Newspaper Clips

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15/04/2011 P-8

PLUSORMINUS

IIT professor admits errors in JEE math paper

htSPECIAL

JOSHI OF IIT-BOMBAY, HAS FOUND 10 MARKS WORTH OF ERRORS IN THE MULTIPLE-CHOICE QUESTION PAPER

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NEW DELHI: The math question papers in the 2011 entrance examination of the Indian Institutes of Technology last Sunday had multiple errors that could shatter dreams of deserving candidates, a veteran IIT mathematician has confirmed.

One of the country's most highly regarded mathematicians, Professor KD Joshi of IIT Bombay told HT he has found over 10 marks-worth of errors in this year's math papers in the IIT Joint Entrance Examination.

The errors range from logically inconsistent questions to problems where students had to mark only one correct answer when more than one of the multiple-choice options were correct, said Joshi, who has analysed IIT-JEE papers since 2003.

"The worst part is that there is nothing the IITs can do about some of the errors. And they could decide whether a student makes it to the IITs or not," said Joshi, currently on assignment at the new IIT Indore. Joshi will formally release his analysis of the JEE question papers soon.

Joshi is the first from within the IIT system to confirm errors in the papers. Some coaching classes had claimed on April 10, the day of the IIT-JEE, that the paper had errors. Though the IITs set up a panel to probe errors, they said they had not received any complaints.

Though coaching classes in previous years too have raised concerns regarding the IIT-JEE, the apex engineering schools often dismiss these concerns — questioning their expertise and motive. Greater student confusion benefits the coaching class business, IITs argue.

Joshi's analysis, IIT officials accepted, will be harder to ignore. "Some of the errors are ironically such that they will hurt the most diligent students the most," Joshi said.

Just 85 marks in maths separated the first ranker and the last general candidate — over 6,000 ranks below — admitted to the IITs last year.

Financial Express ND 15/04/2011 P-2

Patent office may outsource art searches to IITs

Soma Das

New Delhi, Apr 14: Shortly after putting in place a mechanism to outsource prior art searches to Council of Scientific and Industrial Research (CSIR), the Indian patent office is in talks with premier educational institute IITs for similar ties. "We are exploring possibilities to outsource prior art searches to IITs. We are in the process of evaluating whether they have the necessary database and expertise to conduct searches," a senior official at the patent office told *FE*.

Most IITs such as the one in Delhi, Kanpur, Roorkee, Kharagpur, Mumbai already have a specialised Intellectual Property Rights cell in their institutions and run part time courses including exclusive prior art search modules for science graduates and others from time to time. Usually they offer these courses in collaboration with reputed international bodies such as Global Institute of Intellectual Property and World Intellectual Property Organization.

Recently, PH Kurian, controller general of patents had told *FE*, "We have decided to send around 2,000 to 3,000 of Indian patent applications annually to Unit of Research and Development of Information Products (URDIP) for prior art searches for which we would be paying CSIR an agreed rate."

> The rationale is to bring down the pendency rates and faster processing of application. We wanted to outsource these applications to a government agency which would have the infrastructure, competence and the experience to do the search processing
>
> **PH Kurian,** controller general, Patents .

"The rationale is to bring down the pendency rates and faster processing of application. We wanted to outsource these applications to a government agency which would have the infrastructure, competence and the experience to do the search processing. Also we are exploring similar association with other reputed government agencies," he added.

While US and Japan patent offices have been in favour of outsourcing the preparation of search report, the European Patent Office (EPO) doesn't take this route. Japan has outsourced search reports to independent organisations in the private sector, for many years. According to Belgian economist Bruno van Pottelsberghe de la Potterie, also a former chief economist at the European Patent office, "The EPO has adopted a strategy that is opposed to any type of outsourcing to the private sector, as it feels it is particularly important to have the search report performed by the examiner. The implicit advantage of this practice is that it improves examiners' knowledge of the relevant prior art and, therefore, sharpens their ability to gauge the inventive step."

The professor from Brussel further adds, "The USPTO has been investigating the possibility of outsourcing searches since the early 2000s. The Office has started a proof-of-concept pilot project on the search reports prepared for international applications under the PCT... (in these cases) contractors must demonstrate technical and legal competence, show that there is no conflict of interest between these and other searches they carry out, and agree to maintain strict confidentiality".

When the Indian patent office tied up with a CSIR unit to conduct the searches, a few stakeholders did raise the question of conflict of interest considering that CSIR is one of the major patent filers in the office. However, there were others who lauded the effort saying that this would decrease the workload per examiner and in turn result in faster and more efficient application processing rate. And Kurian himself maintains that there would be no 'conflict of interest' as the patent applications filed by CSIR wouldn't be sent back to the agency's employees for processing.

As reported by *FE* earlier, the patent office in a recent move has started outsourcing a limited number of Indian patent applications to a CSIR wing, URDIP to prepare Search Reports (SRs) — a critical document that recommends whether an invention is patentable. The in-house of patent examiners would subsequently vet the SRs.

500 technical colleges may face closure over violations

500 technical colleges may face closure over violations

By Prashant K. Nanda
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NEW DELHI

The government could soon ask 500 management, engineering and other technical education colleges to close for varying offences ranging from violating land rules to cheating students.

A senior official in the ministry of human resource development said this was the outcome of a review of complaints by parents and students, and a scrutiny of documents submitted by the colleges to the All India Council for Technical Education (AICTE), India's apex technical education regulator.

"At least 500 technical education colleges have already been raided in the last few months across India," added this person, who did not want to be named.

M.K. Hada, member secretary, AICTE, confirmed the development and said the exercise was aimed at "cleaning up the system and bringing transparency in the technical education space".

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FUTURE TENSE

A Central government panel had "blacklisted" the following 44 deemed universities, which had moved the Supreme Court against the decision.

1. Academy of Maritime Education and Training, Chennai, Tamil Nadu
2. Bharath Institute of Higher Education and Research, Chennai, Tamil Nadu
3. BLDE University, Bijapur, Karnataka
4. Chettinad Academy of Research and Education, Padur, Tamil Nadu
5. Christ College, Bangalore, Karnataka
6. DY Patil Medical College, Kolhapur, Maharashtra
7. Dr MGR Educational and Research Institute, Chennai, Tamil Nadu
8. Graphic Era University, Dehradun, Uttarakhand
9. Gurukul Kangri Vishwavidyalaya, Haridwar, Uttarakhand
10. HIHT University, Dehradun, Uttarakhand
11. Institute of Advanced Studies in Education of Gandhi Vidya Mandir, Sardarshahr, Rajasthan
12. Jain University, Bangalore, Karnataka
13. Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Rajasthan
14. Jaypee Institute of Information Technology, Noida, Uttar Pradesh
15. Kalasalingam Academy of Research and Education, Virudhunagar, Tamil Nadu
16. Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu
17. Krishna Institute of Medical Sciences, Satara, Maharashtra
18. Lingaya's University, Faridabad, Haryana
19. Maharishi Markandeshwar University, Ambala, Haryana
20. Manav Rachna International University, Faridabad, Haryana
21. Meenakshi Academy of Higher Education and Research, Chennai, Tamil Nadu.
22. Mody Institute of Technology and Science, Sikar, Rajasthan
23. National Museum Institute of the History of Art, Conservation and Museology, Delhi
24. Nava Nalanda, Nalanda, Bihar
25. Nehru Gram Bharati Vishwavidyalaya, Allahabad, Uttar Pradesh
26. Noorul Islam Centre for Higher Education, Kanyakumari, Tamil Nadu
27. Periyar Maniammai Institute of Science and Technology, Thanjavur, Tamil Nadu
28. Ponnaiyah Ramajayam Institute of Science and Technology, Thanjavur, Tamil Nadu
29. Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamilnadu
30. Santosh University, Ghaziabad, Uttar Pradesh
31. Saveetha Institute of Medical and Technical Sciences, Chennai, Tamil Nadu
32. Shobhit Institute of Engineering and Technology, Meerut, Uttar Pradesh
33. Siksha Anusandhan, Bhubaneswar, Orissa
34. Sri Balaji Vidyapeeth, Puducherry
35. Sri Devaraj Urs Academy of Higher Education and Research, Kolar, Karnataka
36. Sri Siddhartha Academy of Higher education, Tumkur, Karnataka
37. St Peter's Institute of Higher Education and Research, Chennai, Tamil Nadu
38. Sumandeep Vidyapeeth, Vadodara, Gujarat
39. Tilak Maharashtra Vidyapeeth, Pune, Maharashtra
40. Vel Tech Rangarajan Dr Sagunthala R&D Institute of Science and Technology
41. Vel's Institute of Science, Technology and Advanced studies (VISTAS), Chennai, Tamil Nadu
42. Vignan's Foundation for Science Technology and Research, Guntur, Andhra Pradesh
43. Vinayaka Mission Research Foundation, Salem, Tamil Nadu
44. Yenepoya University, Mangalore, Karnataka

Source: Mint research

FROM PAGE 1

The ministry official said the concerned authorities have already prepared a report based on the "surprise raids" and are hearing what the erring institutes have to say. "We believe in fair play and hence have given a chance to these colleges to give their version. At least 210 such colleges have already made their points by person to the AICTE."

The move has come nearly one-and-a-half-years after the University Grants Commission, the key university education regulator, "blacklisted" 44 deemed universities for failing quality and infrastructure parameters. The deemed university issue is now pending in the Supreme Court following these institutes moving court.

After hearing the colleges, the expert panel, comprising 21 experts and officials from the technical education field, will decide on how many should be sent closure notices, the official added.

Both AICTE and the ministry official said the names of the institutes would be made public after the entire procedure is completed.

Without giving names, Hada said at least 10 colleges have already been served the withdrawal-of-approval notice. "This is a first-of-its-kind step by AICTE. We want fair play for all—students, parents, educational institutes and the education system. They are free to appeal again."

The surprise checks are conducted by three persons—two educational experts and an architect. They verify several credentials such as land transfer and ownership, building plans, infrastructure, quality of education and faculty among other things.

The ministry official says of the 500 colleges, a majority of them are teaching engineering and management courses. States such as Andhra Pradesh and Tamil Nadu lead in the number of colleges being examined.

There are some 8,000 technical education institutions in the country, with at least two million students pursuing technical education courses. An estimated 50,000 students are enrolled in the 500 colleges under scanner, according to the ministry official. Once an institute faces closure, the concerned state government will be responsible for shifting the students to another institute, the official said.

Such scrutiny is critical for maintaining standards, said J. Veeraraghavan, a former education secretary.

"Powerful people are running professional colleges. (They) are making money and AICTE must come down hard on them," he said. "I believe AICTE should engage in constant inspection and work with them with a focus on substance in curricula and teaching methods."

The quality checks should be conducted by permanent employees rather than temporary ones as is the practice now, Veeraraghavan added.

AICTE was cleaned up after some of its top officials were arrested for corruption in 2009. After their removal, the ministry restructured the council, which has taken several pro-active measures to streamline the technical education sector in the country in the last 18 months. The most important of these was the e-application and e-approval system adopted by AICTE since the last academic session. It also asked all colleges for details of both physical and intellectual infrastructure, including details of faculty and their qualifications.

Financial Express ND 15/04/2011 P-3

Reasoning section to be added to GMAT from '12

■ One essay to go ■ New guide to be out in April

Kirtika Suneja
New Delhi, Apr 14

STUDENTS aspiring to take the Graduate Management Aptitute Test (GMAT) exam from June 2012 onwards would see a new pattern with the addition of a new 30-minute integrated reasoning section.

The Next Generation GMAT will include a section that will ask students to interpret data presented graphically, analyse different types of information and evaluate outcomes.

At present, the three-and-a-half-hour test comprises three sections — 60 minutes of analytical writing assessment and 75 minutes each of quantitative and verbal sections. The new pattern — of the same duration — will have 30 minutes of analytical writing assessment, including only one essay instead of two with another 30 minutes of integrated reasoning. The other two sections would remain the same.

"The GMAT verbal, quantitative and total scores will not change. We have been working on the new pattern for the last 12-15 months," said Ashok Sarathy, vice-president, GMAT programme. Integrated reasoning will require skills which are necessary to respond to the complex challenges presented in business school programmes and in today's information-rich business environment.

In India, almost 45 business schools and more than a hundred programmes accept GMAT scores up from 20 B-schools and 38 programmes in 2007. The scores are valid for five years. Globally, 5,000 programmes and 1,900 management institutes accept GMAT scores.

"We are in the process of reaching out to the new IIMs besides launching a new test preparation material from April next year," he added.

In fact, the Graduate Management Admission Council that conducts GMAT, is looking to add more centres in India from where the exam can be administered. At present, there are 15 such centres and smaller cities like Nagpur and Vishakhapatnam are on the council's radar.

"We have invested more than $2 million in India till now. We plan to start professional development programmes in the country to help admissions professionals who can select quality students for us," Sarathy added.

Hindu ND 15/04/2011 P-7

Now Super-30 for Madhya Pradesh

BHOPAL: Prof. Anand Kumar, who runs the famous Super-30 coaching programme for IIT aspirants in Patna, said here on Thursday that he would admit some students from Madhya Pradesh in June this year.

Participating in a programme where he was felicitated, Prof. Kumar said that for the past three years all 30 students of Super-30 had been able to get admission into IITs.

Most of them came from very poor families.

One of his students sold vegetables on the roadside, while another was a son of auto-rickshaw driver, he said, citing some examples.

He recalled that he himself wanted to go to Cambridge in 1994 for higher studies but could not as he had lost his father and there was no money. - PTI

MAKING A POINT: *Super-30 founder Prof. Anand Kumar addressing a seminar on preparations for IIT, organised by IES Group of Institutions in Bhopal, on Thursday.* - PHOTO: A. M. FARUQUI

Financial Chronicle ND 15/04/2011 P-14

CLEAN lab at IIT-B to develop materials for solar cells, electronic devices

REJI JOHN
Mumbai

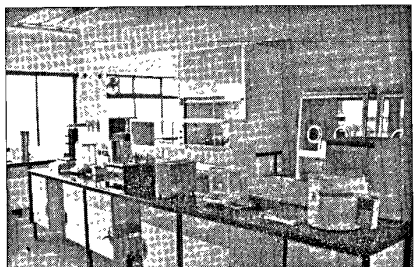
A NEW laboratory called 'Chemistry Laboratory for Energy and Nanoelectronics' (CLEAN) to develop new materials for advanced solar cells and electronics devices was launched at the Indian Institute of Technology (IIT) campus in Bombay in partnership with Applied Materials, a supplier of manufacturing solutions for the semiconductor, display and solar industries.

The launch marks the five-year collaboration between IIT-Bombay and Applied Materials in nanoelectronics and solar photovoltaic technology research. With the launch of the new lab the partnership expands the scope of collaboration to advance technology by enabling world-class research, innovation and workforce development. It includes the development of new materials that can potentially be used in a variety of electronic and renewable energy-focused applications, including the fabrication of next-generation solar cells.

"This in many ways is setting a new gold standard on how a global research institute (IIT-B) and an innovation-focused global technology company should be working together," said Omkaram Nalamasu, chief technology officer of Applied Materials, who is the key figure in setting up CLEAN.

"What we are really trying to do now is that materials are fundamental enablers if you are looking at challengers with respect to electronics industry where you need to continue the Moore's Law. So 15 to 20 years ago you were using not more than 10 elements in making an integrated circuit device and today you are using about 70 per cent of the periodic table (of the chemical elements) to be able to get the appropriate performance. So materials are playing an extremely important role in continuing Moore's Law," Nalamasu told *Financial Chronicle* at the launch of the lab in the IIT-Bombay campus.

According to Nalamasu not just in electronics, even in solar energy industry materials play a crucial role. "Eighty per cent of the cost of the solar device is materials."



NEW STANDARDS: With the launch of the new lab the partnership expands the scope of collaboration to advance technology

According to him, India has a long tradition for materials and chemistry. "If you are looking at the solar technology there is an opportunity to reduce the cost with respect to metallisation paste and developing new slurries. There may even be opportunities in looking at alternate materials to silicon for making photovoltaic (PV)," he said.

Nalamasu firmly believes that if you can bring down the cost of generating solar energy to 50 cents from 60 cents a watt you are essentially creating a revolution. If you can get grid parity, then you are creating a new economy based on solar photovoltaic electric. "That is what we aim to achieve with the new lab at IIT," he said.

Nalamasu, who became the CTO of Applied Materials in January this year, said the technology for solar energy is accelerating faster than any one of us thought.

Finding new materials is also key to the display industry like organic LED (light emitting diode), and high resolution LCD (liquid crystal display).

The elements of the partnership are beyond the setting up of the lab. The partnership includes funding research, taking faculty on sabbatical and students on internship, having scientists from Applied Materials work hand in hand with the IIT faculty as well as integrate what is taking place at the IIT with other global research universities and other global research programmes.

In the last five year Applied Materials has endowed IIT Bombay with over $12 million.

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Ride The IT Wave

Net access could transform rural India

The finding of an IMRB survey that internet penetration in rural India is set to double this year is welcome. The digital divide between rural and urban India is one of the main bottlenecks to equitable growth. The total number of active rural internet users is projected to touch 24 million, an increase of 98% over last year. The quantum leap can be attributed to increasing awareness, greater accessibility and the maturing of initiatives such as the government's National e-Governance Plan that has led to the mushrooming of 90,000 rural IT kiosks across the country. Private sector projects such as ITC's e-Choupal and Google's Internet Bus have done a commendable job in educating the uninitiated about the benefits of the internet. For empowering people it is imperative that the information super highway reaches every corner of India.

Access to the internet could transform the rural economy. It would enable farmers to keep themselves updated about latest farming techniques, weather forecasts and the trading prices of various crops. Villagers could access information related to welfare schemes, education and work opportunities in the cities. E-governance could streamline the delivery of government services at the grassroots. Leveraging mobile telephony, access to which is expanding rapidly, to deliver IT services is a good idea. Thanks to inexpensive mobile handsets, a small investment is all it takes to access the internet. Combined with the unique identification project, mobile phones can be transformed into powerful tools for rural banking and a plethora of financial services. Organised retail could increase its footprint. With benefits galore, internet access in rural areas needs to be a fundamental entitlement.

Times of India ND 15/04/2011 P-17

Brain shrinks a decade before Alzheimer's onset, scans show

US Research Offers Hope Of Early Detection, Improved Treatment

Chicago: Brain scans of healthy people showed signs that the brain was shrinking in Alzheimer's-affected areas nearly a decade before the disease was diagnosed, US researchers said on Wednesday.

The finding, published in the journal Neurology, may offer a new way to detect the disease early, an advance that could help in the development of effective treatments for Alzheimer's, a brain-wasting disease that affects up to 26 million people globally.

"The magnetic resonance measurements could be very important indicators to help identify who may be at risk of developing Alzheimer's dementia," Leyla deToledo-Morrell of Rush University Medical Center in Chicago, who worked on the study, said in a statement. "If a drug therapy or treatment is developed in the future, those who are still without symptoms but at great risk would benefit the most from treatment," deToledo-Morrell said.

> At the end of the study, people who had the highest amount of shrinkage in specific areas of the cerebral cortex were three times more likely to develop the disease

The study involved two groups of healthy people in their 70s who had brain scans at Rush University in Chicago and at Massachusetts General Hospital/Harvard Medical School in Boston and were followed for an average of nine years.

During the study, 50 participants remained cognitively normal and 15 developed Alzheimer's disease. At the end of the study, people who had the highest amount of shrinkage in specific areas of the cerebral cortex were three times more likely to develop the disease.

"We also found that those who express this MRI marker of the Alzheimer's disease in the brain were three times more likely to develop dementia over the following 10 years than those with higher measurements," Dr. Brad Dickerson of Massachusetts General, who led the study, said in a statement.

"These are preliminary results that are not ready to be applied outside of research studies right now, but we are optimistic that this marker will be useful in the future," he said.

Researchers in the study used magnetic resonance imaging or MRI, equipment that is already in wide use in most hospitals.

Eli Lilly and Co, General Electric and other companies are developing special imaging agents that can detect proteins in the brain that signal the presence of Alzheimer's disease-related proteins. But these tests currently are being developed to rule out Alzheimer's in patients who already have symptoms of the disease. REUTERS

Business Standard, ND 15-Apr-11 P-6

'A problem with IIMs is they have no real stakeholders'

Q&A

R C BHARGAVA
Chairman, Maruti Suzuki India

Faculty at the Indian Institutes of Management (IIMs) have objected to quite a few of the Bhargava committee recommendations on restructuring these B-schools. Such as the one that the managing society at each IIM should function as an 'enlightened owner', wherein corporate entities can become members on payment of ₹20 crore, individuals on payment of ₹5 crore and alumni by paying ₹3 crore. This, the faculty say, will lead to privatisation of the IIMs. R C BHARGAVA, chairman of Maruti Suzuki India and author of this report on new governance structures, tells Kalpana Pathak the teachers haven't understood. Edited excerpts:

What was the committee's rationale behind this idea of allowing membership by accepting donation?

It is not a new idea at all. I believe two or three existing IIMs have been allowing this since inception and nobody objected to it so far. The amounts were considerably smaller. All we have done this time is to have increased the amount. If you convert the money that IIMs accepted in, say, the 1960s, it will work out to be a very large figure anyway. So, no new principle is involved.

Why did the committee increase the amount?

Two fundamental reasons. One, to build a corpus for the IIMs. All these years, they have not been able to build any significant one for themselves. Whatever money is available is largely in the form of government grants. The IIMs have not been successful in getting any significant donation from outside parties and using that corpus to do things leading to academic excellence.

Today, the bulk of the money that IIMs generate is through the Management Development Programmes (MDPs) or executive education programmes they conduct. If they did not have these, they would all still be running at a loss or just marginally breaking even.

Every IIM has a scheme that the money earned via MDPs is shared between the faculty member who carries it out and the institution. Of a 100-odd faculty in the IIMs, only 50-60 per cent are able to do MDPs. Some of them are able to earn as much as ₹60 lakh each year.

Thus, there is a strong interest in carrying out MDPs. However, a result of doing so is limited teaching and research. When the Ajit Balakrishnan committee recommended that about 160 hours of teaching be put in (a year) against around 90 hours at present, which is the case in most IIMs, this was made in the interest of bringing in a healthy development, as you want more MBA teaching and more research to happen. The issue is how to make up for the loss of revenue from the MDPs.

A corpus is a way out and building one is a priority. If we implement the other recommendation of more teaching and more research, it means less MDPs and in turn less income for not only the professors but also for the IIMs.

To make up for that income, either you increase the fee or find some other source of money. Else, the budget of IIMs may go for a toss.

The corpus income can be used both for making IIMs financially viable and giving extra income to professors who do good work in teaching, research or in conducting MDPs.

Are you implying the IIMs should stop MDPs?

No. But the IIMs have not been set up by the government to carry out MDPs as the main objective and earn money. They are supposed to create managers and leaders. We looked at the kind of MDPs being done. By and large, these are for fairly lower levels of people from the public sector.

Higher level management people do not come to the IIMs for MDPs. They are being done for these lower level people as they generate money. A corpus would lead to people getting more time for research and MBAs.

We also thought a corpus would be required as the new IIMs need professors. There is dearth of faculty and if you suddenly add seven new IIMs, where do you get the teaching staff from? One way is to get Indian faculty teaching abroad. They need to be paid. However, they cannot be paid over and above the government's salary structure fixed through the Pay Commission.

So, you can compensate them with board approval through money generated from the corpus. The ministry has recognised this need and approved this method.

Have the professors approached you to clarify the recommendations?

No, none of these professors have spoken to me. I would like to ask them what they mean by privatisation of IIMs. In public sector units, privatisation means reducing government equity to below 50 per cent.

This is not happening here. The IIMs will remain Board-managed. The government will remain the promoter and its overall power of control and superintendence will not be diluted.

So, how will some corporate donating money and joining the Society hurt? How will it lead to privatisation? Today, people can give a few lakhs and become members of the Society.

> IIMs WILL ALWAYS HAVE TO SEEK GRANTS FROM THE GOVERNMENT **because in the next 20 years, I do not see any of the IIMs having enough resources to fund capital expenditure**

Have those IIMs become privatised? If much fewer number pay a few crores, the IIM gets privatised? The logic is hard to follow.

IIMs will always have to seek grants from the government because in the next 20 years, I do not see any of the IIMs having enough resources to fund their capital expenditure.

If the faculty members mean the board will suddenly get controlled by the Society, it's not valid. The Society does not elect the board. You may be a member of the Society but the latter has only one or two members out of 14 on the board.

The issue of privatisation is misconceived and misunderstood. Faculty members are not the governance of an IIM. They certainly do, and should continue to, determine the academic side of the IIM but they are not responsible for governance of the IIMs.

Under the law, the board is supposed to manage and administer an IIM, nobody else. That is the legal position. Subject to whatever powers the government keeps to itself by virtue of its actually being the person who has promoted the IIM and funds the IIMs.

How does alumni being on the board help?

That alumni should be part of the management of the IIMs is something that has been supported by even faculty members.

This is how it works with international B-schools. Alumni members take interest in an institution; we talk of people with some sense of ownership and commitment, and who are worried about the reputation of the alma mater.

Getting people who are on the board for three to five years and then leave will serve no purpose. You need people who can care about the institution and have some stake in the institution.

A reason why IIMs have not progressed the way they should have is because there are no real stakeholders. Alumni are clear and important stakeholders.

Economic Times ND 15/04/2011 P-1

IIM-A Leads ET Listing of B-Schools

XLRI, IIM-B take next two spots in survey in which colleges were ranked by hirers

CD-B-School Survey

DIBEYENDU GANGULY
MUMBAI

Business schools are always judged by their placements, so it's only in the fitness of things that they should be ranked by recruiters. The Economic Times listing of India Inc's preferred B-schools, which is out today, doesn't survey students or faculty or even alumni, for their take would only be a derivative of the opinion that truly counts. The survey cuts to the chase to focus on the large corporates, whose placement offers determine the attractiveness of B-schools in the eyes of the other stakeholders.

The study, conducted by IMRB with process partner Ernst & Young, covered 253 respondents from across 180 corporates from the ET500 listing of India's largest companies by turnover. They were asked to rank B-schools they actually recruit from, on parameters such as technical knowledge, professionalism and readiness for corporate life. The results are unambiguous.

The Indian Institute of Management (IIM), Ahmedabad, leads the pack in the ET rankings as the top choice of recruiters. The 50-year-old institute, whose curriculum is modelled on Harvard Business School, retains an innovative edge that makes it hard to displace from the top position. In second place is another venerable institute from the steel city of Jamshedpur — Xavier's Labour Research Institute.

KAMAL

India's Ivy League
The top 10 business schools in the country

1 IIM, Ahmedabad	6 Narsee Monjee, Mumbai
2 XLRI, Jamshedpur	7 IMT, Ghaziabad
3 IIM, Bangalore	8 IIM, Lucknow
4 Symbiosis, Pune	9 MDI, Gurgaon
5 IIM, Calcutta	10 Jamnalal Bajaj, Mumbai

SIBM the Big Breakthrough ▶▶ 24
For Details, See Corporate Dossier

Economic Times ND 15/04/2011 {CORPORATE DOSSIER }P-4

"Knowing, Doing, Being"

< SRIKANT DATAR >

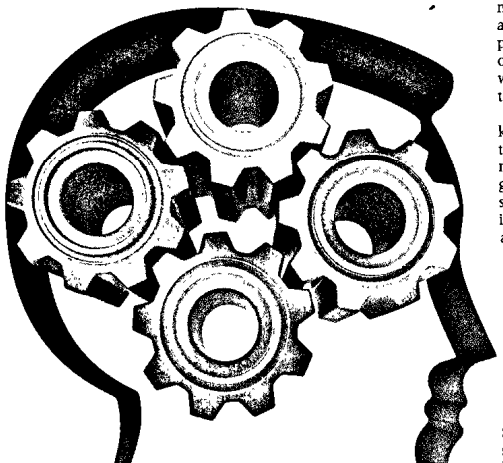
BUSINESS SCHOOLS ACROSS THE WORLD NEED TO DO MUCH MORE TO HELP STUDENTS UNDERSTAND THEIR RESPONSIBILITIES TO MULTIPLE STAKEHOLDERS

In the context of a rapidly changing environment and shifting business needs, MBA programs in India, like their counterparts in other parts of the world, face significant challenges as they struggle with basic questions of purpose, positioning, and program design. Among the Indian executives, deans, and faculty I have met, there is broad agreement that MBA programs need to do much more to help students understand their responsibilities to multiple stakeholders, develop critical thinking and integrative thinking skills, and deepen their understanding of phenomena such as globalization, leadership, and innovation.

Rebalancing the MBA

What India needs is skilled, self-aware leaders who can tackle global problems, act creatively in uncertain, ambiguous environments, and get things done in complex situations. To achieve these goals, professional business education must emphasize three interrelated components: "knowing," "doing," and "being."

The "knowing" or "knowledge" component refers to the facts, frameworks, and theories that make up the core understandings of a profession or practice -- for example, the differences among an income statement, a cash flow statement, and a balance sheet, the strategies of cost leadership and product differentiation, the measurement of cost of capital, and the four P's of marketing. The "doing" or "skills" component is the capabilities and techniques that enable a manager to practice his or her chosen field -- how to think integratively, act innovatively, implement a project, give performance feedback, and communicate effectively. The "being" or "awareness" component refers to values, attitudes, and beliefs: the commitments and purposes that constitute a manager's character, worldview, and professional identity. There are things that every business leader should be aware of -- the purposes and goals of organizations, how to inspire and motivate others, and how to act ethically.



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The challenge for business education is that for the most part, MBA programs have emphasized knowing at the expense of doing and being. At its core, business schools need to do two things: reassess the facts, frameworks, and theories that they teach (the "knowing" component), while at the same time rebalancing their curricula so that more attention is paid to "doing" and "being." Students need to understand the limitations of theories, the challenges and complexities of applying these theories in practice, the associated skills and attitudes required for thoughtful, effective application, and the critical lenses and judgment needed to evaluate specific contexts accurately and to draw correct conclusions. Rebalancing MBA education towards "doing" and "being" means paying greater attention to skill building and the development of personal capacities and perspectives. Without "doing" skills, knowledge is of little value. And "doing" will be ineffective without the self-reflection on values and beliefs that are essential for leadership.

The Indian executives and deans I have spoken to identified unmet needs that were similar to the ones expressed by their western counterparts, many related to "doing" and "being." The program, curricula, and pedagogical changes necessary to respond to these needs have already been implemented in several schools in the US, Europe, and Australia and in some cases in India. Each represents an opportunity for MBA programs in India to innovate and change. In the following paragraphs, I describe some of these changes.

■ Thinking critically and communicating clearly: developing and articulating logical, coherent, and persuasive arguments; marshaling supporting evidence; and distinguishing fact from opinion. The Critical Analytical Thinking (CAT) course at Stanford Graduate School of Business aims "to improve students' reasoning and argument building skills, while also helping them to read and listen critically." The course develops these skills by "helping students to think about causal inference, ask the right questions, work out the logic behind an argument, and uncover assumptions." CAT employs a small-group, seminar-style format with a faculty member leading a group of fourteen to sixteen students. Before each seminar, students write a three-page paper on difficult, divisive questions like 'What responsibilities do corporations have to society? How do corporate culture and national culture interact?' and 'What is the relative power of extrinsic and intrinsic motivators on employees?' Students are taught how to approach questions by using deductive arguments, causative reasoning, inductive arguments, and analogical reasoning. The papers are graded by professors for content and by writing coaches for style.

In addition to logical thinking and reasoning, The Critical Thinking Program at Washington University's Olin School highlights the importance of problem formulation and the tools and processes individuals and groups can use to overcome biases and impediments. By positioning these courses early in their MBA programs, Stanford and Olin give students the opportunity to practice critical thinking in the courses that follow.

■ Thinking creatively and innovatively: finding and framing problems; collecting, synthesizing, and distilling large volumes of ambiguous data; engaging in generative and lateral thinking; and constantly experimenting and learning. The Lab to Market year-long course at the University of San Diego is grounded in systematic inventive and design thinking. While working on projects, students learn to gain deep insights into consumer needs and constraints; brainstorm potential solutions; and use rapid, iterative prototyping to build, test, learn and refine potential solutions.

The pedagogy for these courses differs from the lecture and case-based teaching methods found at most business schools. It shifts the focus from an analytical mind-set centered on thinking and debating to emergent problem solving based on doing and debriefing. Much like swimming, students internalize design processes and principles through practice, reflection, and repeated application. Only by honing these skills while still at school will students be comfortable applying these skills in the workplace.

■ Developing leadership skills: understanding the responsibilities of leadership; developing alternative approaches to inspiring, influencing, and guiding others; learning such skills as conducting a performance review and giving critical feedback; increasing self-awareness; and recognizing the impact of one's actions and behaviors on others. Approaches to teaching leadership fall into three broad categories: (a) leadership courses such as Harvard's Leadership and Corporate Accountability focuses on the responsibility of business leaders to diverse constituencies such as investors, customers, employees, and society and the approaches to weigh the economic, legal, and ethical implications of decisions (b) leadership laboratories where students practice giving performance reviews, how to inspire, motivate, and listen to others, and what impact their actions and behaviors have on others (c) experiential learning where students practice working together on a team, develop interpersonal skills and resolve conflicts, as well as interact with plant workers, designers, and salespersons to learn about the aspirations, motivations, and desires of individuals very different from themselves.

■ Gaining a global perspective: identifying, analyzing, and practicing how best to manage when faced with economic, institutional, and cultural differences across countries. Spain's IESE business school emphasizes the "knowing" component by teaching students about the essential political and institutional differences across nations, which markets are connected and which remain largely segregated and distinct, which business strategies, tactics, and management styles generalize and which need to be tailored to local or regional requirements. Michigan's Ross School of Business addresses the "doing" and "being" components through international Multidisciplinary Action Projects (MAP) that help students gain a deeper understanding of cultures and contexts different from their own.

Implementing change

Every MBA program should not move simultaneously on all these fronts. Schools differ dramatically in their resources, capabilities, and their ability to attract faculty. As one dean noted: "Schools need to ask themselves, what are we really good at? Where can we be distinctive? How can we add value?" Yet schools need to think creatively about implementation. Syllabi for new courses are readily available and several schools are experimenting with combinations of faculty, distinguished executives, alumni, and second-year students to deliver these courses. Sitting pat is not an option. Indian business schools need to set their sights higher. They can and must do better. Indeed, they have an obligation, to paraphrase Mahatma Gandhi, to educate managers and leaders who have both knowledge and character. Although much work remains to be done, I am optimistic about the capacity of Indian business schools to respond boldly and thoughtfully to the challenges before them.

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