोल धरोहर है जिसे आज आधुनिक विज्ञान भी पूरी तरह स्वीकार कर रहा है। शारीरिक आरोग्य, मानसिक शांति, बौद्धिक प्रखरता, आध्यात्मिक सिद्धि तथा सामाजिक उत्पादकता—इन समस्त आयामों की कुंजी ब्रह्ममुहूर्त में छिपी है।
आधुनिकता की भाग-दौड़, देर रात तक जागने की संस्कृति (Night Culture) और असंतुलित जीवनशैली ने मानव जाति को अनेक असाध्य रोगों और मानसिक तनाव से घेर लिया है। इन समस्याओं का स्थायी समाधान पुनः अपनी मूल वैदिक जीवन पद्धति की ओर लौटने और ब्रह्ममुहूर्त के इस शाश्वत नियम को अपने दैनिक जीवन में अंगीकार करने में ही निहित है।

Acharya Vivekanand
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EDUCATIONAL NEWS

INTERNATIONAL

1. UK Universities Face Financial Pressure as International Student Numbers Fall — 14 August 2026

Universities across the United Kingdom are facing increasing financial pressure because of a decline in international student numbers. Home Office figures reported in August showed that student visa applications to the end of July were 11% lower than the previous year. University leaders warned that continued weakness in international enrolment could lead to staff reductions, course closures and tighter financial planning. International students contribute substantially to university income because they generally pay higher fees than domestic students. The issue also has wider educational significance because international students bring cultural diversity, international perspectives and global academic connections to campuses. The situation has prompted debate about immigration policy, university funding and the sustainability of higher education models that depend heavily on overseas recruitment.

Source: The Guardian, 14 August 2026.

2. Elite UK Universities Become More Flexible on A-Level Grades — 8 August 2026

Several highly selective UK universities became more flexible in admissions as institutions responded to a decline in international student enrolment. Reports indicated that some universities were accepting domestic students with lower A-level grades than normally expected, particularly through clearing and adjustment processes. The change is linked partly to a roughly 10% fall in international student numbers, whose higher tuition fees have become an important source of university income. The development is educationally significant because admissions standards can influence student opportunities, institutional finances and perceptions of academic quality. Universities are attempting to fill available places while maintaining their academic reputation. The situation also demonstrates how changes in immigration policy, international competition and demographic trends can affect admission decisions in countries that traditionally attract large numbers of overseas students.

Source: The Times, 8 August 2026.

3. US International Student Enrolment Could Fall by Up to 111,000 in Autumn 2026 — 11 August 2026

A new international student enrolment outlook in the United States projected that American universities could have as many as 111,000 fewer international students in autumn 2026. The estimate was published amid continuing uncertainty over student visa policies and immigration rules. The projected decline has implications not only for universities but also for local economies because international students contribute to employment, housing demand and consumer spending. Universities are therefore reassessing recruitment strategies, partnerships and support systems for international students. The issue is especially important for countries such as India and China, which supply large numbers of students to American higher education. The report illustrates how government policy can influence global student mobility and how universities may need to diversify their international recruitment strategies.

Source: NAFSA / The PIE News, 11 August 2026.

4. Lawsuit Challenges New US Rule Limiting International Students' Length of Stay — 19 August 2026

A group of higher-education and international-student organisations filed a lawsuit challenging a new US rule concerning how long international students can remain in the country. The rule has attracted criticism because universities and advocates argue that changes to the traditional duration-of-status system could create additional uncertainty for students whose programmes take longer than expected. Graduate and doctoral students may be particularly affected because research programmes can extend beyond standard timelines. The legal challenge demonstrates the continuing debate over how immigration policy should balance national regulation with the practical needs of higher education. International students need predictable rules to complete degrees, conduct research and participate in academic programmes. The case is therefore being closely watched by universities and international education organisations.

Source: Inside Higher Ed, 19 August 2026.

5. South Korea Recognises Some University-Administered Korean Language Tests — 7 August 2026

South Korea expanded the circumstances under which universities may use their own Korean-language assessments alongside official proficiency tests for international students. The change applies from 2026 and forms part of the country's international education quality-assurance framework. Under the revised approach, universities may recognise their own assessments within specified limits depending on their internationalisation capacity and quality standards. The policy is intended to make admissions more flexible while maintaining minimum language requirements. The development is significant because language testing can be a barrier for international students seeking admission to universities abroad. By allowing limited institutional flexibility, South Korea is attempting to attract international students while retaining quality controls. The policy also shows how countries are adjusting admission systems as competition for global student mobility increases.

Source: The PIE News, 7 August 2026.

6. Australia Raises International Student Planning Level for 2026 — 17 August 2026

Australia's government maintained a higher national planning level for international student enrolments in 2026, with the target set at 295,000. The policy discussion reflects the country's attempt to balance the economic and educational benefits of international students with pressures on housing, infrastructure and migration. Education leaders have debated whether reducing or increasing student numbers is the appropriate response to these pressures. International education is an important part of Australia's higher-education system and contributes to university finances, research networks and cultural exchange. The August discussion also highlighted the need for coordinated planning so that universities, governments and communities can prepare for student demand. The policy is closely watched by students from countries including India because Australia remains a major destination for overseas higher education.

Source: The PIE News, 17 August 2026.

7. New Zealand Seeks Better Outcomes from International Education — 14 August 2026

New Zealand's international education sector is focusing more strongly on student outcomes as demand for study in the country increases. Education leaders have emphasised the need for better graduate tracking so that policymakers and institutions can understand what happens to international students after completing their qualifications. The focus reflects a broader shift from measuring international education only by enrolment numbers towards considering employment, skills, satisfaction and long-term contribution. New Zealand has been seeking to grow its international education sector while maintaining public support and demonstrating value to students and communities. Better outcome data can help universities improve courses, career services and partnerships with employers. It can also give prospective students clearer information about the benefits of studying in New Zealand.

Source: The PIE News, 14 August 2026.

8. European Higher Education Recalibrates Approach to International Students — 21 August 2026

European countries are reassessing policies on international students as governments and universities respond to pressures linked to rapid growth in overseas enrolment. Recent developments include tighter rules in some countries, concerns about housing and infrastructure, and efforts to maintain international partnerships. The Netherlands, for example, has recorded a decline in international student numbers after measures intended to control growth. Across Europe, institutions are considering how to balance internationalisation with local capacity and public confidence. The issue is important because international students contribute to academic diversity, research collaboration and university income, but sudden growth can also create pressure on accommodation and public services. The European discussion demonstrates that international education policy increasingly requires coordination between universities, governments and local communities.

Source: The PIE News, 21 August 2026.

9. IDP Education Reports Sharp Decline in International Student Volumes — 20 August 2026

IDP Education, the Australia-based co-owner of the IELTS English-language test, reported a sharp decline in international student volumes and announced major restructuring measures. The company said international student volumes had fallen significantly amid tighter immigration policies in major study destinations including Australia, the United Kingdom, the United States and Canada. The decline affected demand for English-language testing and reflected wider changes in global student mobility. IDP announced substantial job reductions and a reduction in the number of IELTS test venues as part of its response. The development is relevant to international education because language testing is a major part of the admission process for students studying abroad. The report demonstrates how changes in international enrolment can affect not only universities but also the wider education-services industry.

Source: Reuters, 20 August 2026.

National

1. UGC-NET June 2026 Results and Final Answer Key Announced for Release — 26 August

The National Testing Agency announced that the UGC-NET June 2026 results and final answer keys would be released during the week of 26 August. The examination covers 84 subjects and is important for candidates seeking eligibility for Assistant Professor positions and/or Junior Research Fellowship, subject to the applicable rules. The announcement followed the publication of the provisional answer key and the process for submitting challenges. Candidates have been advised to rely on official NTA information for the final outcome. The result is particularly significant for postgraduate students, research scholars and teaching aspirants because UGC-NET is a major national eligibility examination. The release will determine candidates' qualification status and help them plan further research, academic employment and higher-education opportunities.

Source: NTA/UGC-NET; Economic Times, 26 August 2026.

2. NTA Orders Fresh UGC-NET Papers for English, Commerce and Sociology — 16 August

The National Testing Agency ordered fresh UGC-NET examinations for English, Commerce and Sociology after identifying multiple problems in the papers. Reports noted inaccuracies and repeated questions, and NTA concluded that the problems were extensive enough that simply removing questions would not provide a satisfactory solution. The decision was taken to protect fairness and examination integrity. The development is important because UGC-NET is used to determine eligibility for teaching and research opportunities across Indian higher education. Candidates in the affected subjects faced additional uncertainty and preparation requirements. The episode also renewed discussion about quality control, question-paper preparation, technology use and review procedures in large-scale national examinations. Stronger safeguards are essential to protect the credibility of competitive academic examinations.

Source: NTA/Times of India, 16 August 2026.

3. NCERT Granted Institution Deemed-to-be University Status — 10 August

The Ministry of Education reported that NCERT has been granted Institution Deemed-to-be University status under Section 3 of the UGC Act. The status is expected to strengthen NCERT's role in educational research, innovation and collaboration with national and international agencies. NCERT is already a major national resource institution for curriculum development, textbooks, teacher education and educational research. The new status provides an opportunity to expand academic and research programmes, including doctoral and innovative programmes. The government stated that NCERT is required to take steps towards commencing such programmes. The development may strengthen India's education research ecosystem by giving the organisation greater capacity to undertake advanced academic work while continuing its national role in supporting school education.

Source: Ministry of Education/PIB, 10 August 2026.

4. Government Reviews Implementation of NEP 2020 in School and Higher Education — 10 August

The Ministry of Education highlighted several reforms being implemented under the National Education Policy 2020. In school education, initiatives include PM SHRI, Samagra Shiksha, NIPUN Bharat, PM e-VIDYA, the National Curriculum Framework for the Foundational Stage and teacher-development programmes. In higher education, reforms include the National Credit Framework, multiple entry and exit, APAAR, SWAYAM, online and distance education reforms and multidisciplinary learning. The update demonstrates the broad scope of NEP implementation across the education system. For students and teachers, these changes can affect curriculum, credit transfer, digital learning, teacher training and academic mobility. The effectiveness of the reforms will depend on implementation by institutions and states as well as adequate infrastructure and professional development.

Source: Ministry of Education/PIB, 10 August 2026.

5. UGC Identifies 32 Fake Universities and Warns Students — 5 August

The Union government informed Parliament that the latest UGC list identified 32 fake universities operating in India. The UGC has issued warnings, compliance notices and other directions and has asked state authorities to take appropriate legal action against institutions operating illegally. Students have been advised to verify university and programme recognition before enrolling. The warning is especially important as online and distance education expands and students increasingly receive admission advertisements through social media and digital platforms. An unauthorised institution may issue qualifications that are not recognised for higher studies or employment. The announcement reinforces the need for students to check the UGC website and the status of the specific programme before paying fees. Academic verification is essential to protect students from financial loss and invalid degrees.

Source: Ministry of Education/PIB, 5 August 2026.

6. UGC Warns Against Unauthorised EdTech Franchise Arrangements — 5 August

The UGC warned students about EdTech companies and institutions offering online or distance-learning degrees through unauthorised franchise arrangements. According to the Ministry of Education, such arrangements are not permissible and programmes offered through them may not have UGC recognition. The regulator advised students to check the recognition or entitlement status of institutions and programmes through the UGC Distance Education Bureau before enrolling. The warning is significant because online education has expanded rapidly and students may encounter advertisements promising degrees, employment or affiliations. Students need to distinguish between a university that is formally entitled to offer a programme and a private company merely marketing a course. The UGC's action highlights the importance of regulatory compliance and consumer protection in digital higher education.

Source: Ministry of Education/PIB, 5 August 2026.

7. Foreign Universities Receive Letters of Intent for Indian Campuses — 3 August

The government reported that the UGC had issued 16 Letters of Intent to 15 foreign higher-education institutions from Australia, Italy, the United Kingdom and the United States to establish campuses in India. Proposed campuses are planned in locations including Bengaluru, Greater Noida, Gurugram, Mumbai and Chennai. The institutions have indicated interest in programmes such as business, economics, finance, software engineering, data science, artificial intelligence, cybersecurity and biomedical sciences. The development could expand opportunities for Indian students to access international academic programmes without travelling abroad. It may also increase competition and collaboration within Indian higher education. The success of these campuses will depend on academic quality, fees, regulatory compliance, faculty strength and the recognition of qualifications.

Source: Ministry of Education/PIB, 3 August 2026.

8. UGC Moves Towards Time-Bound Recognition and Accreditation Reforms — 5 August

The Ministry of Education reported that the UGC is developing digital portals to make recognition and accreditation-related processes more transparent and time-bound. New systems include online mechanisms for autonomous status, deemed-to-be-university status and open and distance-learning regulation. A unified online portal has also been developed for applications related to statutory recognition under Sections 2(f) and 12B. Technology-driven processes are intended to reduce delays, improve transparency and limit administrative discretion. Such reforms are important for colleges and universities because recognition and regulatory approvals can influence institutional development, funding and academic expansion. Digital systems may also make it easier for institutions to track applications and for regulators to monitor progress. The initiative forms part of a wider move towards technology-enabled higher-education governance.

Source: Ministry of Education/PIB, 5 August 2026.

9. National Scholarship for Postgraduate Studies and Ishan Uday Scheme Preparations Advance — August

The UGC announced preparations for applications under the National Scholarship for Post Graduate Studies and the Ishan Uday Special Scholarship Scheme through the National Scholarship Portal. The postgraduate scholarship is intended to support eligible students pursuing higher education, while Ishan Uday focuses on students from the North Eastern Region. Scholarship programmes can reduce financial barriers and encourage students to continue their studies after graduation. The August update was important for colleges because institutions were asked to facilitate the implementation process and students were advised to watch official announcements. Digital scholarship administration through the National Scholarship Portal also makes it easier to submit applications and track benefits. Timely verification by institutions remains essential so that eligible students receive support without unnecessary delays.

Source: UGC/Times of India, 2–7 August 2026.

10. Government Highlights AI and Digital Education in Government Schools — 5 August

The Ministry of Education highlighted the growing role of artificial intelligence and digital education in government schools. Digital initiatives are being developed to improve access to learning resources and strengthen educational support, while AI is increasingly being considered for personalised and multilingual learning. The government has also discussed technology-enabled systems that can support teachers and students in diverse educational settings. The development is significant because digital tools can help address shortages of learning resources and provide additional support to students in remote areas. At the same time, effective implementation requires teacher training, reliable connectivity, appropriate devices and safeguards for responsible technology use. The national education agenda is therefore moving towards a combination of classroom teaching and technology-supported learning rather than technology replacing teachers.

Source: Ministry of Education/PIB, 5 August 2026.

STATE

1. Jharkhand Reading Campaign Reaches Around 34,000 Government Schools — 19 August

Jharkhand's month-long "Mere Shabd, Meri Kahani" Reading Campaign 2026 is being conducted across around 34,000 government primary schools. The campaign covers students from Classes I to V and also encourages participation from older students. Officials reported that thousands of schools were participating in daily activities such as "Read Aloud" and "Reading Buddy". In the Reading Buddy activity, older students are paired with younger children to read and discuss stories. The campaign aims to promote reading beyond textbooks and strengthen children's interest in language and comprehension. Such programmes are particularly important for foundational literacy because regular reading supports vocabulary, confidence and understanding. The campaign is scheduled to continue into September and represents a large-scale state effort to make reading a regular school activity.

Source: Times of India, 19 August 2026.

2. East Singhbhum Leads Jharkhand District Education Performance Review — August

East Singhbhum emerged as the top-performing district in Jharkhand's July 2026 District Education System Performance review, recording an overall score of 76.38%. The review examines indicators associated with learning, school governance, monitoring and education-data management. The result drew attention to coordinated work by district and block authorities, school leaders, teachers and other education personnel. District performance reviews can help identify areas where schools are doing well and where additional intervention is required. They also encourage officials to use evidence rather than relying only on general perceptions of school quality. The performance of East Singhbhum provides a benchmark for other districts. Continued monitoring of learning outcomes, teacher availability, school infrastructure and administrative processes will be important for sustaining improvement.

Source: Times of India, August 2026.

3. Ranchi University Begins MA Education Admission Process — August

Ranchi University announced admission to a two-year MA Education programme through its University School of Education. The admission process was opened through the Chancellor Portal in August, creating another postgraduate opportunity for students interested in educational studies. The programme is significant for Jharkhand because advanced academic programmes in education can strengthen teacher education, educational research and leadership. A postgraduate education programme can also provide a pathway for graduates and education professionals interested in curriculum, pedagogy, educational administration and research. The university's initiative reflects the continuing expansion of higher-education options within the state. Students planning to apply need to follow the university's official eligibility requirements, admission schedule and document-verification procedures.

Source: Times of India/Campus Diaries, August 2026.

4. Jharkhand Students Continue Protest over Recruitment Examination Irregularities — August

Students and job aspirants in Jharkhand continued protests during August over alleged irregularities in recruitment examinations conducted by JPSC and JSSC. Protesters demanded greater transparency, examination reforms and action on allegations of malpractice. The issue has major educational relevance because thousands of graduates prepare for these examinations as a route into public employment. Uncertainty over examination schedules, cancellations and legal proceedings can affect students' preparation and career planning. The protests also generated a broader debate about examination integrity and the need for dependable recruitment systems. Government responses included discussions on reforms and action concerning several examinations. The continuing agitation demonstrated the high level of concern among young people about fair assessment and equal opportunity in competitive examinations.

Source: India Today/Times of India, August 2026.

5. Jharkhand Government Agrees to Cancel Several Controversial Recruitment Examinations — 9 August

After discussions with student representatives, the Jharkhand government agreed to cancel several recruitment examinations, including the preliminary examination of the 14th JPSC Combined Civil Services examination. The decision followed a prolonged student agitation over alleged irregularities in recruitment examinations. The government also agreed to examine demands concerning investigation and reform of the examination system. For students, cancellation of an examination can bring both relief and uncertainty: it may address concerns about fairness but also requires candidates to prepare again for a future test. The development highlighted the importance of clear procedures for question-paper preparation, evaluation, complaints and investigation. It also showed the influence of student groups in demanding accountability in state-level competitive examinations.

Source: Indian Express, 9 August 2026.

6. Jharkhand Students Pause Agitation after Government Announces Wider Exam Action — 20 August

After the Jharkhand government announced the cancellation of 22 examinations and probes into 23 others, protesting students announced a temporary suspension of their indefinite sit-in. The decision followed weeks of demonstrations over alleged irregularities in recruitment examinations. Student groups said the suspension was for 60 days while they monitored implementation of the government's commitments. The development was important for education and employment aspirants because recruitment examinations are a major transition point between higher education and government service. The episode also demonstrated how examination administration can become a major public issue when candidates lose confidence in the process. Transparent investigations, timely schedules and credible examination procedures will be important for restoring confidence among students and job seekers.

Source: Hindustan Times, 20 August 2026.

7. High Court Stay on Cancellation of 11th and 13th JPSC Examinations Creates New Uncertainty — August

The Jharkhand High Court stayed the state government's decision concerning cancellation of the 11th and 13th JPSC examinations and related appointments, according to reports in August. The legal development affected successful candidates who had challenged the cancellation. The case illustrates the complex relationship between examination administration, allegations of irregularities and the legal rights of candidates who have already qualified. For students and aspirants, court proceedings can create uncertainty because they influence whether examinations or appointments will remain valid. The wider dispute has increased calls for clear evidence, transparent investigations and fair treatment of candidates. The outcome of such cases may also influence how state authorities handle future allegations of malpractice in competitive examinations.

Source: Times of India/Indian Express, August 2026.

8. SFI Announces Statewide Campaign to Improve School Education in Jharkhand — 24 August

The Students' Federation of India announced a statewide campaign in Jharkhand beginning 1 September to raise issues related to school education. The organisation said it would visit schools and work with other community groups to identify problems. Issues mentioned included teacher shortages and delays in scholarship distribution. A survey was proposed to document additional challenges faced by schools. Such a campaign could bring attention to school-level issues that may not be visible in state-level statistics. Teacher availability, scholarships and school facilities directly affect students' ability to participate successfully in education. The announcement also reflects growing public discussion about the quality of school education in Jharkhand. Evidence gathered through school visits could contribute to wider debate on improving education delivery.

Source: Times of India, 24 August 2026.

9. Recruitment Examination Protests Escalate with Police-Student Clashes in Ranchi — 21–22 August

Student protests concerning recruitment examinations escalated in Ranchi on 21 August when clashes were reported between police and demonstrators. The protests were linked to demands for greater transparency and action over alleged irregularities in JPSC and JSSC examinations. Authorities subsequently registered FIRs in connection with the incident. The development added a law-and-order dimension to an issue that began as an examination and employment concern. For the education community, the episode underlines how strongly competitive examinations affect students' lives and career expectations. It also reinforces the importance of creating channels through which students can raise grievances without disruption or confrontation. Transparent communication, independent review and timely examination decisions can help reduce uncertainty and restore confidence.

Source: India Today/Times of India, 21–22 August 2026.

10. High-Level Committee Proposed to Recommend Reforms in JPSC and JSSC Recruitment — 27 August

The Jharkhand government formed a three-member high-level committee to recommend reforms in the recruitment processes of the Jharkhand Public Service Commission and Jharkhand Staff Selection Commission. The committee is headed by the state development commissioner and includes senior officials from the personnel and finance departments. Its task is to review procedures and suggest measures to improve integrity and efficiency. The move came amid sustained scrutiny of recruitment examinations and student protests during August. From an educational perspective, reform of recruitment examinations is important because many graduates depend on these tests for employment opportunities. Better procedures can include stronger question-paper security, transparent evaluation, reliable scheduling and effective grievance mechanisms. The committee's recommendations could therefore influence the future examination environment for Jharkhand's students and graduates.

Source: Times of India, 27 August 2026.

ACTIVITY GALLERY

1. B.Ed. Practical Examination (Session 2024-26) Successfully Concluded



2. Independence Day observed on 15th August 2026



3. Faculty Development Progaramme on ICT and Emerging Technologies for Teacher Educators and Pupil Teachers organized by Ranchi University from 19th August to 21st August









4. **A Staff Council Meeting was held on 25th August 2026 (Tuesday) under the chairmanship of the Dr. Dhananjay Prasad (Principal) and in the presence of Dr. Ashutosh Shukla (Academic Co-ordinator) to discuss strategies for enhancing academic and administrative quality.**



5. **Following Assistant Professor went to different colleges as External Examiner for 2nd year B.Ed. Practical exam(session 2024-26)**
   a) **Mr. Vikash Vardhan**
   b) **Mr. Bhola Nath Tiwari**
   c) **Ms. Smita Dungdung**

6. **Mr.Vikash Vardhan went to IMS as Ranchi University for B.Ed. 2nd year theory paper evaluation.**

SNIPPETS





Rank	Institute	Input (175)	Process (225)	Output (250)	Total (650)
1	Indian Institute of Technology Banaras Hindu University Varanasi	164.85	185.42	137.89	488.16
2	Academy of Scientific and Innovative Research Chennai	136.39	184.40	95.35	416.14
3	Indian Institute of Management Tiruchirappalli	132.27	174.40	100.23	406.90
4	Indian Institute of Management Rohtak	135.95	185.56	73.13	394.64
5	Indian Institute of Management Raipur	131.15	182.51	80.86	394.52
6	Indian Institute of Management Ranchi	134.83	186.68	72.17	393.68
7	Indian Institute of Management Udaipur	134.61	170.88	87.78	393.27
8	Indian Institute of Technology Tirupati	120.62	169.65	95.01	385.28





Email: pratibimbnngsttc@gmail.com

Restoring trust in India's examination system

The successful conduct of the rescheduled NEET-2026 examination offered India a moment of relief after weeks of uncertainty triggered by a devastating paper leak. Yet the crisis, followed by the CBSE Class XII evaluation controversy and the tragic coaching centre fire in Lucknow, has exposed deeper structural flaws that extend far beyond administrative lapses.



JS RAJPUT



India heaved a great sigh of relief in the evening June 21 of 2026 as the media splashed reports of the successful conduct of the rescheduled NEET-2026 exam. Its earlier cancellation on account of the paper leak had cast a pall of widespread gloom not only on the young aspirants and their families but throughout the nation. It cast serious aspersions on our examination management systems, institutions and the expertise generated over several decades. The community of teachers felt greatly let down as details of the modus operandi used by the mafia and the anti-social elements emerged. The needle of suspicion moved swiftly to the paper setters, to teachers, academics and educators. The coaching centres were obviously there as the usual suspects. The union education minister has lately called it a great betrayal and one fully endorses his assessment. When a paper-setter in an examination of any level stoops to the level of leaking the paper, becoming a shameful part and parcel of the mafia involved in corrupting the education and examination system, the nation must get alerted, and ponder over the inadequacies in preparing and recruiting its teachers at every stage. The system in spite of its vast magnitude just can't afford to have even a single teacher bereft of moral and ethical conduct.

Consequently, India must also seriously audit its systems of teacher preparation, recruitment and procedures of ascertaining their continuous academic advancement and professional growth along with the critical contours of personality development. Teachers are supposed to nurture moral, ethical and humanistic values in their wards. They are supposed to scrupulously adhere to an exemplary work culture which is quietly internalised by their students. Every teacher is a partner in preparing the future of India. They are the role models with whom the child interacts as the child transitions to school. Others come only at a later stage.

As the nation was slowly coming out of the anguish and anxiety inflicted by the postponement of the NEET exam, the CBSE announced its Class XII results, and that created an unprecedented situation of gloom and despair. For the first time, the CBSE opted for the digital marking system popularly known as OSM (On-Screen Marking). It chose Class XII for it, a stage that determines the individual-specific future course of studies that the learner would like to pursue. The CBSE claims to have taken all the necessary steps to prepare its own system, and train its evaluators to perform their job efficiently. The technical glitches, and probably also deficiencies, on the part of the outsourced agency let down the CBSE. The sufferings inflicted on the enthusiastic yet highly sensitive young people disrupted their future plans in numerous instances as the results they received were far below their expectations.

ONE EXPECTS THE CBSE WOULD BE BETTER EQUIPPED WITH TECHNICAL EXPERTISE AND CONDUCT ALL OF ITS FUTURE EXAMS SUCCESSFULLY. WHEN EVEN A SINGLE YOUNG PERSON COMMITS SUICIDE, DUE TO INEFFICIENCY AND GREED OF OTHERS, THE ENTIRE NATION NEEDS TO TAKE NOTE OF THE FACTORS RESPONSIBLE FOR IT

One expects the CBSE would be better equipped with technical expertise and conduct all of its future exams successfully. When even a single young person commits suicide, due to inefficiency and greed of others, the entire nation needs to take note of the factors responsible for it. Responsibility must be fixed and stern actions taken wherever necessary. Unfortunately, it has not been the case in the past, the guilty are not behind bars.

As if the two exam fiascos referred to above were not enough to give a wake-up call to all concerned, the Lucknow coaching center fire that snatched away fifteen young lives comes as a thundering wake-up call. The Uttar Pradesh Government has responded swiftly, 18 engineers booked, four more arrested. Coaching Centers are being inspected throughout the state! It is well established that every fire tragedy is invariably a consequence of total neglect of fire safety norms, classes conducted in structures that brutally ignore the structural building norms. One wonders why these basic essentials are not checked at regular intervals? Extraordinary arrangements were made to ensure proper conduct of the NEET re-examination on June 21. There were no reports of impersonators or solvers even making an attempt to trespass.

The planning worked, and the successful conduct brought a sigh of relief. One fervently hopes that the systems will gear themselves afresh, and in the coming years, no young individual shall encounter situations that could plunge him/her in continuous anxiety, uncertainty, sense of fear, and underperformance. Every human being is touched to the core when the reports of the suicide note of a teenager: 'I just can't bear the tension already undergone once again'. One's heart goes out to the bereaved families; every sensitive soul mourns with them.

This probably does not include the mafia, and also the parents who encourage purchase of 'leaked papers', spend vulgar amounts, and commit the sin of throwing away millions of other young people and their families in immeasurable agony and pain.

When even a single suicide takes place consequent upon anti-social and immoral machinations of rogue elements, the entire nation must stand up to ensure that it's not repeated again. In a humane world, everyone who believes in "Sarve Bhavantu Sukhinah" has a role to perform. The social system must take a serious note, expose them as the culprits who damage lives, kill young aspirations, and commit heinous social sacrilege.

Apart from putting all our expectations of strict action against the mafia solely on government action, which have been mostly inadequate, lethargic and inefficient, time has come when institutions, teachers and academics, and non-political social activists also accept their role in bringing back the moral order in the world of education.

It is common knowledge that when it comes to the preparation of a child in the family for examinations like CBSE, NEET, JEE and others, it is the entire family that gears up to assist and inspire. No disturbance or distractions could be permitted. Think of the anxiety and hope of the parents of a brilliant child, educated in a government school, from a family with scant earnings how life transforming could be the success in such examinations.

The challenge before the nation is to restore the reputation of its school and higher education organisations in their competence and capability to maintain the purity of the system of examinations and assessment at each stage. The uncertainty, anxiety and the tension must not be permitted to retard the enthusiasm and self-confidence of even a single child getting ready to compete. The community of teachers must come forward as one unit to keep the miscreants out.

The NEP-2020 has prominently assured the nation "The teacher shall be at the centre of the fundamental reforms in education system." It commits to making teachers "as the most respected and essential members of our society'. The teachers must feel empowered and enabled to perform their duty effectively." The present position of teachers is well known to the system and society. It would require Herculean efforts to bring it to the appropriate level indicated above. There is no escape but to strive hard as the system has to be reformed and transformed effectively.

The author is an educationist, a Padma Shri awardee, and works in religious amity and social cohesion

The Pioneer, Pg. No.08, Date.08.07.2026

India Today
3h ·

Senior bureaucrat Deepti Gaur Mukerjee has been appointed as the new Higher Education Secretary as part of a top-level bureaucratic reshuffle carried out by the Centre on Monday. She succeeds Vineet Joshi, who was appointed Secretary in the Ministry of Panchayati Raj last month.

Read More: https://intdy.in/19k90g
#DeeptiGaurMukerjee #HigherEducationSecretary #Education



Delhi Govt approves Draft Bill for establishment of private universities in national capital



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airnewsalerts #Delhi Government takes a historic step in the field of higher education by approving the Draft Bill relating to the establishment and incorporation of private universities in the National Capital.

Chief Minister Rekha Gupta says this bill seeks to create a modern, transparent and effective legal framework for the establishment of world-class private universities.

Higher education faces three challenges



SUDHIR K JAIN

WHY DO Indian institutions not feature among the world's top universities in major global rankings? Why have universities in China, Singapore and Hong Kong climbed to the top in these lists even though only a few decades ago they were on par with India?

There is considerable discussion about the poor state of our higher education system, as well as the low employability of many college graduates. The usual explanations cite inadequate funding, excessive regulation, poor infrastructure and flawed policies. These factors do not fully explain the problem. Indians in and outside of India have demonstrated world-class capability in science, technology, medicine, entrepreneurship and research. Our challenge is not a lack of talent, nor simply resources. The real barriers, in my view, lie deeper. They can be understood through three challenges: Intention, concept, and execution.

The first is whether we consistently place merit, integrity, fairness, and the long-term interests of institutions above other considerations. In too many cases, appointments, promotions and admissions are swayed by factors that should have no place in decision-making. We cannot appoint favourites, regardless of merit, to responsible positions and expect good results. Students can sense favouritism and dishonesty, and they learn not only from what we teach but also from how we conduct ourselves.

A culture driven by fear of failure discourages initiative; a culture that learns from failure fosters innovation and experimentation

We must ensure that we are solving the right problems in the right way. Universities are neither government departments nor corporate offices. They are unique learning communities and therefore require distinct governance models. Misunderstanding the nature of a university can lead to well-intentioned policies that are ultimately counterproductive. For instance, faculty members at many of our public universities are appointed on a one-year probationary basis. One year is inadequate to assess a candidate's suitability.

Universities cannot develop responsible adults if they treat students as children. Institutions cannot be expected to excel if they are denied autonomy while being held accountable for outcomes. Academic excellence is unlikely to flourish under excessive control; it requires trust, responsibility and a shared commitment to institutional goals.

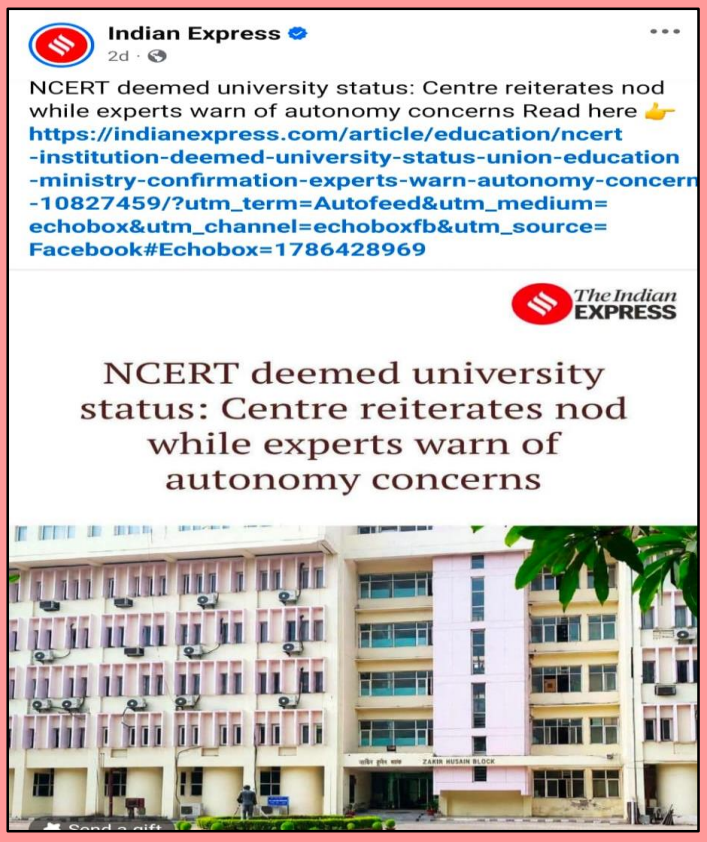
Similarly, it is difficult to justify applying the same faculty recruitment and promotion policies across diverse institutions and disciplines. Policies should recognise differences among large and small institutions, among teaching-focused and research-focused institutions, and among universities in favourable environments and those in difficult geographies. A faculty member in the sciences cannot always be assessed by the same criteria as one in the liberal arts, while the performing arts may require an entirely different framework.

If universities are to nurture excellence, their governance systems must recognise the distinctive nature of academic work, institutional contexts, disciplinary cultures, and local realities. Even with the best intentions, we still face the challenge of ensuring effective execution. Building great academic institutions requires capable leaders, robust processes, continuous learning, and the humility to learn from mistakes. A culture driven by fear of failure discourages initiative; a culture that learns from failure fosters innovation and experimentation. We must also invest in developing academic leaders through systematic coaching and mentoring. Good ideas do not implement themselves. Leaders need the knowledge, skills, confidence, and institutional support to translate sound ideas into effective practices.

Higher education cannot improve through isolated islands of excellence. Weak institutions tend to pull down stronger ones, partly because policies are often designed to address the weakest institutions and then imposed uniformly across the system, and partly because faculty, non-teaching staff, and students move across the system.

We need to take a serious look at how we govern and support our higher education institutions. Funding, infrastructure, and regulation matter, but they will not be sufficient unless we also address the deeper challenges of intention, concept, and execution.

The writer was V-C, Banaras Hindu University and founder-director, IIT Gandhinagar


Indian Express
2d
NCERT deemed university status: Centre reiterates nod while experts warn of autonomy concerns Read here
https://indianexpress.com/article/education/ncert-institution-deemed-university-status-union-education-ministry-confirmation-experts-warn-autonomy-concern-10827459/?utm_term=Autofeed&utm_medium=echobox&utm_channel=echoboxfb&utm_source=Facebook#Echobox=1786428969
The Indian EXPRESS
NCERT deemed university status: Centre reiterates nod while experts warn of autonomy concerns

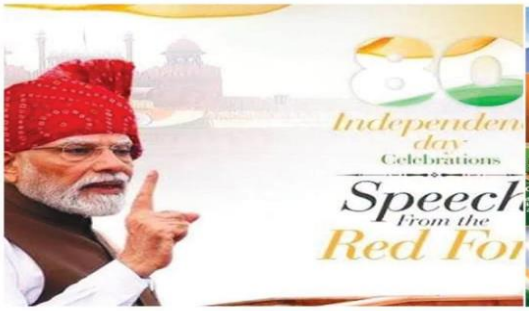

Art of Bliss
ESTD : 2019
NATIONAL SEMINAR ON
ŚRĪMAD BHAGAVAD GĪTĀ:
ANCIENT WISDOM AND THE SCIENCE OF CONSCIOUSNESS FOR MODERN HUMANITY
Organised By
Art of Bliss, Odisha
01.09.2026 & 02.09.2026
(Inauguration and Paper Presentation Through Online Mode)
04.09.2026 (Friday)
Paper Presentation for left Out Presenters From 9.00AM to 12.30pm Through Offline Mode
04.09.2026 (Friday)
Valedictory Function, (Through Offline Mode from 12.30 PM to 1.30 PM)
Resource Persons
Prof. (Dr.) Satyanarayan Acharya
Hon'ble Vice-Chancellor, Odia University Satyabadi, Sakhigopal, Puri
Mrs. Suvralina Mohanty
National Lecturer, The Theosophical Society of India, Regional Secretary, TOs, Delhi Region, India
Prof. (Dr.) Umesh Chandra Vasistha
Former Professor, Head & Dean, Facualty of Education Unversity of Lucknow, UP, India
Prof. (Dr.) Kapileswar Mishra
M.E. (Civil), Ph.D (IIT, KGP), LL, MIAHS, MISH, MISTE, C, Eng (I) MISRMT.
Shree Debasis Satpathy
Hon'ble Executive Director NBCC, New Delhi, India
Er. Subrat Prusty
DDG, Technology, DoT and linovator for Soil Deptt. of Telecommunication, Bhubaneswar.
Prof. (Dr.) Mamata Mohapatra
Professor, Institute of Psychology & Allied Science, Amity University, Noida, UP


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Resource Persons
Prof. (Dr.) Prafulla Kumar Mohanty
Hon'ble Vice-Chancellor, Kahllikote Unitary University, Berhampur, Ganjam, Odisha
Pujya Paramahansa Swami Brahmananda Saraswati
Nigam Kalpataru Ashram, Hansapal, Bhubaneswar, Odisha
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Indian Institute of Technology Madras
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aajtak IIT मद्रास से अब सिर्फ इंजीनियर नहीं, डॉक्टर भी निकलेंगे! संस्थान देगा MBBS और MD की डिग्री
इंडिया टुडे को दिए एक विशेष साक्षात्कार में IIT मद्रास के डायरेक्टर प्रो. वी. कामाकोटी ने बड़ा ऐलान करते हुए कहा कि संस्थान जल्द ही अपना 'स्कूल ऑफ मेडिकल साइंसेज' शुरू करेगा और खुद की मेडिकल डिग्रियां प्रदान करेगा. इस नई शुरुआत के बाद नीट पास अभ्यर्थियों के लिए एक बेहतर विकल्प और उपलब्ध होगा. उन्होंने स्पष्ट किया कि संस्थान स्नातक स्तर पर MBBS, स्नातकोत्तर स्तर पर MD और शोध के लिए PhD तक की पूरी मेडिकल डिग्रियां देगा.

The Seven Streams

A four-year programme becomes reform when the fourth year is taught differently from the third. A credit bank becomes flexibility when credits record attainment rather than attendance. Assessment becomes meaningful when a portfolio of what a student has built or solved sits beside the marks card. None of this requires fresh legislation. It requires a vice chancellor or a head of department deciding on it this semester rather than the next





From the ramparts of the Red Fort on the eightieth Independence Day, the Prime Minister placed the young at the very centre of Viksit Bharat, addressing them not as beneficiaries of a national project but as the ones who must co-create it. The Sapta Dhara he unveiled, seven streams of strength named by analogy with the Sapta Sindhu of our ancient memory, asks this generation to accomplish in five to seven years what several preceding decades could not.

Manufacturing, agriculture, technology, defence, the green and blue economy and our soft power will each be built by people who are at this moment sitting in a classroom. The call from the Red Fort was therefore, whether or not he said so in as many words, a call to our universities.

It is a call they are not yet organised to answer, and the reason has little to do with the talent inside them. For a century we asked our universities to do something quite narrow, which was to certify. Knowledge then was scarce, the university held what almost nobody else held, and the degree was a receipt acknowledging that possession.

Employers hired on it and the state recruited on it, and the arrangement served us well enough. That scarcity has now ended. Knowledge is abundant, retrievable in an instant and very often free, and the certifying function that once justified an institution can no longer sustain one. What looks like obsolescence is in truth a release, because it frees the university to resume a far older purpose.

That purpose is not difficult to recall, because it was always ours. The Mundaka Upanishad spoke of apara vidya, the lower knowledge, within which it placed even the Vedas and their auxiliary sciences, and of para vidya, the higher knowledge by which the imperishable is attained. Our tradition never discarded the first for the second but held both within a single conception of learning.

Takshashila and Nalanda formed their students rather than merely certified them, and the societies around them brought their questions to the gates. Such a university is judged not by what its graduates know after four years but by who they have become, and by whether the world outside its walls is visibly better for its presence.

What makes Sapta Dhara so useful to such a university is that it turns a national aspiration into something an institution can actually hold in its hands. The seven streams are not seven sectors awaiting employees. They are seven fields of unfinished work, and every one of them has a local expression within a hundred kilometres of almost any campus in this country. A cluster of small manufacturers struggling to move from assembly to design. A crop failing under a changing monsoon. A watershed that no longer holds water. A craft tradition that could carry our soft power outward if only it found a market. A department that adopts one such problem and stays with it across successive cohorts has internalized the framework far more completely than an institution that merely displays it on a banner.

The instruments for doing this are already in our hands, which is the most fortunate circumstance of the moment. The National Education Policy of 2020, read with attention rather than for compliance, is a document about becoming rather than about knowing. It opens by recalling that education is that which liberates, sa vidya ya vimuktaye. It places problem solving above content coverage; it recognises experiential learning for credit; it gives Indian Knowledge Systems their rightful place, and through the Academic Bank of Credits it insists that attainment matters more than the years spent attaining it. Our institutions have completed the structural work of adopting all this, which was the necessary first step. Conversion is the next, and it is a matter of practice rather than of paperwork.



DR. R. BALASUBRAMANIAM

The writer is Member, Niti Aayog. The views expressed are personal

A four-year programme becomes reform when the fourth year is taught differently from the third. A credit bank becomes flexibility when credits record attainment rather than attendance. Assessment becomes meaningful when a portfolio of what a student has built or solved sits beside the marks card.

None of this requires fresh legislation. It requires a vice chancellor or a head of department deciding on it this semester rather than the next. It asks most of our teachers, who become co-learners rather than transmitters, since transmission is now the one function technology performs better than we do.

That too is a homecoming, for our tradition always understood teaching as two people enquiring together rather than delivery from one to the other.

It changes as well where a university looks for knowledge. When the laboratory becomes the community with the difficulty rather than the room with the equipment, students meet a civilizational inheritance that is living rather than archived, in a farmer reading his soil, a weaver holding a pattern in memory, a tribal elder who knows a forest the way no survey ever will.

A young person who learns to receive that knowledge respectfully acquires what no syllabus transmits, the habit of looking at something unfinished, assuming it can be completed, and then assuming that they might be the one to complete it. Learning of this kind is largely self-driven and peer shared, though self-direction still needs a compass and peer learning a mentor, and holding that is the institution's new and more interesting work.

The timing is unusually kind to us. More than four crore young Indians are enrolled today, and a generation moves through the system every four years, so a university that begins this semester will send three full cohorts into the Sapta Dhara already carrying what it asks of them, comfortably within the window named from the Red Fort.

Seven streams have been announced to the nation, but streams do not begin on a plain. They begin at a source, and for a country that has asked its youth to carry it to 2047, that source is the university. It has been waiting a long while to be asked for something this large. The asking has now been done from the ramparts, and the answering begins in the first classroom that decides not to wait.



ACHIEVEMENTS

RANCHI UNIVERSITY, RANCHI
(Examination Department)

College:- 128-N. N. Ghosh Sanatan Teachers Training College, Ranchi

Pass

24BED01485	24BED01486	24BED01487	24BED01488	24BED01489	24BED01490	24BED01491
24BED01492	24BED01493	24BED01494	24BED01495	24BED01496	24BED01497	24BED01498
24BED01499	24BED01500	24BED01501	24BED01502	24BED01503	24BED01504	24BED01505
24BED01506	24BED01507	24BED01508	24BED01509	24BED01510	24BED01511	24BED01512
24BED01514	24BED01515	24BED01516	24BED01517	24BED01518	24BED01519	24BED01520
24BED01521	24BED01522	24BED01523	24BED01524	24BED01525	24BED01526	24BED01527
24BED01528	24BED01529	24BED01530	24BED01531	24BED01532	24BED01533	24BED01534
24BED01535	24BED01536	24BED01537	24BED01538	24BED01539	24BED01540	24BED01541
24BED01542	24BED01543	24BED01544	24BED01545	24BED01546	24BED01547	24BED01548
24BED01549	24BED01550	24BED01551	24BED01552	24BED01553	24BED01554	24BED01555
24BED01556	24BED01557	24BED01559	24BED01560	24BED01562	24BED01563	24BED01564
24BED01565	24BED01567	24BED01568	24BED01570	24BED01571	24BED01572	24BED01573
24BED01574	24BED01575	24BED01576	24BED01577	24BED01578	24BED01579	24BED01580
24BED01581	24BED01582	24BED01583	24BED01584			



N.N. Ghosh Sanatan Teachers' Training College

Jamuary, Kanke, Ranchi
B.Ed. Session 2024–26

TOP 10 POSITIONS – MERIT LIST

S. No.	Name of Student	Position	Percentage
1	Akansha	1st Topper	85.85%
2	Manish Toppo	2nd Topper	85.62%
3	Ritika Kumari	3rd Topper	85.38%
4	Sakshi Kumari	4th Topper	85.15%
5	Ankit Kumar	5th Topper	84.77%
6	Md. Zahid SK	5th Topper	84.77%
7	Sujata Kumari	5th Topper	84.77%
8	Anshu Tigga	6th Topper	84.69%
9	Ruchika Kumari	7th Topper	84.38%
10	Anushree Suman	8th Topper	84.23%
11	Daisy Toppo	8th Topper	84.23%
12	Angelina Nag	9th Topper	84.08%
13	Akanksha Diya	9th Topper	84.08%
14	Gulsaba Khatoon	9th Topper	84.08%
15	Kanu Priya	10th Topper	84.00%

Note: The merit list includes all students sharing the same rank due to equal percentages.

Congratulations to all the achievers! Keep shining and inspiring.

NOTICES

राज्यपाल सचिवालय
झारखण्ड, राँची-834008
(https://lokbhavanjharkhand.nic.in/)
E-mail: jhrgov@jhr.nic.in

पत्रांक–Misc.-01/2018–1795/रा0स0 राँची, दिनांक– 24.12.2026

प्रेषक,
संजय कुमार,
अवर सचिव।

Through E-mail

सेवा में,
कुलपति/प्रभारी कुलपति,
सभी सरकारी विश्वविद्यालय,
झारखण्ड।

विषय : रामकृष्ण मिशन आश्रम द्वारा आयोजित कॉलेज एवं विश्वविद्यालय के छात्रों हेतु ऑनलाईन/ऑफलाईन राज्य स्तरीय वार्षिक प्रतियोगिता के संबंध में।

प्रसंग: सचिव, रामकृष्ण मिशन आश्रम, रांची का पत्रांक–216, दिनांक–20.07.2026

महाशय/महोदया,
निदेशानुसार उपर्युक्त विषयक प्रासंगिक पत्र की छायाप्रति विश्वविद्यालय/महाविद्यालयों के छात्रों के संबंधित प्रतियोगिता में भाग लेने हेतु किये गये अनुरोध के आलोक में आवश्यक कार्रवाई हेतु प्रेषित की जा रही है।
अनुलग्नक: यथोक्त।

विश्वासभाजन,
24.12.26
(संजय कुमार)
अवर सचिव।

An ISO 9001:2015 certified

झारखण्ड शिक्षा परियोजना परिषद्, राँची

पत्रांक: 03/RMSA-P-VOC-05/2017/Part File-1/3177 दिनांक : 12:08:2026

प्रेषक,
शशि रंजन, भा.प्र.से.
राज्य परियोजना निदेशक।

सेवा में,
सभी जिला शिक्षा पदाधिकारी–सह–जिला कार्यक्रम पदाधिकारी/
सभी जिला शिक्षा अधीक्षक–सह–अपर जिला कार्यक्रम पदाधिकारी,
समग्र शिक्षा, झारखण्ड।

विषय: 56वीं ऑनलाइन/ऑफलाइन राज्य स्तरीय वार्षिक प्रतियोगिता "नया भारत गढ़ो" के संबंध में।

प्रसंग: सचिव, स्वामी भवेशानन्द, रामकृष्ण मिशन आश्रम, राँची द्वारा प्रेषित पत्र Comp/906/218/2026 दिनांक 20.07.2026 के आलोक में।

महाशया/महाशय,
उपर्युक्त प्रसंगाधीन पत्र के आलोक में कहना है कि रामकृष्ण मिशन आश्रम, दिव्यायन कृषि विज्ञान केन्द्र, राँची द्वारा राज्य स्तरीय वार्षिक प्रतियोगिता 'Naya Bharat Gadho-Rebuild a new and vibrant India' विषय पर सामान्य प्रश्नोत्तरी (Quiz), निबंध प्रतियोगिता (Essay Writing) तथा Recitation का आयोजन कक्षा 5 से लेकर 12वीं तक के विद्यालयों में अध्ययनरत छात्र/छात्राओं एवं कार्यरत शिक्षकों हेतु आयोजित किया जाना है।

उपरोक्त कार्य हेतु रामकृष्ण मिशन आश्रम, दिव्यायन कृषि विज्ञान केन्द्र, राँची द्वारा उपलब्ध कराये गये वेबसाईट http://www.rkmranchi.org/competition पर दिनांक 01.08.2026 से 30.11.2026 तक पंजीयन (निःशुल्क) हेतु उपलब्ध रहेगा। जिला स्तरीय प्रतियोगिता नवम्बर,2026 के तीसरे और चौथे सप्ताह तथा राज्य स्तरीय प्रतियोगिता दिसम्बर,2026 के दूसरे सप्ताह में आयोजित की जायेगी। विवरणी संलग्न।

निदेश है कि इस कार्य हेतु अपने स्तर से जिला अन्तर्गत संचालित सरकारी, सरकारी सहायता प्राप्त, गैर–सरकारी एवं निजी विद्यालयों में अध्ययनरत विद्यार्थियों एवं कार्यरत शिक्षकों का निबंधन कराते हुए रामकृष्ण मिशन से प्राप्त पत्र में दिये गये निदेशानुसार प्रतियोगिता में अधिकाधिक संख्या में विद्यार्थियों की भागीदारी सुनिश्चित करेंगे।

अनुलग्नक : रामकृष्ण मिशन द्वारा प्रेषित पत्र संलग्न।

विश्वासभाजन,
12.08.26
(शशि रंजन)
राज्य परियोजना निदेशक

ज्ञापांक :–03/RMSA-P-VOC-05/2017/ Part.File-1/3177 राँची, दिनांक 12:08:2026

प्रतिलिपि :–
1. सचिव, स्कूली शिक्षा एवं साक्षरता विभाग, झारखण्ड, राँची को सादर सूचनार्थ प्रेषित।
2. सभी क्षेत्रीय संयुक्त शिक्षा निदेशक, झारखण्ड को सूचनार्थ एवं आवश्यक कार्यार्थ प्रेषित।
3. सचिव, रामकृष्ण मिशन आश्रम, दिव्यायन कृषि विज्ञान केन्द्र, राँची को सूचनार्थ एवं आवश्यक कार्यार्थ प्रेषित।

12.08.26
(शशि रंजन)
राज्य परियोजना निदेशक

जे.एस.सी.ए. स्टेडियम रोड, सेक्टर-3, मुर्ग, राँची-834004 दूरभाष:0651-2444501, 2444502 ई-मेल:jcpcranchi1@gmail.com

FORTHCOMING EVENTS

1. Teachers' day Celebration- 05 September 2026(Saturday)

2. Farewell Ceremony of B.Ed. 2nd Year (Batch 2024-26)- 08 September 2026(Tuesday)

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3. Felicitation Program

   Tentative Date – 1st Week of November2026

4. 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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SANATAN ROAD, JAMUARY, KANKE, RANCHI-834006 (JHARKHAND)
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