



MIT Times (E-Newsletter)

June-July 2009

- **Latest Events**
- **New Recruitment**
- **Result (2009 Batch)**
- **Article by Faculty/Student**
- **Quote of the month**



Latest Events

PMA Organized in MIT

Parents-Management Association was organized in MIT on Saturday, the 18th of July 2009. This meeting was organized jointly for all the BRNSS' sister institutes. Dean, Dr Ram Gopal, Principal, Prof. S.D. Parial, Director, Dr. V.B. Gupta, and Principal, Dr Chaharkar represented Mandsaur Institute of Technology (MIT), Mandsaur Institute of Pharmacy (MIP), BR Nahata College of Pharmacy (BRNCP), and Mandsaur Institute of Science & Technology (MIST), respectively. The main aim of this meeting was to maintain a transparency, an open-environment, and a mutual-understanding between the parents/guardians of the students and the teachers/management of BRNSS. However, the BRNSS' management succeed to reach its aim to a great extent. The meeting started with the welcome speech to the guests by MIT director, Dr Ram Gopal. Then after, Training & Placement Officer Mr. Atul, while addressing to the guests, gave a brief knowledge of the placements of the students, their training, various research-projects and development-programs of the institute. Hon. Chairman, Mr. Narendra Nahata too, took an active participation in the interactive session. The Principal of MIP, Prof. S.D. Parial, gave vote of thanks.

NSS Orientation Conducted in MIT

The National Service Scheme (NSS) Orientation program was organized in MIT campus on 15 July 2009 under the co-ordination of Mr. Shyamlal Kumavat (Lecturer, Computer Science Egg. MIT). An oath was taken by 50 students of MIT to serve the society selflessly and also show the consideration for fellow human beings. The motto of the National Service Scheme (N.S.S.) is "Not Me, But You", This expresses the essence of democratic living and upholds the need for selfless services and appreciation of another man's point of view. The District Co-coordinator of NSS, Mr. R.K. Shrivastava, explained the basic principles and introduction regarding the NSS. He explained how one could develop and improve his personality through various social services. He also emphasized to inculcate the social welfare thoughts in the students, and to provide service to the society without any prejudice. The Director of MIT, Dr Ram Gopal and the Dean, Dr.(Prof.) BCR Mohnani also addressed the students on this auspicious occasion. MIT NSS coordinator Mr. Shyamlal Kuamavat, while addressing the students provided information of the main activities of NSS camp. He told that the major activities will be focused on the development in rural areas by introducing engineering and technology in those areas, as the volunteers will be entirely from the technical stream. The stage was managed by Ms. Kirti Sethiya and Mr. Shyamlal Kumavat gave vote of thanks to one and all. He did not forget to mention his special thanks and gratitude to his team members Mr. Nand Kishore Patidar, Mr. Ajay Marchya and Mr. Paritosh Nagda, without whom, this special program would not have been become possible.

Oath Converted into Action by NSS Volunteers

The oath, which was taken by the National Service Scheme (NSS) volunteers for the selfless service of the society, was being implemented on Saturday, the 25th of July, 2009. The NSS volunteers performed an awareness campaign in Jhalara village (Teh. – Sitamau, Dist.- Mandsaur). The program was entirely based to create awareness in villagers in the field of water harvesting and plantation. MIT NSS co-coordinator Mr. Shyamlal Kumawat explained the villagers how to make the most of rain water and to prevent the water from being wasted. The maximum utilization of rain water and to plant more and more trees was the theme of the campaign. None less than 500 plants were planted on this occasion. NSS volunteer, Mr. Nandkishore Patidar informed about the upcoming episodes of the NSS campaign, regarding the betterment, upliftment and social welfare of Indian society, which includes cleaning, forestation, stage shows or procession creating awareness on social problems, education, inviting doctors for health camps, technical awareness programs like bio-diesel, English awareness program and many more.

BEC Exam Result (May 2009 Attempt)

The Business English Certificate Preliminary (BEC Preliminary) assesses English language ability used in the context of business at Council of Europe Level B1 in the Common European Framework of Reference (CEFR). It is at Entry Level 3 in the UK National Qualifications Framework (NQF).

Mandsaur Institute of Technology					
SN	1. Name	DOB	Sex		
1	Amit	28/10/1983	M	Absent	

	Dubey				
2	Anjali Somani	18/10/1986	F	Pass	67/100
3	Apoorva Porwal	3/1/1980	F	Absent	
4	Deepika Gera	5/7/1988	F	A2	60/100
5	Gunjan Joshi	27/8/1988	F	Pass	67/100
6	Megha Plaas	16/5/1983	F	Absent	
7	Parul Garg	21/10/1987	F	A2	51/100
8	Prateek Maru	21/10/1987	M	Pass	72/100
9	Rajat Jain	9/9/1985	M	Pass	67/100
10	Rameshwar Dangarh	18/9/1986	M	Absent	
11	Richa Parikh	9/3/1988	F	Pass	71/100
12	Shikha Nalwaya	16/2/1988	F	A2	
13	Shirish Verma	23/2/1981	M	Absent	
14	Swati Kadawat	27/3/1988	F	A2	
15	Urja Singhal	20/10/1988	F	A2	
16	Yomi Vinayaka	21/12/1987	F	Pass	68/100

- **New Governing Body of MIT Faculty Club (2009-10)**

President: Prof. (Dr) Ramgopal

Vice-President: Mr.Rupesh Sancheti

Secretary: Ms.Neha Agrawal

Joint Secretary: Ms.C.P.Agrawal

Treasurer: Mr.Nitin Hada

- Mr. Rakesh Kumar Patidar (Lecturer, Department of EEE) has sponsored by the institution for M.Tech.In Instrumentation Engineering from School of Instrumentation, DAVV, Indore (M.P.).
- Prof. Amit Jain attended 14-days Short Term Course on **“Information Security”** at IET, Kolkata on 1-14 July 2009.
- Prof.Amit Jain presented paper on **“An Efficient Compression Algorithm (ECA) for text data”** in international conference ICCDA 2009 at Chennai on 24-26 July.
- Mr.Imran Hussain, Mr.Pradeep Laxkar, Mr.P.C.Patidar & Mr.Vijay Parchani have attended Short Term Training Programme on **“Multidimensional Data Analysis & Data Mining”** from 22 June 2009 to 25 June 2009 at VNIT, Nagpur.
- Training Session on **“How to do Practicals on Breadboard”**organized for faculty members of EC & EEE Department. Resource persons were Mr.Lalchandra Patidar (Lecturer, EEE) & Mr.Devendra Raikwar (Lecturer, ECE).



Result

- Ms.Chitrangana Singh-79%(ECE 2009 Batch)
- Mr.Piyush Panwar- 76%(EEE 2009 Batch)
- Ms.Shikha Jain-86%(CSE 2009)

- Ms.Madhuri Katariya-76.04% (MCA 2009 Batch)
- Ms.Neetu Airan- (IT 2009 Batch)
- Ms. Lalita Lakhwani (ME 2009 Batch)
- Ms.Anjali Somani-72%(MBA I SEM)



New Recruitment

- Mr.Nitin Jain (Lecturer ECE)
- Mr.Pankaj Jain (Lecturer ECE)
- Ms.Yukti Mehta (Lecturer ECE)
- Mr.Lokesh Saroya (Lecturer EEE)
- Mr.Nitin Panwar (Lecturer EEE)
- Ms.Shruti Agarwal (Lecturer CSE)
- Mr.Vasim Pathan (Technical Assistants, ECE)
- Mr.Viarmllal Dangarh (Technical Assistants, ECE)



**Article Forwarded by Faculty/Student
By
Reena Tandi (CSE VII Sem)**

Technical Education Is The Gateway of Development

Educational technology, the incorporation of information technology into the learning experience, is a term that continues to evolve alongside technological advancements in the field. The issue of educational technology has played a major part in improving the learning outcomes of individuals by personalizing the learning experience. The immediate responsiveness of computer based programs, and the self-paced private learning environment that educational technology warrants seeks to promote higher levels of motivation among students worldwide. It has also provided greater access to education such as in the case of increased accommodation for students with severe physical disabilities and for students living in remote locations. E learning refers to the specific kind of learning experienced within the domain of educational technology, which can be used in or out of the classroom. Distance learning, computer-based training, and social networking tools are just a few examples of e learning. Tools like TIGed (<http://www.tigweb.org/tiged>) combine engaging social networking technologies with citizenship and global education. Implementing such tools in the classroom addresses the pressing need for today's youth to be more aware of their global environment.

The debate over which tool best serves the needs of the learners is ongoing and subject to geographic context. For instance, in developing countries, mobile phones outnumber computers because of their low costs and operating needs, thus, raising the question of whether mobiles could serve as a better learning tool with more educational benefits than computers in the developing countries. Lead & Get Others Involved Educational technology has made the attainment of education possible for diverse groups including those in remote areas of developing countries. The obvious question that comes to mind is: how is it possible to spread this form of education in remote areas without electricity and telephone lines? The vision to provide educational technology in such areas might seem an impossible task. However, the following story demonstrates the will of a “changemaker”, who achieved the impossible by introducing educational technology in a country where government-run schools are inadequately funded and in the remote Nepalese villages, which are isolated from urban cities and other villages due to rough terrain. Mahabir Pun, a Nepalese teacher, due to absence of high-school education, was forced to leave mountainous village (Nangi) in western Nepal. After high school, he attended the University of Nebraska in United States. When he returned to his village, he realized his village’s need to sustainable educational institutions. From his

experiences in United States, he had seen the significant contribution that information technology could make to the improving education system. This single idea motivated him to improve the quality of education in Nepal's remote mountainous regions. Mahabir began to work on his vision i.e. using technology to overcome the remoteness of these mountainous villages, by educating himself about computer through computer classes. His plan is to link teachers by computers and Internet, thereby preventing teacher burnout and improving the quality of instruction. His vision allows teacher hours-walking distance away to communicate with each other, share resources, and ideas. Moreover, since qualified teachers are rare in these mountainous districts, distance-learning classes allow three or more villages to share skilled teachers. Mahabir first steps in making his vision a possibility included connecting Nangi School with villages eight-hours-walking distance away with the help of a small handmade dish antennae. He collected computer parts from the U.S. and assembled them in wooden boxes, thereby building 14 computers for his village. In 2008, Mahabir's dream became a full-fledged reality with wireless technology connecting 42 remote villages in Nepal. Mahabir's solution to geographic isolation and derisory education is compelling, but it is also applicable to numerous countries with similar

geographic character and equally to those in pursuit of a sustainable education system. If you have lead others to get involved in making an impact on the issue of educational technology or any other global issue, let the rest of the TakingITGlobal (TIG) community know by writing your own TIG member's story and inspire others to create change just like you!

Get that you're inspired to lead others on this global issue click on the web links below to learn more about how you can get involved with this issue. Learn or test your knowledge of global issues by playing fun and interactive educational games at TIGgames. Print out One Laptop Per Child (OLPC) project's flyers, post OLPC banner to your blog, or email the OLPC commercials to spread the message about OLPC. Plan & Get Moving

So how are you going to share this global issue with others?

Here's what you can do on TIG:

Create a petition or make a commitment to support the spread of educational technology.

Start a TIG group or a project dedicated to informing and empowering young people in your community and around the world about educational technology.

If you're not sure how to start a conversation around this issue, connect with other TIG members on our discussion boards.

- Check out TIG's Action Guides to learn how to make the action you want to take on this global issue a reality. Here's what else you can do:
- Educate others about the benefits of educational technology.
- Enhance your educational experience by taking an online course.
- Join an organization that aims to create educational opportunities or improve education through technology.

This is just the beginning, there is a world of opportunities for you to plan and get moving on. So what are you waiting for and get started today! Have a Lasting Impact Remember; learning about a new global issue is only the first step to developing the skills you need to have a lasting impact. So let the rest of TIG know what kind of change you want to see with the issue of educational technology by

joining us in one of our online discussions described below.

Which tool is better for advancement of education in developing countries: computers or mobile phones? The social consequence of promoting technology in ed Experiential learning helps individuals to generate understanding and transfer knowledge in a manner different from the traditional didactic method of teaching where teachers simply transfer knowledge upon their students. Experiential learning allows students to engage their own experiences and reflect upon those experiences to further synthesize and analyze information. Such skills are integral for problem based learning and engaging twenty-first century skills.

In a 'learning by doing' atmosphere individuals can strengthen their skills in a meaningful way that helps to promote life-long learners. Experiential learning can take on different forms, as a solo activity or as a collaborative effort. In a collaborative environment team members not only learn more about themselves and their communication skills, but those of others as well. As individual's strengths, weaknesses, and attitudes become apparent; they can be addressed and acknowledged, thereby creating a stronger sense of community. Experiential learning may begin with a set objective or goal that the learner wishes to accomplish, or tasks can be

developed as the project progresses to accommodate the learners involved. Either form allows participants to take on new roles, discover new sources of information, and develop skills they may not have realized they possessed.

Whether informal learning takes place in or out of the classroom the benefits are many. Providing a safe environment for learners to take risks without constant fear of failure helps to emphasize the value of working for the common good of people. Such an environment encourages learners to take an active role regarding issues that affect their life and motivate others around them to do the same. In a positive collaborative effort individual foster a sense of equality while at the same time promoting the appreciation of one another's diversity education.

When we think about education, we often view school in a traditional, formal sense. Many people believe that true learning can only take place in a formal classroom setting. Others feel education occurs in many different forms and environments. There may not be a definitive answer to the question of, 'What is Education?' However, we can start thinking about the purpose of education. Is it to educate youth to be responsible citizens? Is it to develop individuals, as well as society, in order to ensure a society's economic success? Or is the purpose of education to simply focus on developing individual talents and intelligence? Perhaps it is the

balance of all three that defines education? While our answers may differ, we can perhaps agree that education is a basic human right. When that right is granted growth and development, the society as a whole is more likely to improve in areas such as health, nutrition, general income and living standards and population fertility rates.

The information in this section will prompt you to think about some very important issues surrounding the topic of education. As global citizens of the world it is our responsibility to critically think about these issues and attempt to come up with solutions to the problems plaguing education. In 1990 UNESCO launched EFA, the movement to provide quality education for all children, youth, and adults by the year 2015. Seventeen years later much progress still needs to be made if we are to achieve the goal for 2015. The unfortunate reality is that for many countries, larger issues precede improving the quality of education. How can we achieve the goals of EFA when numerous countries around the world are faced with challenges that seem far too impossible to overcome?

The answer lies in attempting to bridge some of the gaps that prevent developing nations to compete with developed nations. One example is that of providing greater access to technology and narrowing the ever-widening digital divide. In many ways the most basic access to technology can serve

as a valuable educational tool. Individuals who are not afforded this access are at a disadvantage when trying to grasp opportunities to make life better for themselves, their families, and their community. Another issue that poses a barrier to widespread development is that of literacy. There still remains a rather larger percentage of illiterate youth and adults in many nations around the world. Economic difficulty and lack of education get in the way of decreasing illiteracy rates. As you will learn in the following sections, literacy is no longer simply limited to reading and writing.

There are many different capacities in which an individual living in the twenty-first century can be literate. Helping to strengthen skills in other areas, can still help to make progress on sustaining the development of a nation, as well as achieve gender equality. The gender gap in education points to the fact that females are still not afforded the same opportunities as males. In many parts of the world cultures see no value in educating females. Two of the eight Millennium Development Goals, achieving universal primary education and promoting gender equality, seek to close the gaps that exist in the education around the world. If we can make some advancement on achieving these goals, we can further the progress on the remaining six. Education is the foundation for the success of any given society. Numerous studies have shown the

correlation between education and lower birth rates, lower infant mortality rates and fewer maternal deaths. Furthermore, a more educated population will also result in higher personal incomes as we all expand access to financial opportunities.

Conclusion

In summary therefore, education does not only encourage personal development but also provides a place for people to interact, socialize, and unify their societies.



Quote of the month

The most extraordinary thing about a really good teacher is that he or she transcends accepted educational methods.

~Karl Menninger

Co-ordinator Editor

Er.Ashish Joshi
Er. Ashish Parikh
Sr.Lecturer (EEE)
HOD (ECE)