

# Newspaper Clips

## April 18, 2012

Mint, ND 18/04/2012 P-6

# Centre postpones key meet amid JEE tussle

**Meet was crucial to build consensus on a common entrance for all engineering colleges by merging IIT-JEE, AIEEE**

By PRASHANT K. NANDA  
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NEW DELHI

The central government has postponed a meeting of the nation's highest education policy advisory body that was to decide on a combined entrance examination for all engineering colleges after the Indian Institutes of Technology (IITs) opposed a plan to scrap their 50-year-old joint entrance examination (JEE).

The Central Advisory Board of Education's (Cabe's) meeting was crucial to build consensus on a common entrance for all engineering colleges by merging IIT-JEE and All India Engineering Entrance Exam (AIEEE), and convince states on the need for a number of higher education reforms that are pending in Parliament before the second leg of the budget session begins on 24 April.

The IIT faculty and alumni associations have opposed the move in a meeting last week. According to a government circular, a copy of which has been reviewed by *Mint*, the human resource development (HRD) ministry has now postponed the meeting from 23 April to 6 June.

"Looking at the JEE issue, it was felt that it is better to postpone the meeting to June," said a ministry official, who declined to be named.

"Unless you have something substantial on your plate, it won't be fair to hold a high-level meet. The states are likely to question that since the central institutes such as IITs and NITs (National Institutes of Technology) are yet to come on board,

The HRD ministry has now postponed the meet from 23 Apr to 6 Jun, as per a govt circular

there is no point getting state approval for a sensitive issue such as JEE," the official said.

According to the circular, HRD minister Kapil Sibal also proposes to "hold education ministers' conference to have wide ranging discussion on various issues concerning both sectors of education" on 5 June.

Higher education reforms have made little progress in the past one year and at least a dozen draft Bills on education reforms are pending in Parliament. The ministry expected the Cabe meeting, with representation from state education ministers, would help it garner crucial political support to push through the Bills.

The Educational Tribunal Bill, the unfair practices Bill, the National Commission for Higher Education and Research (NCHER) Bill, the Right to Education (RTE) Amendment Bill are some of the key Bills that are awaiting the assent of lawmakers.

While the unfair practices Bill aims to bring transparency in the education sector by curbing payment of donations or capitation fees by students for admissions, the tribunal Bill has provisions for setting up a quasi-judicial body that can speed up dispute resolution related to the sector.

The NCHER Bill proposes to bring all the arms of higher education regulations such as University Grants Commission, All India Council for Technical Education and National Council For Teacher Education under

one overarching body.

Himangshu R. Vaish, president of the IIT-Delhi Alumni Association and managing director of Instapower Ltd, said the ministry's proposal will affect the IIT brand.

"IITs are global brands because of quality students and faculty, and there is no need to take popular measures by putting quality at risk," Vaish said. "If you go by the proposal, it will mess up the selection process at undergraduate level in IITs; what about the brand. The alumni association, which met Sunday, also decided to oppose any such attempt."

Sanjiv Sanghi, head of faculty forum at IIT-Delhi, said that the faculty associations and senates of IITs have told the IIT council and the ministry that they are working on a mutually acceptable proposal. "We understand that no system is perfect, but we will submit our proposal within a reasonable time," Sanghi said.

Another faculty member of IIT-Delhi said: "The ministry wants to be politically popular at the cost of IIT-JEE. Unless we have a tried and tested alternative, you can not impose a new format." The faculty member declined to be named.

The ministry's "plan to give 40% weight to class XII marks is unfair as this may dilute the quality of intake" as the process of normalization of education board results across states proposed by the HRD ministry are yet to be tested on a large scale.

"The normalization of state board exam results is a difficult thing, IIT senates are not convinced," the second faculty member said.

Every IIT has a senate comprising senior professors, and some invited experts such as those from the alumni and industry. Sibal had told reporters on 22 February that they are merging JEE and AIEEE from the academic year 2013.

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# Escorts & whistles to keep IIT-M girls safe?

Arun Janardhanan | TNN

Chennai: Male escorts for night strolls on the campus and a whistle to hoot—that's what women students of IIT-Madras can expect now.

Administrators of the leafy campus not far from the beach have mapped "unsafe" zones and proposed that women should not move around after 11pm without escorts, who will mostly be male student volunteers. What if the escort turns out to be a molester? Well, the student will have to carry a whistle which she has to blow in case of an emergency.

► 'Don't treat us like kids', P 13

The proposals, which come after a series of animated discussions and brain storming between the faculty and students on morality and student safety since last month, have triggered reactions that range from guffaws to frowns.



"It's laughable," said a student. Another wasn't so amused. "The administration should make the so-called dangerous zones safe, not force girls to go with escorts. This is not kindergarten," a PhD student said.

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# ‘Don’t treat IIT students like kids’

Arun Janardhanan | TNN

Chennai: IIT-Madras girl students have especially been advised not to go out to some ‘unsafe’ zones. These are the road between Gajendra Circle and the Biotechnology block, Gajendra Circle to Sarayu Extension, 5th Cross Road, Lake View Road, Oat Road and Delhi Avenue. It’s not just a large section of students who are opposed to the idea, the faculty, too, are divided. In a closed email loop, some teachers said it amounted to treating students like kids. Replying to one such mail, a senior faculty member labelled those advocating greater freedom for students as ‘liberal morons’.

IIT-M director Bhaskar Ramamurthi confirmed that all the proposals are under consideration to deal with the campus’s changing character. “The student population has doubled in the last few years. We are discussing measures to prevent possible sexual harassment of women students. We are planning to restrict use of internet in hostels as students tend to remain awake all night and wake up late. We cannot copy western models,” he said.

Leadership Conclave 2012 - ... <http://library.pressdisplay.com/pressdisp>

## IIT Delhi holds Leadership Conclave 2012

Members of the IIT Delhi Alumni Association came together recently to deliberate on what this prestigious institution stands for. The Leadership Conclave 2012 on Vision IIT 2020 saw participation from a host of leaders from the public and private sectors. The discourse was focussed on how to make IITs more robust and in tune with the needs of the society and economy. The need to make bring industry closer to the IITs, autonomy of IITs, involving IIT graduates in the engineering profession, and engaging IIT graduates into national policy making were some of the other issues which came up for discussions.



**THIS WEEK'S QUESTION:** Would you prefer a semester system to the annual exam mode in leading universities? Why or why not? Best answer wins a book

Hindu Chennai 17.04.2012 P-2

# IIT-M may enforce more norms

An e-mail exchange between professors reveals a line of thinking that students find disturbingly restrictive, report **Prasanth Radhakrishnan** and **Vasudha Venugopal**

**CHENNAI:** IIT-Madras may soon impose stricter disciplinary measures on students, reveals an e-mail exchange between senior faculty members that *The Hindu* sourced from one of the recipients. Besides what seem like unreasonable restrictions, some of the professors have made certain shocking comments about the character of students.

The e-mail thread is doing the rounds on campus at a time when students of IIT-M are brimming with discontent over what they deem 'moral policing'. From regulating students' privacy to restricting their internet access, the proposed ideas seem to take disciplinary measures to a new level of impracticality. "Ideally, no LAN", "Open doors and windows" (in hostel rooms) and "Shelving hostel nights and thinning down cultural nights" — are some of the ideas mooted by professors, some of whom are also administrators.

The e-mails were exchanged in late March, soon after the open forum in which students argued with administrators over rules regarding hostel nights - an annual celebration that all hostellers look forward to.

Students' feedback at the forum seems to have bothered professors quite a bit, going by what one of the professors M.P. Maiya, chairman, council of wardens, suggests. "For the



**STEPPING UP VIGIL** From regulating students' privacy to restricting their internet access, the proposed ideas seem to take disciplinary measures to a new level of impracticality — FILE PHOTO

next open forum, if at all there is one, we must get the questions screened by responsible students first", he says, in order to ensure no "insulting or embarrassing question" is raised. He says this, referring to 'I am 21 and what is your (read Warden, CCW, DoS, Director) problem if I have sex with my girl friend or whoever it is in the hostel

room?' and questions like that.

Shaligram Tiwari, another faculty member, goes further and brings parents into the picture. "I apologise in stating that parents do not have enough education to recognise moral values," he says. He suggests "generating enough fear towards wrong-doing" among students and "handling

them harshly", clarifying that "Of course, the good and academic students will naturally remain unaffected."

When *The Hindu* contacted professors for their response, Prof. Maiya declined comment, while Prof. Tiwari said: "The comments were made in a particular context. Most students are disciplined. Only a handful of them need more disciplining."

While most of the professors on the mailing list observe that many students are by and large well-behaved, professors seem to sense a crisis on its way. Narayanswamy N.S., a professor and the warden of Tapti Hostel, says: a small quantity of "impurity" in water is "ok" but a larger amount is "not ok", the latter referring to the current situation in IIT-M. "Your life in iitm is in the academic zone and in the sports fields and in cft and in sac and oat. The hostel is the place for you to sleep. the bathroom/toilet is where you get your privacy" is the message he conveys to students, who he thinks are pampered "in the name of their being elite."

[The references are to the Central Lecture Theatre, the Students' Affairs Council and Open Air Theatre, where academic, cultural and extra-cultural activities are held]

Professors like him are also concerned by what they term "experimentation" and decline in "val-

ues". In a comment that may outrage many, Prof. Narayanaswamy says: "It will be too late when some fellows are found to be having 'alternate sexual' preferences and also on drugs...and we will be left with no defence..."

A few students who gained access to the e-mails are clearly enraged. As a second year student put it: "This is only an extension of other steps taken to intrude upon our privacy on campus." She said some of the comments were "vicious" and found the comment on alternative sexuality "homophobic".

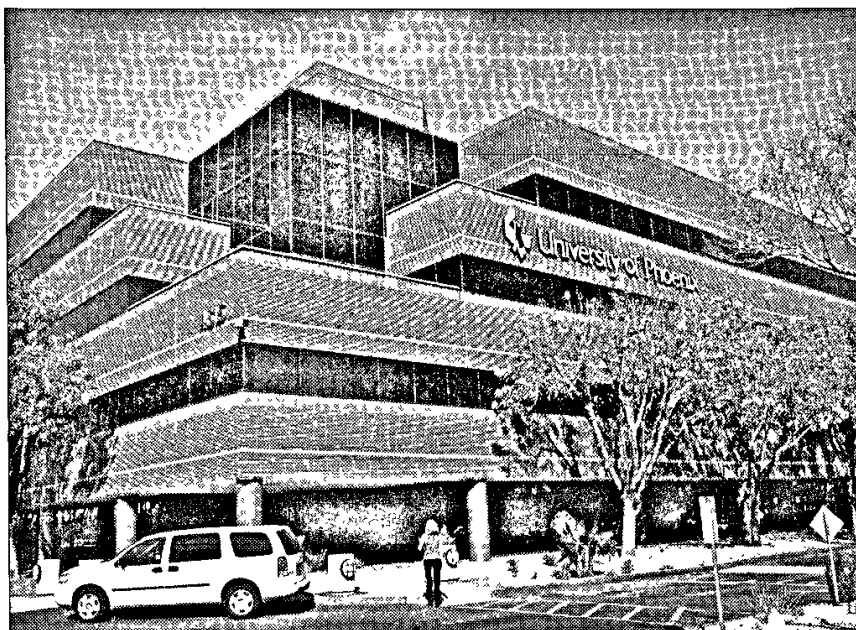
A post-graduate student said: "These e-mails reveal tendencies in the administration that are downright dictatorial. There seems to be not an iota of democratic spirit in these faculty members. I find the comment on our parents to be particularly disgusting." L.S. Ganesh, dean, student affairs, said that the correspondence reflects only the views of the individuals, and not that of the institution.

"We support the principle that these wardens stand by, not their words because that might have been only for effect." He added: "Warden and hostel directors are answerable to the parents. They need authority to handle this responsibility. We have to give them certain moral rights over the students to propagate a healthy culture in the institute."

# India needs private universities

**T**HERE are few terminologies used in the higher education domain that are taboo for academicians and the public in general, and also, for policymakers in India. One such idea is education delivered by educational institutions that work on the principal of making a "profit". The United States has been experimenting with multiple structures for educating American youth that include not-for-profit public universities, not-for-profit private universities and for-profit private universities. A report from a commission appointed by the US secretary of education, almost five years ago, says, "The entire financial aid system — including federal, state, institutional, and private programmes — is confusing, complex, inefficient, duplicative and frequently does not direct aid to students who truly need it. Need-based financial aid is not keeping pace with rising tuition." For-profit universities in the US have been spreading like wildfire in the past few years, thanks to the growth in internet access, aggressive marketing and government subsidised student loans. Some of these "universities" are big, such as the University of Phoenix (part of Apollo Group), with over 400,000 students, and Kaplan University, one of the biggest for-profit universities. The US government has recently figured out that students at these universities are failing to repay their government subsidised loans at alarming rates, and it's planning to impose stricter rules on these loans. The for-profit universities have been under criticism for many other reasons; the quality of education, and virtually, for the absence of academic standards. They accept anyone who can pay, and they seem to care primarily about the bottom line. They also

Arun Nigavekar



**BRIDGING THE GAP:** Our major challenge is to bring more private investments into the higher education domain. It is here that we need to look at the for-profit university idea for India's requirements

haven't addressed the fact that many online students are probably cheating to pass their courses, which aren't very demanding in the first place. As a result, degrees from these universities are not highly regarded by employers, who are right to view them with suspicion. Thus, these universities have built their profits on the back of the federal government's generous student loan programme. Almost a quarter of federal loan dollars go to their students, despite their woeful default rates. However, for-profit universities continue to operate in the US.

In a very recent article in Harvard Business School's January-February 2012 issue, Parag Khanna and Karan Kamka, make a strong case for these universities, particularly in developing nations, saying that growth and wealth

can be created by for-profit universities. They argue that "emerging economies do not require the sort of human capital that traditional western universities produce; instead of generalists, they need skilled graduates relevant to their developing industries. For-profit universities first and foremost offer courses that enable students to fill shortages in the market. They are the best recourse for emerging markets to build a skilled labour force, create more jobs, broaden consumer base, and ultimately sustain economic growth". A big pressure game is being played both by for and not-for-profit universities and as a consequence, the US government has postponed "action on a proposal to regulate for-profit colleges and trade schools, granting the (educa-

tion) industry a reprieve of a few months".

The Indian higher education scenario also is witnessing an interesting challenge. We created, in addition to a public university system, 130 deemed-to-be-universities (DUs), and also, 102 state private universities (SPUs). Both these types of universities, in a legal sense, have adopted the trust-cum-society/Section 25 industries structure with a not-for-profit motto. However, they are pseudo-for-profit entities extracting money from students by a very clever and innovative operational structure. What is interesting is that a majority of DUs have taken advantage of the government by getting subsidised land, water and power. The public university structure takes, and would continue to take, a major load of students.

They are facing problems of reduced financial aid from the government and lack of academic, financial and governance freedom. It is unfortunate that reforms in public universities at both the central and state governmental levels are still taking a long time. These reforms also have links and implications for DUs and SPUs. But, our major challenge is to bring more private investments into the higher education domain. It is here that we need to look at the for-profit university idea for India's needs and social-mixed-financial capacities. We should accept the concept of an educational company with clear and well-defined rules, regulations and operational structures. They should be made responsible for financial management and operational structure as any other private industry with the right to distribute surplus to shareholders or private investors. The only additional aspects that should become an integral part of the 'Educational Company Act' are checks and balances on quality, adherence to fair profit as defined by Gandhiji and greater transparency and accountability in operations. Indeed, we should bring all DUs and SPUs under the umbrella of the Educational Company Act. It would automatically curb all the malpractices in both these type of universities. Our gross enrolment ratio at present is around 17 today. We have to triple it over the coming 10 years. The government must, in addition to its own plan for investing more in education, think of an "out-of-box" approach for addressing our larger challenges that are emerging in a knowledge-linked economy.

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(The writer is a former chairman of UGC and former VC of University of Pune)

Indian Express ND 18/04/2012 p-5

# PM calls for long-term Ganga plan

**EXPRESS NEWS SERVICE**

NEW DELHI, APRIL 17

WITH the construction of hydro-electric projects on the Ganga in Uttarakhand emerging as a bone of contention between activists and chief ministers of states downstream, Prime Minister Manmohan Singh on Tuesday suggested setting up a "multi-disciplinary group" comprising representatives of states concerned to recommend long-term "broad principles and actions" for projects on the basis of re-

ports regarding the minimum flow requirement studies prepared by an IIT Roorkee committee and the Wildlife Institute of India (WII).

"We should use the IIT Roorkee and WII studies to guide what actions we need to take pending formulation of a long-term policy," Prime Minister Manmohan Singh said. He was chairing the meeting of the National Ganga River Basin Authority



(NGRBA) which was attended by the chief ministers of Uttarakhand, Uttar Pradesh and Jharkhand among others.

IIT Roorkee and WII had made separate assessments regarding the cumulative impact of hydel projects upstream in the Ganga basin in Uttarakhand on the downstream riverine ecology to which concerns have been raised by the activists and the state governments downstream.

# Management education sees a meltdown

Quality, fees and the lack of a brand are some of the issues turning people away from what was once a red-hot sector



Students today are increasingly unwilling to pay for a B-School education that has no brand

PHOTO: SUBRATA MAJUMDER

SWATI GARG  
Kolkata, 17 April

A complaint letter written by a third year student against a now shut-management school, on an online consumer complaint forum embodies what seems to be ailing the current management education scenario in India.

According to the student, the same professor was taking classes on subjects as varied as finance, information technology and economics. There were additional fraudulent activities in arranging student loans, and leasing students out as free employees in the name of internships, among other things.

There are a whole host of other reasons that have turned students off B-Schools—so much so, that over 70 of them across the country closed down over the last year. For an industry which, according to data by research consultancy, KPMG, was mushrooming at 1600 per cent over the past two decades, this is more than just worrisome.

Whether it is the economic malaise, the grandiose acts of frauds by global corporates such as Enron in the last decade or the fact that many MBAs were undoubtedly

## B-SCHOOLS ON THE BACKFOOT

- 70 B-Schools have shut shop this year
- Increasing mismatch between supply of B-Schools and Student expectations—Lack of quality infrastructure and faculty
- The number of CAT takers have decreased from 2,23,000 in 2003 to 1,85,000 in 2011
- Many B-Schools now looking for buyers since a takeover would mean brand infusion into existing infrastructure
- Depending on land and infrastructure investment in a given B-School the asking price can vary between ₹5 and ₹10 crore
- Fringe coaching industry has also taken a hit and is now looking at alternative models and new courses like banking and law

behind the sub-prime meltdown, the fact is that the number of applicants that take the Common Admission Test (CAT)—the common management school entrance exam— which was growing steadily from 1,80,000 in 2006 to 2,30,000 in 2009, at a steady 27 per cent, has now declined to as low as 1,85,000 CAT takers in 2010 and has since then consolidated at about 1,86,000 since then.

"There is a marked gap between the supply of management education schools and the interest among the students for management education. In the light of declining numbers interested in management education, it would be difficult to meet even basic expenses," said Asish K Bhattacharya, director at Indian Management

Institute (IMI), Kolkata, the branch of Sanjiv Goenka controlled IMI- New Delhi. The resulting problem? "This has meant that the institutes that created infrastructure and capacity in tandem with growth expectations by 2009, now have excess faculty, and costs that are not commensurate with the demand," said Bikram Dasgupta, owner of the Kolkata-based Globysyn Business School.

Education has always been a lucrative space, and doubly so in a fast growing country like India. According to data in the 2010 report by PricewaterHouseCoopers (PwC), the private spends on higher education in India were pegged at ₹30,400 crores. In addition to this, the government spends an additional ₹31,000 crore on high

## PRIVATE SPENDS ON HIGHER EDUCATION

Commerce B.Sc	1.2
Engineering	3.4
Medical	4.4
MBA /	4.7
Diploma	5.7
Others	6.0
Private spends in Govt institutions	6.7

Figures in Billion

education.

While much of the management education space in India remains unregulated, industry estimates peg the postgraduate Masters of Business Administration (MBA) industry at 3,500 B-Schools, 60,000 students paying average fees of ₹3.5 lakhs yearly. "Add about the same numbers for other post graduate one year diplomas and half this for the undergraduate BBA (Bachelor of Business Administration) and it is possible to get a rough estimate of the numbers at stake," said Gautam Puri, MD, Career-Launcher.

What could be the reason for such a big drop in the numbers of students seeking management education in India? Industry insiders argue that evidence points to a qual-

ity issue. "The closure instances has to do with the fact that there is no quality control—the placements are not commensurate with fees being charged, the faculty is not good enough, there is no infrastructure," said Sandeep Aneja, founder and managing director of Kalzen Private Equity, an education-focused private equity fund.

Quality is an issue, given especially that it does not take much to launch a B-School in India. Management education in India is regulated by the All India Council for Technical Education (AICTE). However, most private management schools get themselves affiliated to university MBA programmes from where they get their content.

AICTE has norms regulating the minimum student: teacher ratio, fees for courses and infrastructure, which are easy to fudge. Indeed as recently as early last month, union minister for human resources development, Kapil Sibal told a gathering at an education seminar that it is impossible to regulate such schools because because of the devious ways in which schools subvert inspections. "They hire teachers and facilities for AICTE inspections. How can we possibly regulate quality in that case?" Sibal said.

There is another issue that dogs B-Schools in India. "The problem is that most B-Schools have no brand," said Arup Datta, managing consultant. Placements, argue experts are based on how big a brand a given institution is, the quality of education being imparted to its students and the employability of these students.

The end-result? A fire sale where every institution that can't survive decides to hawk itself to the highest bidder. Since there is some infrastructure, students and the license to be sold, many trusts are looking for established B-Schools looking to expand presence in parts of India. This would bring a brand to available infrastructure, aiding placements. "Depending on infrastructure, location and land availability, a typical B-School would be sold for anywhere between ₹5 and 10 crore," he said.

Ultimately, the shutting of B-Schools has ripple effects across the industry. Management professionals will form a

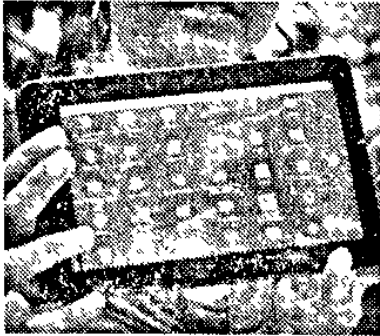
big crux of the 347 million skilled labour gap highlighted by the National Skills Development Corporation. This would be spread across verticals like organised retail, banking and financial services, and infrastructure to name a few. More importantly, according to a study by

Cygnus, a business consultancy, in 2012, there will be a requirement of about 200,000 fresh MBA in various sectors. The top 50 B schools in India provide only 25,000 fresh MBAs.

Also affected also by the churn is the fringe element of coaching industry, which is

estimated to be about 30 per cent of the ₹10,000 Indian coaching industry. IMS Coaching, for example, with presence across 75 towns has adopted the franchisee model and has decided to reduce investment in infrastructure and become a solutions and backend help provider.





## **SIBAL: FOREIGN FIRMS KEEN TO MAKE AAKASH-2 IN INDIA**

New Delhi: Communications minister Kapil Sibal Tuesday said many foreign companies have shown interest in manufacturing the second version of the low-cost tablet Aakash 2 in India.

"We have invited companies from across the world for manufacturing and many are ready to manufacture it here," Mr Sibal told reporters on the sidelines of the inauguration of World IT Forum 2012.

"Currently we are looking at the design and other parameters. After we freeze the design and technology, manufacturing will take place. The second version of Aakash will be launched in May," he added.

The announcement comes even as Canadian firm Datawind, which has been manufacturing Aakash, got into a spat with the Hyderabad-based assembler of the tablet, Quad Electronics, in the last few months. Quad has reportedly alleged that it has not got its payments for the initial order of assembling 20,000 tablets. Datawind on the other hand said that Quad breached Datawind's intellectual property, circumvented their relationship with IIT-Rajasthan.

— IANS

## **Upgraded Aakash to be Launched Next Month: Sibal**

**PRESS TRUST OF INDIA**  
 NEW DELHI

A faster and enhanced version of low-cost tablet PC, Aakash, would be launched next month, Telecom Minister Kapil Sibal said on Tuesday.

"The second version of Aakash will be launched in May," Sibal said. The tablet will be produced domestically, and in this regard the government is talking to various manufacturers from across the world.

"After freezing the technology, we will start manufacturing it. We are calling people from across the world to manufacture it and some people have shown interest," Sibal said.

The new tablet would have a better 3200mAh battery with a three-hour backup, a 700 MHz Cortex A8 processor and a capacitive touch screen which would get over the earlier issues observed in the tablets, Sibal had said earlier.

# Tax Breather for Foreign Varsities in Distance Learning Courses

**M PADMAKSHAN**  
MUMBAI

The Delhi bench of the Income-tax Appellate Tribunal (ITAT) has held that payment received by a foreign university for offering distance educational courses in India is not taxable.

In the case of Hughes Escorts Communication Ltd (HECL), the taxpayer, the tribunal in March rejected the income-tax department's contention that the income received by a foreign university under affiliate agreement to provide distance education is in the nature of royalty and, therefore, liable for taxation at the rate of 15% under the provisions of the tax treaty between India and the US.

HECL has an agreement with



## SMALL RELIEF

Tower Innovative Learning Solutions (TILS) Inc USA, a wholly owned subsidiary of eCornell University, to market, promote and provide ancillary services in connection with the distance learning courses offered by the university in India. HECL assists in registering stu-

dents for eCornell and in collection of fees for its course content.

The ITAT held that in order to consider a payment as royalty, the transaction should have been in the nature of transfer of any right, title, copyright, patent, trade mark, service mark, trade secret and other intellectual property or proprietary rights, which was not the case in the transaction under consideration.

The tribunal said the role of the Indian company was confined to registering students and providing infrastructure for accessing the course material offered by the foreign university.

HECL collects ₹165,000 per student, of which \$2,100 is remitted to eCornell for the course content and \$350 as registration charges.

Times Of India ND 18/04/2012 p-24

# After six months, only 366 Aakash tablets reach students

TIMES NEWS NETWORK

**New Delhi:** For all the fanfare that accompanied the launch of the Aakash tablet, only 366 units of the tablet have reached students. The units were given to students at the time of the launch on October 5 so that they could test them and provide their feedback. The information may not be widely known but it has been in the public domain since March 14 when minister for human resource development Kapil Sibal replied to a question about the Aakash project in Lok Sabha.

These 366 tablets are part of 650 units that IIT Rajasthan had accepted from the lot of 6,440 tablets that were supplied to it by Datawind. According to Sibal's statement in Parliament, IIT-Rajasthan "rejected rest of the lots as the number of defective LCADs (Aakash tablets) in those lots exceeded the stipulated 5% of devices".

<b>POOR SHOW</b>	
State	No. of Tablets
Uttar Pradesh	132
Rajasthan	26
Gujarat	20
Madhya Pradesh	86
Punjab	39
Chandigarh	20
Maharashtra	22
Orissa	10
Himachal Pradesh	5
Kerala	2
Tripura	4

In reply to a question if there was any criteria based on which distribution was made, Sibal said the tablets were just for the testing. "The first phase of 1,00,000 tablets were targeted to the students in higher technical education institutions so as to further ascertain technical feedback on its operation and usability," he said. "Since these LCADs were for the purpose of testing, no

norms for distribution of LCADs to students were laid down." The minister also informed Parliament that Datawind has now been asked to supply better tablets at the same price.

"Datawind is still to supply 1,00,000 LCADs of higher specifications at the same price. These higher specifications (which include 700 MHz Cortex A8 processor, 3200 mAH Battery and capacitive touch screen) have been necessitated to overcome the initial difficulties observed in the devices," he said.

The minister was also asked what the government was doing to recover the money back. "No payment has yet been made by IIT-Rajasthan to the vendor (Datawind), and hence, the question of getting back the money does not arise," he said. A few weeks earlier, Datawind CEO had told TOI that his firm would start supplying the new tablets this month.

Financial Chronicle ND 18/04/2012 P-10

# Aakash maker Quad puts focus on computer peripherals, data modems

B KRISHNA MOHAN

Hyderabad

PUTTING the Aakash story behind, Hyderabad-based product lifecycle management company Quad Electronic Solutions, which ceased to be the maker of the much talked about low cost access device in partnership with UK-based Datawind, is now focused on its earlier product pipeline-computer peripherals, data modems, lighting, UPS and a few components for defence and aerospace segments.

"We have a robust pipeline of products and offerings," Gurbax Soni, its business development advisor told *Financial Chronicle*.

Among others, it is free to make Aakash kind devices with other partners as well.

In a statement issued on

## New direction

■ Hyderabad-based Quad is also focusing on components for defence & aerospace segments

■ Among others, firm is free to make Aakash kind devices with other partners as well

■ In all, the company now has manufacturing space of about 70,000 square feet

Monday, Quad said it entered into a manufacturing service agreement with Datawind for manufacturing Aakash tablets with a clause for Freedom of Action to manufacture similar products for any other OEMs.

"We worked on Aakash based on the specifications given by Datawind. We will

not use the same for other products. This has been the practice for us," he said.

The company does not have products of its own as it makes them as per specifications given by the clients. The focus will be on consumer, power, telecom, aerospace, defence and other verticals, he said adding that it has high volume low margin products as well as low volume high margin ones.

"We saw value in the Aakash project as it is backed by the government. This apart, it allowed us to be part of the project that will further the cause of education," said Soni.

The partnership turned bitter after an eventful beginning to the tablet device that promised to provide education content on the move to the masses. Datawind alleged breach of

its intellectual property rights by Quad while Quad last month served legal notice against Datawind for dues outstanding and inventory procured on behalf of Datawind.

The company had recently added about 20,000 sq ft space in its manufacturing facility at Hyderabad, which would have been used for making Aakash. In all, the company has manufacturing space of about 70,000 sq ft.

"We have orders for various products from OEMs. The expansion of the facility was planned much before Aakash came into the picture," said Quad business development manager R Rakshith. He said there has been a surge in export shipments. It has 700-plus workforce.

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Hindustan Times ND 18/04/2012 P-1(Education)

# We believe in the continuity of the learning process



We plan to start MPhil/Ph D programmes in the women studies programme, School of Social Sciences, from the next session

Professor SK Sopory  
Vice Chancellor, JNU

## JNU vice chancellor Prof SK Sopory talks to Gauri Kohli about new plans for the coming session and more

**What plans do you have for the coming session?**

The university plans to start direct PhD programmes at the Centre for Media Studies and in the Centre for Informal Sector and Labour Studies, both of the School of Social Sciences from the winter semester of the academic session 2012-13. The university also plans to start MPhil/PhD programmes in the Women Studies Programme, School of Social Sciences, from the academic session 2013-14.

All other programmes which were existing last year are being continued in 2012-13. For the programmes being started

from the winter semester beginning January 2013 as stated above, the applications will be invited as soon as the admissions process for the current session is over, ie, from September 2012. New faculty housing and annex buildings of the School of International Studies, School of Social Sciences and School of Language, Literature and Culture Studies are expected to be ready by December 2012.

**Any new exchange programmes or collaborations being worked out?**  
We've had recent collaborative agreements with The Vietnam National University Hochiminh; The Vietnam

Academy of Science and Technology, Vietnam; The Vietnam Academy of Social Sciences, Vietnam; The Vietnam National University, Hanoi; University of Heidelberg, Germany; Queensland University Technology, Australia; University of Rome; Dublin City University, Ireland; Simon Fraser University, Canada; New Civilization Institute of Mangolian Academy of Science, Mangolia; University of Wuppertal, Wuppertal, Germany; Daito Bunka University (Urdu), Japan; and the University of Edinburgh, Scotland.

Also see page 7

Hindustan Times ND 18/04/2012 P-1(Education)

## Well known for its legacy of innovative pedagogy, interdisciplinary approach and free expression, Jawaharlal Nehru University is getting set for its entrance tests

Gauri Kohli

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It's a campus that exhibits a high degree of activism, be it political, social, academic or co-curricular. The fact that Jawaharlal Nehru University (JNU) is a hub of intellectuals is reflected through the tradition of healthy debate among students.

Offering mainly postgraduate programmes, keeping research as the core of the academic activity, the university has 10 schools and three special centres with courses in visual and performance studies, diverse areas of biotechnology, computer science, linguistics, historical and political studies, and law and governance, among others. The university also has a diverse mix of students - both national and international. "The best thing about JNU is that it allows you to revolutionise yourself. I have learnt a lot during my stint here and couldn't have asked for a bet-

ter place to study in," says Souphaphone Thavonouk from Laos, a student of international relations. The trend is likely to continue this year too as the university prepares to hold entrance tests to its various full-time programmes of study next month.

The USP of the university, according to some of its teachers, is its unique and unconventional style of teaching. "With regular tests, seminars, term papers and end-semester exams, students are evaluated round the year. Pursuing a particular programme is not just about mugging up lessons. It involves giving complete freedom to the students to interact with people and read as many books as they want to. In a way, it prepares them for courses such as MPhil and PhD," says Dr Asif Zahri, associate professor, School of Language, Literature and Culture Studies.

The syllabus for a particular course is also evolving, unlike other institutions. "At

### JNU FACTFILE

**Established in:** 1969

**No. of schools:** 10 and three special centres

**No. of hostels:** 17

**Important dates:** The university will hold entrance tests for its various full-time programmes of study from May 22 to 25, 2012

JNU, the teacher concerned structures his/her own course. Courses are updated every five to 10 years. Also, a large number of courses that are taught here are not taught anywhere else in the country," says Dr Sanjay Kumar Pandey, associate professor, School of International Studies. In addition to this, every centre holds extension lectures as well as national and international seminars regularly. Students here are also sensitive to global as well as local issues and are socially aware. Arvind Das, who holds a

PhD in Hindi from JNU, says, "I liked the culture of debate at the university. It was not just about pursuing your degree. JNU teaches you a lot about life and the world around you. It makes you more mature, inquisitive and changes your perception to many things around you. Most importantly, the university is a democratic space and with all the centres being within the same campus, there's a lot of peer group bonding with students from other disciplines too." Retaining the spirit of the interdisciplinary character of the university, the courses are structured in such a way that in addition to the prescribed compulsory courses in the discipline concerned, the students are encouraged to opt for optional courses from other centres/schools.

For Dibya Shikha, a research scholar in South Asian Studies at the School of International Studies, the university is part of her being. "JNU is about fulfill-

ment of dreams and hopes. The learning takes place not only in classrooms but also in canteens, dhabas and at bus stops through debates and discussions. The gender sensitive cell against sexual harassment, curb on ragging, and a campus with minimal security issues, no restriction on mobility in the campus 24X7 make JNU incomparable," says Shikha.

Besides these, there are various cultural clubs dedicated to areas such as music, photography, fine arts, cinema, and social issues. They organise or collaborate with relevant institutions for activities like social campaigns or competitions.

The university provides students the perfect setting for pursuing their academic dreams and ambitions.

**f JNU entrance tests**

**What's the best thing about JNU?**

Tell us at facebook.com/htedu

# A mix of cultures, disciplines at JNU

Offering some of the most unique programmes and teaching methodologies at its multi-disciplinary schools, Jawaharlal Nehru University provides ample intellectual growth space for young, innovative and inquisitive minds

## SCHOOL OF COMPUTER AND SYSTEMS SCIENCES

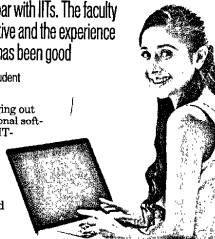
The teaching at this school is specially designed to integrate inputs from statistics, operations research, algebra and combinatorics, digital electronics, systems software, artificial intelligence, computer architecture and programming languages. A training and placement cell has been set up at the school to maintain liaison with various government and industrial organisations to facilitate employment for the students. The students here undergo an intensive training on the latest workstations, which, coupled with the best possible faculty, provides an ideal

The school is at par with IITs. The faculty is highly competitive and the experience of studying here has been good

Gautam Jha, MCA student

platform for bringing out excellent professional software developers, IT-managers, and computer engineers.

Programmes: MCA, MTech/MPH, and PhD



## SCHOOL OF BIOTECHNOLOGY

JNU was one of the first six universities in India to initiate post-graduate teaching and research programmes in the field of biotechnology in 1985. It was running as the Special Centre for Biotechnology till 1985 but was later converted to the School of Biotechnology in 2006. Programmes: Pre-PhD/PhD in areas of transcription control and gene regulation, protein engineering, molecular biology of infectious diseases, protein folding and stability, optimisation of recombinant protein production, structural biology and molecular bioinformatics, and biochemical engineering, molecular virology, cancer biology, molecular cell biology.

It's one of the best institutions for biotechnology in the country in terms of opportunities and facilities. Only the top 30 students make it from thousands of aspirants

Mohammad Shadab Zafar, MSc in biotechnology

## THE SCHOOL OF LIFE SCIENCES

Established in the year 1970, the school has been recognised as Centre of Excellence under UGC-COSIST and DSA Special Assistance Programmes. Its focus is on multi-disciplinary and interdisciplinary teaching and research in life sciences. Here, students from physical sciences are also inducted to study life sciences. Remedial courses in biology are offered to students from physical sciences stream, and students from biological stream are given courses in physical sciences and mathematics. Programmes: MPhil/PhD in areas of interdisciplinary research in molecular biology, genetic engineering, plant biotechnology, genetics, developmental biology, etc. There's also the MSc in life sciences on offer.



It's a great place to grow and covers all areas of science. The best life sciences course is offered here

Moni Kumar, MSc in life sciences

## SCHOOL OF COMPUTATIONAL & INTEGRATIVE SCIENCES

Established in 2001, the school currently consists of the Centre for Computational Biology and Bioinformatics and the High Performing Computing Centre. The school focuses on the use of IT in education and research in all spheres of enquiry, be it biological, physical, geological, economic

We have some of the best facilities on offer such as high performance computers and software like MATLAB, Linux etc

Prakash Kumar, PhD in computational biology and bioinformatics

etc, and how it can be most effectively utilised in an academic context. Programmes: Pre-PhD/PhD in computational biology and bioinformatics and MTech in computational and systems biology

## SCHOOL OF LANGUAGE, LITERATURE & CULTURE STUDIES

Established in 1969, the school has emerged in India and abroad as a major centre for teaching and research in languages, literatures and cultures of India, Asia and Europe. The school offers five-year certificate and diploma courses. In addition, there are two-year postgraduate and research programmes in English, Hindi, linguistics, and Urdu. Besides, research programmes are available in philosophy and semantics. It is the only school in the country that offers a BA programme in Korean language.

Programmes: a) MPhil/PhD in French, German, Arabic, Russian, Persian, Chinese, Urdu, Hindi, Tamil, Hindi

JNU is great for studying foreign languages at both BA and MA levels. Classes are very interactive and people are open to criticism

Shubham Shree, MA in Hindi



## SCHOOL OF ENVIRONMENTAL SCIENCES

The School of Environmental Sciences has diversified interest in various earth, atmospheric and biological processes. The curriculum has components of disciplinary areas such as physical sciences, earth and atmospheric sciences, environmental biology, and environmental monitoring and management. With such a high level of diverse research interests, over 100 students have so far successfully completed their PhD programme in different aspects of environmental sciences. Programmes: MPhil/PhD in environmental sciences including interdisciplinary areas of biology (ecology, biotechnology, biophysics, bioremediation), chemistry (air, water, soil pollution), geology and physics.



We are introduced to new trends in environmental science such as green chemistry and atmospheric studies

Arunangshu Das, MPhil in environmental science

## SCHOOL OF INTERNATIONAL STUDIES

Established in 1965, the School of International Studies is the oldest school of the university and a premier institute in the country for the study of international relations and area studies. It is known for advancing knowledge and understanding of international affairs in an interdisciplinary perspective. The school holds national and international seminars from time to time on

This school exposes us to many alternate perspectives. It also opens doors to international careers

Sowmya Rajaram, PhD in international law

## SCHOOL OF ARTS AND AESTHETICS

The School of Arts and Aesthetics is one of the few places in India that offers post-graduate degree courses in the theoretical and critical study of the cinematic, visual and performing arts. Moreover, it is the only place in India where these disciplines are offered in one integrated programme. The three streams of study offered at the school are visual studies, theatre and performance studies and cinema studies. Programmes: MPhil/PhD: The school offers MPhil/PhD programmes in three different streams — visual studies, theatre and performance studies and cinema studies. (Admission to the MPhil/PhD is through a separate entrance examination for each discipline followed by a viva voce.)



The arts and aesthetics school is a first of its kind focusing on studying all aspects of performing arts in a systematic manner

Prerana Choudhary, MA arts and aesthetics

## SCHOOL OF PHYSICAL SCIENCES

It is one of the leading departments in the country in terms of research and teaching in physical sciences with an esteemed faculty who've made significant contributions to the fields of physics, chemistry, mathematics and particularly their interdisciplinary study. The school has well-developed computing facilities and well-equipped laboratories. Its experimental facilities are also used by scientists from other universities and institutes. It has several high-speed workstations (Silicon Graphics machines, Compaq XP 1000 and SUN Ultra 60s) to facilitate heavy computing. It is known for its experimental facilities with a focus on research activities in areas including physics and chemistry. The faculty and students regularly publish research papers in the best international journals.



Programmes: a) Pre-PhD/PhD in physical sciences/chemical sciences/mathematical sciences and MSc in physics

Check our Facebook page for pictures of JNU  
www.facebook.com/jnuofficial

The university will hold entrance tests to recruit full-time programmes of study from May 22-25, 2012

## Other unique features

The Academic Staff College in JNU is India's premier institution for providing world-class education to over 600 teacher participants from all over India and abroad every year. Two kinds of courses are the mainstay of the ASC: (a) The refresher course, which exposes teachers to the latest developments in their respective disciplines. (b) The orientation course which seeks to introduce the freshly recruited teacher to the changing ecocline of teaching in today's India. Courses offered are on a wide variety of fields ranging from history, political science, sociology, economics and international relations to life sciences, environmental sciences, physics, biotechnology, computer science and foreign languages.

**Hostel facilities**  
Admission in the hostel is in accordance with the merit secured in the entrance examination held by the university in the respective programmes of study. Up to 22.5% (25% for SC and 17.5% for ST) and 3% of the seats in the hostels are reserved for the SC/ST and physically challenged candidates respectively.

**Library**  
Students, researchers and faculty at JNU have access to a well-stocked library with printed collection of more than six lakh books and bound volumes of journals, theses, dissertations and newspapers.

## SCHOOL OF SOCIAL SCIENCES

Established in 1970, this school has 11 centres and has the largest faculty in the university. The MA programmes are relatively discipline-oriented, but the students are encouraged to offer some courses in the other centres as well. The five disciplines in which MA level instruction is imparted in the school are economics, history, political science, geography and sociology. At the research level the interdisciplinary and innovative thrust of the school comes to the fore. Programmes: MPhil/PhD programme, MPH (master's in pub-

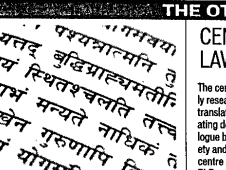
Out of the six optional courses, we can opt to take up two outside our school. This makes the curriculum interdisciplinary giving us a better understanding of the subject and allows us to explore our interests

Alamu R, MA in political science

lic health)/PhD, MA in economics, geography, history, political science and sociology

## CENTRE FOR SANSKRIT STUDIES

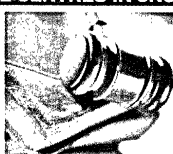
The Centre for Sanskrit Studies in JNU set up in 2001. The courses offered at this centre include MA, and MPhil/PhD in Sanskrit. Courses are offered in Indian intellectual and cultural traditions, Vedic studies, literature, Sanskrit linguistics, historical linguistics, and Sanskrit poetics, among others. The centre plans to have interdisciplinary approach in both teaching and research.



## THE OTHER THREE SPECIAL CENTRES IN JNU

### CENTRE FOR STUDY OF LAW & GOVERNANCE

The centre's academic programme produces scholarly research on law and governance, it also seeks to translate theory into practices of governance by initiating debate, sharing research and encouraging dialogue between the academia, government, civil society and NGOs at local, national and global levels. The centre offers an MPhil/PhD programme and a direct PhD programme.



### SPECIAL CENTRE FOR MOLECULAR MEDICINE

The Special Centre for Molecular Medicine has started the academic programme to play a major role in training young scientists, clinical and non-clinical, keen to pursue careers in basic medical research. The training programme has been designed to create essentially two types of scientists who can contribute to the continuing progress of medicine.



# 'Borders are allowed to overlap'

From offering scholarships to aid research work and support students in need, Jawaharlal Nehru University also encourages students to 'cross the invisible walls around disciplines'

Gauri Kohli

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Going by its reputation as a school for intellectuals, JNU has a lot to offer to its students, says vice chancellor SK Sopory in an interview with HT Education.

Which are the most sought-after and important scholarships and fellowships on offer?

The following fellowships and scholarships are available to the students of the university:

- UGC-CSIR junior research fellowships are awarded to the students who qualify NBT exam conducted jointly by the UGC/CSIR.
- UGC has also awarded various fellowships to the students of the University like Rajiv Gandhi national fellowship for SC/ST students, Maulana Azad national fellowship for minority category students, postgraduate meritorious scholarship for single girl child, postgraduate scholarship for university rank holder, meritorious scholarship for students of sciences and technology stream, etc.
- Some state governments offer fellowships and scholarships to the students of the university hailing from their respective states.
- Merit-cum-means scholarships are awarded to the deserving and meritorious students whose parent's/guardian's income does not exceed ₹1,00,000 per annum.
- Some other funding agencies like ICHR, ICMR, ICSSR, DST, etc, have also

awarded fellowships to the students of the university.

In addition to above, the following fellowships/scholarships out of the endowment funds are available to the students of the university

- SYLFF fellowship of Tokyo Foundation & Nippon Foundation, Japan. The fellowship holder enjoys this prestigious fellowship for a period of three years getting ₹15,000 per month out of the endowment of US\$1 million given by Nippon Foundation. Two PhD students are awarded this fellowship every year and six students enjoy this fellowship at a given point of time.
- Fox International fellowship of Yale University. This is also a prestigious fellowship awarded annually to two students of MPhil/PhD programme in any of the following fields: economics, finance, political sciences, international relations, law and contemporary history. The students are awarded this fellowship to pursue their research for a year in Yale University and all expenses for the stay at Yale are borne by the Yale University.
- Okita Memorial fellowship of ICCR - Two fellowships @ ₹5,000 per month with an annual contingency grant of ₹10,000 is awarded every year by the ICCR to the meritorious Indian students of JNU who are registered for MPhil and MA second-year programme in any of the areas of specialisation bearing on Japan or on India's relation with

Japan

■ G Parthasarathi endowment fellowship in the memory of Chandrasekhar Prasad to students of SC/ST/backward classes and physically handicapped students

■ Australian High Commission fellowship - @ ₹3,500 per month plus annual contingency grant of ₹6,000 is awarded to PhD students for a period of two years working on a subject concerning Australian study at the centre of Centre for South, Central Southeast Asian and Southwest Pacific Studies, School of International Studies

■ Special fellowships - four fellowships are awarded @ ₹12,000 per month to students hailing from SC/ST and PH category and pursuing MPhil/PhD programme with a view to preparing them for taking up teaching and/or research as career.

■ Dr Sheila Zurbriggen fellowship to the students of The Centre of Social Medicine and Community Health, School of Social Sciences

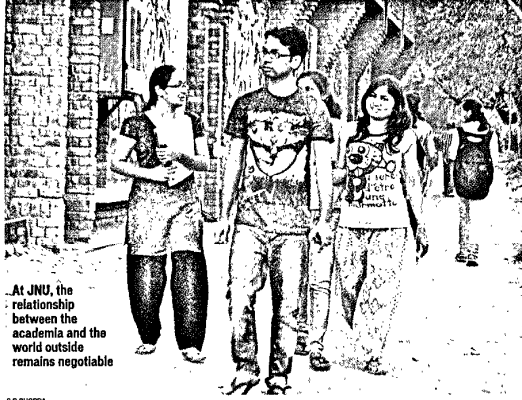
■ Tendulkar scholarship to the students of School of Social Sciences

■ Professor Nurul Hasan scholarship to MA/MSc/MCA students of Social Science and science subjects

■ Jawahar Bhawan Trust scholarship to MA/MSc/MCA students

■ Professor MJK Thavaraj MCM scholarship to MA (economics) students

■ Korea Foundation Fellowship



At JNU, the relationship between the academia and the world outside remains negotiable

SP DIXIT

- Com. HL Parwana research stipend to MPhil students of School of International Studies and School of Social Sciences
- Swamy Pranavananda Memorial Research fellowship
- DS Gardi Sanskrit scholarships to MA (Sanskrit) students
- Nirman Foundation Scholarships to MA (Political Sciences) students
- Dr Prafulla K Pani research fellowship to the students of Special Centre for Molecular Medicine
- Ford Foundation Fellowship. The following awards/medals are also available to the students of the university:
  - The President of India Gold Medal
  - Dr Arpita Mishra Award
  - Rafael Iruzubieta Award
  - AN Bhat Memorial Prize
  - Vimla Saran Gold Medal
  - Sajjad Zaheer and Razia Zaheer Award
  - Juhli Prasad Award
  - Devendra Kumar Gupta

- Award
- School of Physical Sciences Gold Medal
- Ranjan Roy Memorial Prize
- Professor TK Oommen Cash Award
- Professor KJ Mahale Cash Award
- Award of Professor S Marcandane Memorial Gold Medal
- Ms. Kanu Priya Bharadwaj Memorial Award

Tell us about the on-campus and off-campus opportunities that a student is offered at the university that contributes to his/her holistic development and career? The educational philosophy of the university gets translated into its somewhat unorthodox academic structure. Grounded in a faith in the unity of knowledge, JNU avoided the narrowly conceived department structures of conventional universities, preferring instead to bring allied disciplines within a few broad and inclusive parameters called schools, under whose interactive ambit are placed the more

specialised units called centres. Currently, there are 10 schools and three special centres in the university. At the master's level, where most of the schools begin their academic programme, training is largely oriented towards single disciplines (although all MA students are encouraged to do a few courses outside their subject) but at the research level the disciplinary boundaries become more permeable. Work in overlapping or borderline areas - e.g., between environment and history, economics and science, or physics and biology - is not uncommon among the PhD students of JNU. Not only are the research scholars encouraged to cross the invisible walls around disciplines, the relationship between the academia and the world outside also remains negotiable, often resulting in mutually beneficial collaboration in areas that form crossroads for developing an understanding of society, culture and science.

As in the academic struc-

## Most popular programmes

All programmes being offered in the university are in demand as all of them are inter-disciplinary in nature and there is a variety of options of courses to be taken by the registered students. However, it has been observed during the last many years that the graduate-level language programmes of study being offered by the university are in demand and the candidates from far of places, especially, the backward areas, take the entrance examination for admission to BA (hons) in foreign languages, that is Arabic, Chinese, French, German, Japanese, Korean, Persian, Russian and Spanish every year. In addition, we receive a large number of applications for MCA, MSc (biotechnology), MA (international relations), MA (international relations), political science, sociology and economics.

Horizons. Several members of the JNU faculty also edit national and international journals besides the above four.

How much emphasis is given to extra-curricular activities at JNU? Please mention some prominent achievements/initiatives in this regard.

The cultural clubs in JNU were formed to encourage creativity in students. The following clubs have been active in organising various cultural activities through a membership subscription. The clubs are helped by a coordinator, a faculty member who has experience and aptitude to help in organising the cultural activities. The clubs are: music club, film club, photography club, drama club, debating club, literary club, Unesco Club, nature wildlife club and fine arts club.

The clubs also coordinate cultural activities with the help of associations in the centres and schools. Each hostel organises its cultural night once in year, mostly in March. Sometimes, other cultural groups in Delhi hold programmes in the campus. The regional cultural associations in Delhi and outside also perform and add variety to the cultural activities in the campus. Students have their regional cultural associations which also organise cultural activities on special occasions.

Apart from these, the International Students' Association also organises a host of activities such as the international food festival, Surajkund fair and Akshardham temple trip, freshers' welcome party, International Mother Language Day and the Thai food festival.

The university also offers sports facilities in disciplines such as athletics, badminton, basketball, cricket, chess, football, volleyball, tennis, table tennis, taekwondo, weightlifting, bench press, best physique, mountaineering, trekking and yoga.