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## Current Content Alert Services

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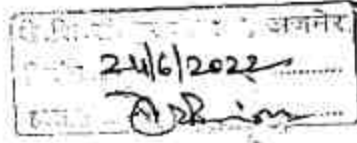
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American Journal of Physics Vol.90, No. 5 May, 2022

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May 2022

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*Giorgio Mantica*

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*Daniel F. Steyer*

*David Kyle Johnson*

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क्षेत्रीय शिक्षण संस्थान, अजमेर  
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समानो मन्यः समितिः समानी समानं मनः सहचिन्तयेधाम्।  
समानं मन्वमभिमन्त्रये वः समानेन वो हविषा जुहोमि॥  
सगानी व आकृतिः समाना हृदयानि वः।  
समानमस्तु वो मनो यथा वः सुसहासति॥ कण्वेद

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आवरण : विपिन जांगीड़  
विपिन कला के विद्यार्थी हैं और  
सिनेमेटोग्राफी करते हैं। अपने गांव  
में सुर्खोदय की ओर दौड़ते बच्चों  
का फोटोग्राफ गर्मियों की छुट्टियों  
का आनन्द बिखेर रहा है। □



राजस्थान प्रौढ़ शिक्षण समिति  
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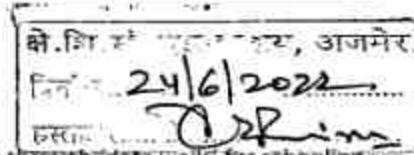
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British Journal of Sociology of Education Vol.42 No. 3 April, 2022

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# गगनांचल

साहित्य, कला एवं संस्कृति का संगम

वर्ष 45 अंक 2 मार्च - अप्रैल 2022

प्रकाशक

कुमार तुहिन

महानिदेशक

भारतीय सांस्कृतिक संबंध परिषद

संपादक

डॉ. आशीष कंधवे

प्रकाशन सामग्री भेजने का पता

भारतीय सांस्कृतिक संबंध परिषद

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इस अंक के आकर्षण

हिंदी फिल्मों में मीरा

राम काव्य की लोक दृष्टि

विश्व फलक पर भारतीय संस्कृति

लिटरेचर और रिसर्च में थडोलोजी

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मीडिया तकनीकी और हिंदी का वैश्विक फलक

युगांतर लोकप्रिय सुभद्रा कुमारी चौहान की कविताएं

गगनांचल में प्रकाशित लेखादि पर प्रकाशक का कॉपीराइट है किंतु पुनर्मुद्रण के लिए  
आग्रह प्राप्त होने पर अनुमति दी जा सकती है। अतः प्रकाशक की पूर्वानुमति के बिना  
कोई भी लेखादि पुनर्मुद्रित न किया जाए। गगनांचल में व्यक्त विचार संबद्ध लेखकों के  
होते हैं और आवश्यक रूप से परिषद की नीति को प्रकट नहीं करते। प्रकाशित चित्रों  
की मौलिकता आदि तथ्यों की जिम्मेदारी संबंधित प्रेषकों की है, परिषद की नहीं।

गगनांचल वर्ष 45 अंक 2 मार्च-अप्रैल, 2022

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वर्ष 45, अंक 2, मार्च - अप्रैल 2022

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हंस वर्ष 36 अंक 11 जुलाई, 2022

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संजय रायण  
प्रबंध निदेशक  
रघुना नादव  
कार्यालय व्यवस्थापक  
श्रीमा उदियाल  
प्रसार एवं लेखा प्रबंधक  
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शुद्ध-संशोधन  
प्रिण्टिंग सौजन्य  
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मुख्य प्रतिनिधि (उ.प्र.)  
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विवादस्वरूप मामलों केवल दिल्ली न्यायालय के अधीन  
होंगे. अंक में प्रकाशित सामग्री के पुनर्प्रकाशन के  
लिए लिखित अनुमति अनिवार्य है. इस में प्रकाशित  
रचनाओं में विचार लेखकों के अपने हैं. उनसे हंस  
की छापने अनिच्छा नहीं है. साथ ही उनके पत्रिक  
या अप्रकाशित होने का उत्तरदायित्व संपादक और  
प्रकाशक का नहीं है बल्कि यह व्यक्तिगत रचनाकार  
का है.

प्रकाशक/मुद्रक : रघुना नादव खान्ना द्वारा अक्षर  
प्रकाशन प्रा. लि., 4229/1, अंसारी रोड, दरियागंज,  
नई दिल्ली-110002 के लिए प्रकाशित एवं चार डिजिटल  
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जून, 2022

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पुर्णक-428 वर्ष : 36 अंक : 11 जून 2022



आवरण : सिद्धेश्वर



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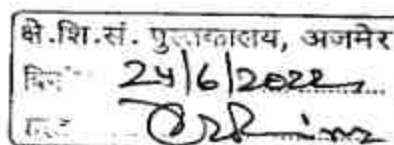
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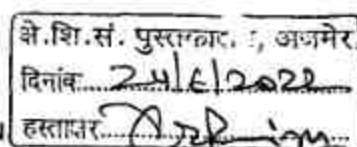
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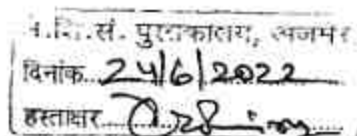
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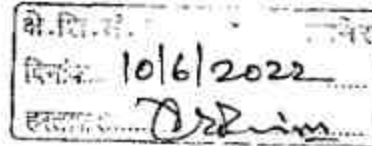
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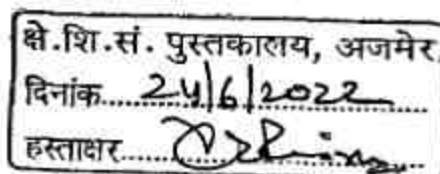
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शे.वि.सं. पुस्तकालय, अजमेर  
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*Policy Special Issue Philosophy, Mental Health and Education*

Edited by Emma Williams

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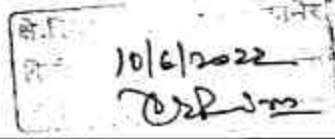
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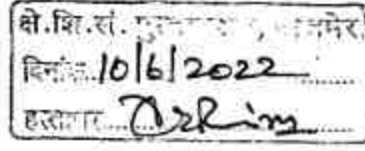
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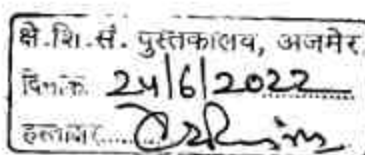


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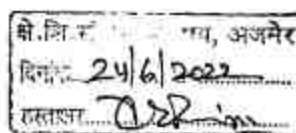
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के.वि.सं. ... अजमेर  
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## Multiple Intelligences in Higher Education: Can Liberal Arts/science Education be a Game-changer?

Ranjan C K\* and Ravichandran M\*\*

Intelligence is the ability to understand any matter and apply the knowledge to execute some action. The world has been measuring the intelligence of humanity through standard tests and designated them as low, normal, and high in their intellectual capacity. To date, the test has been based on linguistic and logical-mathematical ability and is termed as IQ (Intelligence Quotient) test. The question arises whether a person with a low IQ in mathematics could be branded as a low intelligence person even if he has good musical knowledge. Intelligence is not a generalized ability measured through mathematical and/or linguistic capability alone, there are multiple intelligences to be considered and each one has representation in different areas of the human brain.

Human intelligence is the fulcrum for all the developments that have been made possible across myriad sectors of a nation. Intelligence in common parlance refers to the ability to understand, think, and reason. Intelligence in a narrow perspective might confine only to literacy and numeracy, but it is much wider encompassing more constituents, according to Howard Gardner, an American Developmental Psychologist. Education is a universally accepted tool, which can harness human potential by leveraging individuals' intelligence. This is the crux of the matter in this paper. Educational curriculum, by and large, revolved around mostly linguistic, logical, and mathematical in the past. Contrary to the conventional wisdom of evaluating intelligence only through literacy and numeracy, H Gardner goes beyond and brought forth a new paradigm; as human intelligence manifests through *linguistic, logical and mathematical, spatial, musical, bodily-kinesthetic, interpersonal, Intrapersonal, and naturalistic*, as the holistic way in understanding human intelligence. Now the time has come, when there is a need to integrate Howard Gardner's philosophy of multiple intelligences in education at all levels, starting from, primary to tertiary level. Essentially the purpose of this paper is to take cognizance of Gardner's multiple intelligences in perspective and to transpire the same preferably at the higher education level. Introduction of Liberal Arts and Sciences Education in colleges and universities may be an option in this endeavor. Task cut out for the authors, who are trained at all Indian level in medicine, social sciences, and management, is formidable but difficult. Because centuries have gone by, where the human mind has been so conditioned that other types of intelligence, albeit

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के.शि.वि. रेंचि  
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## Creating Efficiencies through Best Practices: A Case Study of Usha Martin University, Ranchi

Suresh Garg\*

Higher education is the most potent vehicle for the empowerment of society and takes it from darkness to light. Despite the efforts of the founders of the Indian Republic, the Indian higher education system swayed violently from the proposed path and has largely failed to produce well-rounded, work-ready graduates for contemporary job markets. The providers of higher education (both private and public) have made little effort to inculcate skills such as innovation, entrepreneurship, and critical thinking in our colleges and universities. The deficiencies in teaching-learning, assessment, and research in our higher education system have been pointed out from time to time (Kulandaiswamy, 2006 and Garg, 2015). But the suggestions seem to have fallen on deaf ears and quite surprisingly, hermetically conservative forces have managed to maintain the status quo in spite of the ridicule by various stakeholders from time to time. Most recently, this aspect was highlighted by the National Education Policy-2020 (GOI, 2020).

An analysis of the failings of the system shows that there are many and varied reasons. But the mess has been essentially due to the fact that we continue to offer run-of-the-mill programmes with dated curricula; lack of inclusion of disruptive innovations in teaching-learning and assessment, lack of world-class infrastructure, and above all lack of emphasis on quality due to *non-performing syndrome*. Surprisingly, the assessment continues to be based on rote learning. The Education Commission (GOI, 1966) warned against it long back. It is sad to know that mass copying is prevalent in Board examinations, particularly in the countryside. To stem this rot, drastic efforts are needed. But as we now know, the creativity of our learners has failed even the use of technology for proctored examinations.

It is said that problems of today can be solved by tools of today, not yesterday. Therefore, in order to offset such disadvantages as far as possible, educational planners considered it prudent to create innovative universities. Lead in this direction was taken by the private house of Usha Martin Industries based in Ranchi. They submitted a proposal for creating an innovative University in the first decade of the 21<sup>st</sup> Century. Usha Martin University Act was passed by Jharkhand Assembly in 2012. The planning on the nature of programs that would be viable and serve the felt need took quite some time and the University ultimately began to offer education in

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 दिनांक 20/6/2022  
 P K Sahoo

## The Importance of Non-academic and Allied Facilities for an Academic Institution to be an Ideal Campus

P K Sahoo\*

When you enter a lush green beautiful educational institution's campus with patches of open spaces, filled with colorful flowering plants arranged in a sequential decorative pattern with a particular theme, it will give definitely you a rich positive perception along with an aesthetic feeling of goodness. The education system of India is vast. It has 40,000 Higher Education Institutions including both Technical & General Education institutes with 976 Universities.

These Institutions of Higher Education in the country enroll nearly 4 crore students annually and the GER is at 26 %. These institutes are classified under different categories. As per NEP 2020 there are 3 categories of institutes: Category-I (Academic), Category-II (Academic & Research), Category-III (Research Institutions). There is also a categorization as per students' strength. Some are also categorized as institutes of National Importance or as institutions of excellence. Statutory and professional bodies like UGC, AICTE, NMC, DCI, PCI, COA, NCI, etc., regulate these institutions in their respective fields. Apart from these, there are quality certifying bodies like, NACC, NBA, NABL, QCI, etc. to certify institutes into certain grades. All these bodies have set norms and standards which are mandatory. For example, number of classrooms, number of laboratories, a Library, the dimensions of these entities and specifications along with facilities like student amenities, washrooms and common rooms for boys and girls, pure drinking water facility, etc. An institution needs to have all the aforementioned facilities to obtain an approval to offer courses to students. Meeting mandatory requirements are essential to have, yet there is no source mentioning the essential requirements for an ideal campus or institution.

An institution is set up not only to teach the course curriculum and impart knowledge but also to develop the student into a well-rounded individual, equipped with mental, physical and intellectual wellbeing. Developing a sense of social and ethical responsibility and a good value system in every student should also be a part of an institution's goals. This requires facilities beyond classrooms and laboratories. For the complete all-inclusive growth of a student, an environment should be provided to the students in the education campus itself. The requirement of an open area, a Play Ground,

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