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Faculty Debate on Demonetization



The purpose of disagreement is not victory or defeat, it is progress and this was proved at the faculty Debate competition organized at Indus University on 9th December 2016, with a view to get the participants and the audience to have a holistic perspective on the issue of Demonetization. This intellectual debate on the issue became an opportunity to afford clarity on the issue that has dominated the Parliament and gripped the nation. The stimulating session



was divided into two rounds, first being an individual presentation of views on the topic and the second entailed counter attack between the warring teams. The open round of discussion was extremely invigorating for the judges and audience alike, who were in rapt attention for the war of titans.

The book prizes were given away to best debaters. Prof. Mamta Amin secured First Prize, followed by Prof. Nitin Gurnani at Second position, and Third Prize was shared by three members namely Dr. Mrunal Chaudhari, Prof. Hinal Shah and Prof. Rahul Shah.

The event was coordinated by Indus Institute of Management Studies (IIMS) with Dr. Samir Gopalan and Prof. Ravindra Parulekar in key roles of the event coordinator and the debate moderator respectively. The judges were Dr. Shashi Tandon, Dean Academics & Director IITE, Dr. Dipti Sethi, Professor, IIMS, Mr. P.J.Maniar, Joint Registrar, IU. Fourteen participants included Prof. Vishal Goel, Dr. Vishal Dahiya, Prof. Mamta Amin, Dr. Mrunal Chaudhari, Prof. Rahul Shah, Prof. Hinal Shah, Prof. Hardik Mehta, Prof. Vivek Gautam, Prof. Nitin Gurnani, Prof. Ronak Patel, Prof. Jalpan Dave, Prof. Dharmendra Sapariya, Prof. Arvind Joshi, Prof. NeelamBelani, who deserve special acknowledgement for excellent preparation and active participation.

The faculty members in the audience too actively participated in the discussion at the end of the debate. They were highly appreciative of such an initiative and all unanimously agreed to the Executive President's proposal to conduct more such debates/group discussions in future. ■

Intensive Teaching Workshop at Indus University

The first in house Intensive Teaching Workshop (ITW) at Indus University kick-started from 28th December'16 to 5th January'17. This Intensive workshop aimed to enrich the teaching competence of our fraternity across all constituent institutes of the university. The initiative was spearheaded by Major Gen. Dr. Dasaka, Executive President Indus University and Core Resource persons including Dr. Dipti Sethi, Professor from IIMS and Dr. Sujoy Chaudhary, Head of the Department from Metallurgy and Materials Science Engineering.



It has focused on improving teaching effectiveness, interaction with students, class-room management and ensuring academic standards to name a few. Mainly such workshops aim at making the teacher and their teaching relevant in today's world, wherein the teacher and the student have access to the same study material.

In the inauguration ceremony, Dr. Dasaka briefed faculty members about the importance of active participation in such workshops, which are designed to bridge the existing gap between students' needs and teaching methodology. He emphasized on the role of a teacher, which does not limit to only dissemination of knowledge but to help young learners know where to find the knowledge, to differentiate 'good' from 'bad' knowledge. Twenty identified faculty members were to make power point presentations and use chalk-talk method on selected subject-specific topics shortlisted by the heads of respective departments. The team consisting of Chief Resource Person and Subject Expert were to judge each presentation on its content, delivery and teaching effectiveness. These sessions were interspersed with Expert talks by Heads of the Departments and External experts on a variety from general to specific topics on improving teaching methodology and effective classroom management. With a new year's resolve to preside over democratization of knowledge, the ever enthusiastic teachers displayed exemplary participation in this workshop, with a hope to benefit from more such intensive teaching and training workshops in the future. ■



Archit Patadia on National Television



Winners don't wait for chances, they take them and Archit Patadia from 7th semester Mechanical Engineering of Indus University took this one chance of auditioning for India's biggest reality show THE VOICE INDIA SEASON-2 to set the stage for his musical journey which has not been his hobby but passion since childhood. His spectacular performance vovod the prominent names from Music industry of Bollywood namely Shaan, Benny Dayal, & Salim Merchant, who gave our Amdavadi boy a standing ovation on his mellifluous rendition of 'Mor Bani Thangat Kare', a beautiful remake of a Gujarati song from the movie Ram-Leela. Humility in his voice was so endearing that one of the judges Shaan remarked 'You are not from Ahmedabad, You are Amdavad!'



All his fan-friends and teachers from Indus and Ahmedabad watched with bated breath his remarkably refreshing performance, telecast on 17th December, Saturday on &Tv. Back home wishes from friends and family started pouring in on social media, who were proud witness to his dazzling accomplishment on the national stage. The management, faculty staff and students of Indus University extend heartfelt gratitude to Archit Patadia and his proud parents for this splendid victory. ■



Lecture-cum-demonstration on Digital Payment System by Team Paytm



Following the guidelines of HRD Ministry to all educational institutions to go cashless by the beginning of December, Indus University conducted a live demonstration lecture on Digital Payment System with special focus on PAYTM on 26th December'16 to promote and educate its students and staff.

Many members who attended the lecture discussed their apprehensions about its security and effectiveness of its usage under certain circumstances, which were clarified by the team from PAYTM, who visited the campus for a demonstration on functions of the App. This initiative indeed proved helpful to senior staff that is 'digital immigrant' and have not been net-savvy. After the convincing lecture, they immediately flipped out their mobile gadgets and downloaded PAYTM App with the assistance of team members. ■



Faculty Achievement



◆ **Prof. Jitendra P Patel** from Civil Engineering Department attended a week-long “Short Term Training Program” on “Building Development: Challenges and Way Forward” (BDCWF-2016) organized by Civil Engineering Department of S.V National Institute of Technology, Surat and sponsored by TEQIP-II. ■



◆ **Prof. Tejendra Tank** delivered an Expert Session in the QIP Sponsored Short Term Course at SVNIT, Surat. The title of Course was “Recent Advances in Concrete Technology & Testing of Materials”. The session title was “Testing of Full-Scale Structural Elements”. Faculty members from Gujarat and PhD Research Scholars constituted a major section of the audience. ■

◆ **Prof. Amit Singh** from Civil Engineering Department attended and presented a paper in the “International Conference On Transportation Planning & Implementation Methodologies for Developing Countries” organized by Transportation system engineering Civil engineering Department, IIT Bombay. The title of paper was “Use of Ceramic waste as a filler as well as aggregate in Bituminous Concrete”. ■



◆ **Prof. Umang Sheth** from Civil Engineering Department attended a one day seminar on “Smart Infrastructure Industry Confluence” organized by Adani Institute of Infrastructure Management (AIIM), Ahmedabad in association with Skillssoft and Confederation of Indian Industry (CII) on 9th December, 2016 at AIIM Auditorium, Shantigram Township, Ahmedabad. ■

I-MUSE

Taking Co-Ed one step further

-Janmesh Pandya

7th Semester

Automobile Engineering

The fight for gender equality is no new and prevailing since decades. Success has been achieved in the form of voting rights and education for women. Education, I believe, is the most critical of all issues pertaining to this subject and should be emphasised upon.

Encouragement for women to take up education has never been promoted as it is today. Free education for women is not uncommon in certain parts of the world and there has been no discrimination against females at the highest level. Arguably, the discrimination has not been eliminated altogether. To this point, some feminist groups suggest that universities should accept equal number of applications from male and female students for each subject.

Bear in mind that I am a proponent of equal rights to education, when I say that I must object to the above argument. Universities should consider all applications regardless of their gender.

If universities were to accept only one female per one male in any subject course, there would be an immediate and an obvious problem. There are certain courses that only male students would prefer to attend- such as automobile engineering or construction engineering. In some universities, in the aforementioned courses, there are as low as two females per 1000 male students. But this is of the females own volition. The universities do not restrict any female application from these courses but there just are none. Now, if the university were to accept only equal number of applications of both the genders then the other 998 male applicants would have been denied the equality of education for nothing.

In the same way if women studying (a course at Indiana University) were to accept equal gender applications, many women would have been denied the equality of education because of lesser male applicants.

Hence it is extremely unwise to restrict certain applications based on gender just to maintain a 1:1 ratio of male to female in a classroom. ■

Differentiating labour and work for young adults

-Janmesh Pandya

7th Semester

Automobile Engineering

Child labour has always been a topic of discussion. While, what constitutes child labour is fuzzy in the details. Many have raised their voice concerning children engaged in some kind of paid work. Some say that children working at a younger age learn the concept of responsibility invariably, with which I agree.

In my opinion, the foremost step is to differentiate between child labour and working children. This means that there are certain factors which differentiate the two. Age is a crucial factor and the will to work is a close contender. Child labour is said to be happening when the individual is of rationally young age and/or when the work is extorted out of them. Considering this, child labour laws have been enacted in most of the countries to eliminate such activities.

It is necessary to discuss the legal age of working and the appropriate stipend. Working during childhood is an immensely fruitful opportunity. Children in their young & hot blooded mind sets often neglect or fail to realize the challenges of the real world. Since they are living off of their parent's money, they underestimate the challenge of earning their supper. This when dealt with at a young age won't produce negligent adults that live off of unemployment allowances (from the government).

When students are engaged in summer internships, they are in a ripe mind set to gain work experience and get a taste of what the outside world will be after graduation. A boy working at a tea stall after school in the Gujarat province of India. He chips in to provide for his family since they have a weak financial background. This boy learns the core values of life on his own terms and now is the prime minister of the largest of democracy of the world. Not that success of a person is solely attributed to working at an early age, but work experience at an early age plays an important role in shaping their lives.

That being said, the young adults must not burden themselves with the work load that pertains to the corporate world. As evident by the saying 'all work and no play makes jack a dull boy'. Similar to any other phenomenon balance is a highly regarded when deciding the work environment and hours of work. Be it internships or part-time jobs. Albeit working to earn is a great opportunity, it is not the only thing to be done at the adolescent age. ■



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