

Newspaper Clips

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Title : Facebook hires IIT-Delhi student for R65 lakh a year

Author : Mallica Joshi mallica.joshi@hindustantimes.com

Location : NEW DELHI:

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Facebook hires IIT-Delhi student for ₹65 lakh a year

Mallica Joshi

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NEW DELHI: Social networking site Facebook will now have an employee from the Indian Institute of Technology-Delhi.

After trying — and failing — to recruit students from the institute last year, Facebook came back to the campus this year and chose 21-year-old Ankur Dahiya, a student of computer science engineering.

Dahiya's annual salary package is around ₹65 lakh.

"Ever since I heard Facebook would come to recruit, I wanted to get in. It was a long-standing dream. My parents were obviously elated," said Dahiya, who belongs to Rohtak in Haryana.

This is the first time that



Ever since I heard
Facebook would come to
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ANKUR DAHIYA

Facebook has recruited a student from IIT-Delhi. The social networking giant had hired a student from IIT-Chennai last year.

The company, started in

February 2004, has scouted for talent at many other IIT campuses in India this year. Unlike last year when it hired only two students from India, Facebook is eyeing the country as a talent hub this time around.

Dahiya will be placed in Palo Alto, California as a programmer after he finishes his course next year.

"The interview and the test were completely subject-based. They asked me to do some encoding and programming," said Dahiya, whose all-India rank in the IIT-JEE exam was 56.

Facebook was unable to hire any student last year as they expressed a desire to come to the campus a tad too late. This time around, however, they were in the first batch of employers.

HindustanTimes

Title : A salary package as high as ₹20 lakh for Delhi students

Author : Mallica Joshi mallica.joshi@hindustantimes.com

Location : NEW DELHI: at IIT-De

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A salary package as high as ₹20 lakh for Delhi students

Mallica Joshi

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NEW DELHI: The placement season at IIT-Delhi this year has defied recession. Day one saw 25 companies and 130 job offers. Last year, 19 companies had recruited students on the first day.

Companies such as Facebook, Opera, Microsoft, Tower, McKinsey, Bain and Google are a few big names that have queued up to hire students.

Ankur Dahiya, who has chosen to work for Facebook next year, was also offered jobs from Tower and Google, both multinational companies.

But the offer that Dahiya has got is not the biggest one antic-

ipated in the campus. A multinational firm that will be coming to the campus the next month is offering a package of ₹90 lakh per annum.

At DU as well, a few big companies have shown their presence. For the first time, Uniqlo, a Japanese apparel giant, has come to the Central Placement Cell of the university and is looking to hire large number of students. "They are offering a good package, around ₹20 lakh per annum, to students. The first round of their process is over," said Gulshan Sawhney, deputy dean, students' welfare.

This year, DU placement cell has received 21,189 online registrations from 121 colleges, insti-

tutes and departments. In colleges, too, the response has been good. The placement process has kicked off in most colleges, with regulars like Google, McKinsey, Bain, etc, conducting tests and interviews.

At Shri Ram College for Commerce, a student has already been offered a job with a package of ₹10 lakh per annum. This figure is set to rise soon as the placements have been interrupted by semester-end exams. "We expect much better offers soon. Better offers start to roll in by December-January and by that time even students know what they want to pursue," said a teacher at SRCC who did not want to be named.

What ails our universities



NARENDAR PANI

TRICKLE UP

There is a growing consensus today that the quality of Indian universities is not just poor, but declining. There is little doubt that even the best Indian universities of the early twentieth century are today a pale shadow of their past. And newer universities like JNU have fallen somewhat short of their early promise.

There is greater diversity in the prescriptions being offered for this disease, with the suggested solutions ranging from importing universities to offering faculty even higher salaries. But what is missing in the entire analysis is the process that has led to the current situation, particularly the refusal to recognise the distinction between economic elite and intellectual elite.

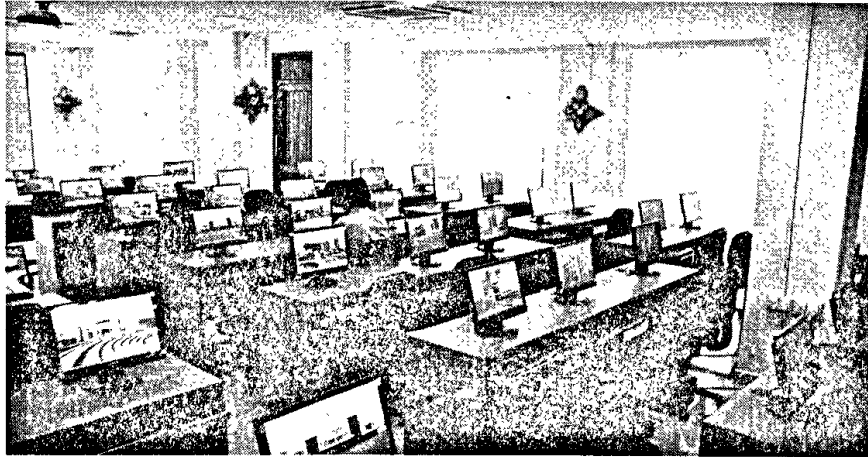
CONCEPTUAL CONFUSION

This distinction should be evident at the very first stage of deciding the objectives of a policy towards the two elites. It is quite possible to build a moral case to reduce economic inequality, even if that means placing limits on how rich the elite can be.

In the case of the intellectual elite on the other hand, success is defined in terms of increasing inequality with those at the top of the ideas pyramid being far above those at the bottom. Even as it is perfectly legitimate for the economic realm to operate on the principle of growth with equity, the principles governing the intellectual realm could well seek intellectual inequality.

Ideally, the two realms should have their own internal dynamics. In the economic realm the objective would be economic gain and success would be rewarded with economic benefit. It is perfectly logical to de-

The crisis in Indian education demands a revival of intellectual traditions that created the J. C. Boses and the C.V. Ramans. To focus merely on the physical infrastructure of universities is to miss the point.



There is a tendency to judge a university by its brick-and-mortar status.

termine the success of an Infosys by the economic value of its shares. Correspondingly, in the intellectual realm the objective would be intellectual breakthroughs and the rewards would be peer recognition.

The two realms are of course not completely independent of each other. Those with greater economic resources can afford a better education. Similarly, it is not inconceivable that those with a better education will have a head start in the world of business, especially in the knowledge industries. It would also be quite valid for the government to help those deprived in the economic and social realm to gain a foothold in the realm of education, whether this is done through scholarships or reservation.

But the trouble arises when these interconnections influence the internal dynamics of the two realms. Just as the economic realm will collapse if its members placed support

from their peers above actual material gain, the intellectual realm would fail if its members sought only economic gain rather than peer recognition for their intellectual contributions.

BEYOND INFRASTRUCTURE

Unfortunately in India several factors have contributed to the internal dynamics of the economic realm taking over the functioning of the intellectual realm. Arguably, the most important of these factors is the tendency, officially and otherwise, to judge a university by its brick-and-mortar status. The granting of significant amounts of land is treated as the starting point of an intellectual institution, on which is built an often elaborate physical infrastructure.

The extent and quality of this infrastructure makes command over it an attractive goal for individuals. This contributes to administrative

control over the infrastructure becoming a legitimate reward for intellectual achievement. Over time the best intellectuals prefer an administrative role over an academic one. And these roles are available, as the best academic institutions often prefer someone with great academic credentials as their directors, rather than those with administrative credentials. While the best academics may have the ability to take on an administrative role - though this is by no means guaranteed - their shift to the new role impoverishes the intellectual space.

Our best intellectuals often take such great effort to create large infrastructure-rich institutions that their intellectual achievements have sometimes fallen behind. As a result the intellectual value of any recognition they offer to their peers is also diluted. Peer recognition must then come from abroad, particularly the West. As a result those academics

that are capable of getting peer recognition, and seek no other benefit, fairly frequently prefer to migrate to Western universities.

Even those who stay behind and continue to seek peer recognition are forced to find this recognition by researching questions that are important for Western universities. This can be a fairly significant constraint in the Social Sciences, where the chances of finding something new would be greater if academics focused on addressing the local experience with the confidence to develop their own concepts. By choosing instead to primarily borrow from Western theories, Indian researchers often reduce themselves to becoming, directly or indirectly, mere data gatherers for Western theorists.

With the scope for pure intellectual achievement getting further reduced, the administrative role becomes even more attractive. And as administration draws an ever increasing number of the country's best academics, the next generation becomes even more dependent on Western academia for peer recognition. Over time this influences choices made by students as well. If going abroad to study was primarily a higher education option earlier, it is now being considered at the undergraduate level as well.

It is not clear that the initiatives that are now being planned will do anything to break this vicious cycle. Allowing a greater role for foreign universities in India will only further increase the role of Western peer recognition. It will be no surprise if these universities come here solely with the intention of tapping the economic resources that Indians now have to spend on education. The crisis in Indian education demands a revival of intellectual traditions that created the J. C. Boses and the C.V. Ramans, and not a strengthening of economic control of intellectual activity.

(The author is Professor, School of Social Science, National Institute of Advanced Studies, Bangalore. bfeedback@thehindu.co.in)

Educational institutions in many parts of the world are facing an economic crunch, but they need to be careful in their quest for funds

PHILIP HENSHER

THESE are hard times for universities, and the Woolf Report into the conduct of the LSE over Saif Gaddafi's admission is not going to make things any easier. Funding is drying up from public sources, and they are going to have to get used to doing without the generous grants from taxpayers which have kept them coasting along. They are going to have to rely on the £9,000 a year payments from students from next year.

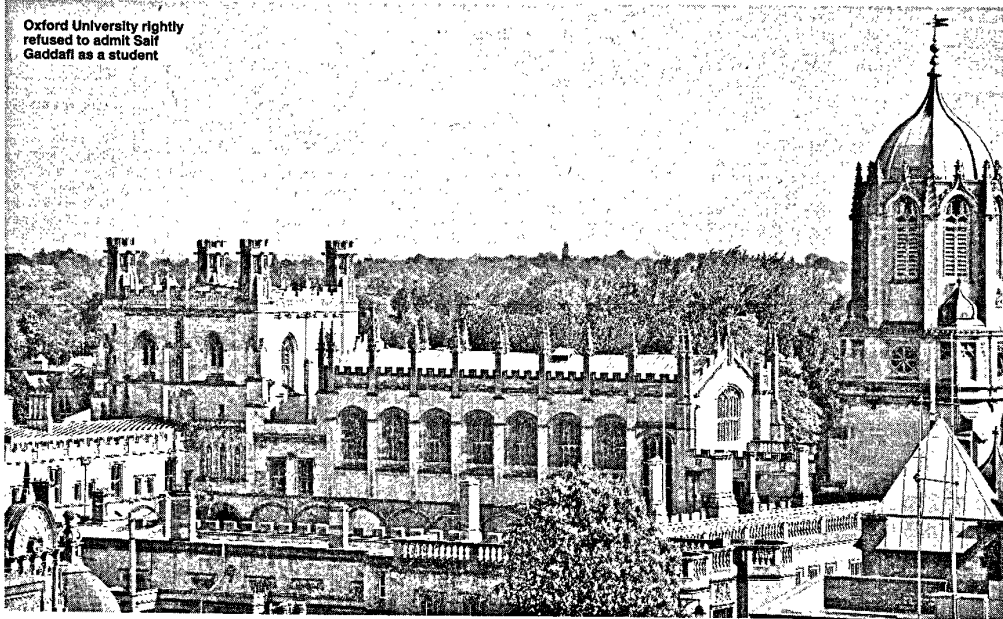
With that individually funded largesse comes a shift in attitudes. No one can seriously suppose that the numbers applying to university will remain the same, under the prospect of paying back £27,000 and upwards. This is already evident with a 15 per cent drop in applications for next year, although this figure may be distorted by this year's rush to apply before the rise in fees to £9,000. Universities will be competing in a market as never before. They will have to answer to their students as if they were customers, as well as to their real customers, the employers in the job market.

Fairly soon, I would say, some universities are going to go out of business because of the evident quality of their product compared with the shocking cost of their service. If a sandwich shop consistently serves you stale bread and poisoned prawns, then you don't accept it as an inferior lunch over a period of time. You throw it in the bin and go next door. If a university promises to land you with £27,000 worth of debt, fails to provide you with an education, and leaves you at an actual disadvantage to someone who had the nous - in many employers' eyes - to get a job straight from school, then they probably deserve to go out of business.

In this incredibly crowded market, there are a number of ways for a university to make itself known to customers. What they will tell you is that their primary aim is to maintain standards, and that is all they need to sustain their place in the market. That may be true of Oxford and Cambridge, but it is hard to see how it could apply to universities near the bottom of the feeding chain.

They make their mark in whatever way they can. The absurd racket of trying to get your institution's name in the paper by giving a random passing

UNIVERSITIES NEED CASH, BUT NOT JUST ANYONE'S



Oxford University rightly refused to admit Saif Gaddafi as a student

celebrity an honorary degree long since became a joke. The University of East London gave Graham Gooch and the woman who plays Dot Cotton honorary doctorates. Someone who plays Denzil in Only Fools and Horses got an hon-

orary degree from Liverpool John Moores University.

But that obvious compromise with intellectual standards will only get you so far. Clearly, what universities need is money. If they can't be sure about pub-

lic funding any longer, and the behaviour of the student market is unpredictable, then it is only natural for them to try to diversify the sources of income. And if the cost of such diversification is a lowering of ethical standards? Well,

you can imagine universities saying quietly to themselves in the future that ethical standards are a luxury we can't afford any more.

In 2002, as the Woolf Report shows, Oxford had an interesting phone call

from the Foreign and Commonwealth Office. The Blair government wanted to mount a diplomatic détente with the Gaddafi regime in Libya. As a minor contribution to that campaign, which would lead to a notorious meeting in a tent in the desert two years later, would Oxford care to be helpful? Would it care, for instance, to admit the dictator's son Saif as a student?

These events have been made public in an addendum to the Woolf Report written by Professor Valpy FitzGerald of the University. Now, anyone could see that the answer to this question ought to have been "No", and, from Professor FitzGerald, that it always would have been: his mother was that bracingly moral novelist Penelope Fitzgerald, and a great-uncle was Ronald Knox. There could be no lack of moral clarity from this source over whether it was right or not to admit Saif in exchange for favours, and the dictator's son went elsewhere.

To LSE, in fact, where the institution was perfectly happy to accept Saif, knowing that £1.5m was going to be donated from Saif's personal charity. Saif was given a doctorate for work which seems unlikely to be his own. A £2.2m contract was awarded to LSE Enterprises to work in Libya. The Director of the LSE, Sir Howard Davies, was appointed Blair's personal envoy to Libya.

No one, until Gaddafi started to look likely to fall, seems to have thought this nexus between dictator, donations, governments and the standards of learning the least bit questionable. The frightening thing is that all this has come out because Gaddafi was a dictator. How many compromises with commercial, political, financial interests have been quietly made at the top of the chain of learning?

Probably we will never know, exactly. But when a gleaming new wing is opened in a public intellectual institution, and given the name of an individual, not hitherto known for his interests in knowledge, everyone should ask this question: what humiliations, what abasements, what dinners, what obligations, have been incurred here? What payment has been made, and what payback has been required? If we can't expect our universities to uphold ethical and intellectual standards, quite separate from money, then we are finished as a society.

— The Independent

'Our role as educators is in question'

Even as enrolment to business programmes in the US has dropped sharply, B-schools should take a proactive approach to the problem, says Srikant Datar

Chandu Nair

Dr Srikant Datar is Arthur Lowes Dickinson Professor of Business Administration and Senior Associate and Director of Research at Harvard Business School. The gold medalist from IIM (A) is quizzed by fellow IIM post-grad, Chandu Nair, for *The New Manager. Rethinking the MBA: Business Education at a Crossroads*, co-authored by Datar with David A Garvin and research associate Patrick G Cullen, sets the tone for the conversation. Excerpts:

Why are B-schools at the crossroads? Have the old drivers (namely great placements, promotions, higher social prestige, corporate acceptance) disappeared or changed? Is it true only in countries such as the US or even elsewhere? For example, developing nations like India?

In the US, there has been a steep decline in enrolments — it is down by 25-50 per cent in many B-schools, especially in the full-time programme, there is a steeper fall! The key reason — a decline in the value added by an MBA degree. The opportunity cost is high as is the cost of doing the MBA while the returns are not commensurate. Plus, student engagement is dropping.

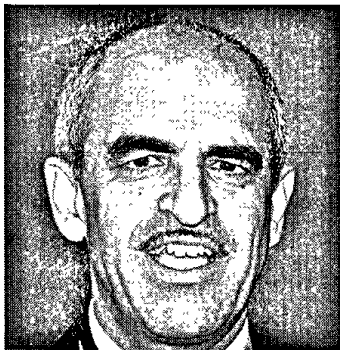
Our view in the book is that even if enrolments had not decreased, our role as educators is in question. Are we doing the best job, are we giving the best skills to equip the students? We shouldn't be reactive, we need to be proactive now.

A comment you make — the students who come for full-time MBAs today are not as engaged with the academic curriculum. Why is that?

This is a hypothesis only. It is a multi-dimensional complex problem. Students primarily seem to want to get credentials and build networks and connections. Narrowly, as an educator, our question is — can we do something to increase engagement? Have we taken this great talent and focused on building knowledge and character with competencies? How do we (as managers) develop empathy if we don't know what lives the people we lead are living? We are very far on this dimension.

Think about what Gandhiji did — he had to understand what appealed to the masses, and lived among them. (Note: Datar is a self-confessed Gandhi acolyte.)

We make all sorts of assumptions and re-



Dr Srikant Datar: Students primarily seem to want to get credentials and build networks and connections. — Bijoy Ghosh

peat our often ineffectual responses! **Similarly, for the last 50 years, why did B-schools emphasise analytics, models, and statistics to the detriment of softer disciplines? Is it because their key recruiters were from say the financial services, consulting, businesses which valued such skills and traits (analytical, logical, clear-cut, right or wrong binary thinking)?**

The top 14-15 B-schools in the US are by and large insulated from the decline. We looked at the placement data — 70-80 per cent are going to financial services and consulting, all advisory kinds of positions. These recruiters won't go beyond these top schools. The boom in the financial services industry has helped these top schools.

We quote from the NBER (The National Bureau of Economic Research) study in our book. They track salaries of different professions over time. In the 1920s, the financial services industry salaries were way out of line. In 1995 again, they were out of whack compared to the other professions. This is not true of other professions, say, medicine. The top 15-20 B-schools (in the US) need not change their profile or placement focus; however, the others have to and can't really afford to imitate them.

Why do you think a large set of unmet needs in areas such as leadership development,

► *I have studied Gandhiji. My father was a freedom fighter. I am going back to understanding Gandhiji's seven deadly sins and his thoughts on knowledge without character, commerce without morality and science without humanity.*

skill at critical, creative, and integrative thinking, and understanding organisational realities, have not been tackled for so long?

The rest of the B-schools first tried to imitate the top B-schools, but that does not work. Even if you understand needs, developing a curriculum to meet those needs is very tough. The trouble is that for education, there are no good market signals or data to let you know there's a problem. The reaction time is slow too. Our book examines those who did a good job. We went out of the business school ambit and looked at things such as leadership — Center for Creative Leadership — or design — the School of Design.

Isn't the Indian context for management education very different? What are the key gaps in schools in India? What can schools here in India do to close the gap?

The context here in India is quite different. We have to be innovative in our solutions. Distance learning technologies can help with respect to the issue of faculty shortage and also in enhancing the quality of education imparted. We must get away from the premise that only PhDs make good teachers. For e.g. the Great Lakes Institute of Management (GLIM, Chennai) delivers all kinds of value using other faculty — the number of PhDs is only 12! We need to extend the pool of faculty as also look at technology and alternate approaches to pedagogy.

You indicate that 'The single strongest theme we heard in our interviews was the need for MBA students to cultivate greater self-awareness'. Isn't this in many ways a harking back to the spiritual traditions of old? Aren't we revisiting 'plus ça change, plus c'est le meme chose'?

I have studied Gandhiji a lot. My father was a freedom fighter. I am going back to understanding Gandhiji's seven deadly sins and his thoughts on these three, especially, knowledge without character, commerce without morality and science without humanity. All three are alluded to, to create greater self-awareness among all of us. Gandhiji cut to the chase really. Self-awareness is the key. We don't give people the ability to ask and give feedback. Leaders too are faltering. Leaders get work done through others. And that makes an organisation great. Unlike a great doctor who tends to do stuff himself!

Schools also seem to have lost it where practical skills is concerned.

We looked at our (teacher's) jobs as filling people with knowledge and they will get the 'experience' on the job. There are three big issues on 'doing skills' —

Understanding the gap between theory and practice and the limitations of the models that people are using

The ability to apply in practice what you have learnt in theory

The pedagogy of teaching practical/doing skills is flawed. We poooh-pooohed experiential learning earlier. Second, we need innovations in pedagogies

What has been the key value proposition of B-schools so far; what will their value proposition be going forward?

I would like the mission to be — 'People who come here are going to be entrepreneurs, managers and leaders rather than analysts and functionaries.' By doing this, a lot of unmet needs will get met more often along with doing skills and greater self-awareness



Chandu Nair, an IIMA alumnus, is a Chennai-based entrepreneur.

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P-15

UPSC to reform Civil Services (main) exam

COMMITTEE CONSTITUTED Wants to select candidates with in-depth knowledge and understanding

HT Correspondent

■ letters@hindustantimes.com

NEW DELHI: The Civil Services (Main) Examination is next on the UPSC's reforms agenda. The Union Public Service Commission (UPSC) has constituted a high-powered committee to suggest changes in the pattern of this examination.

The move comes after the Civil Services (Preliminary) Examination 2011 in its new format sought to test the aptitude of the candidates as well and not just their knowledge.

The changes in the preliminary exam weren't as drastic as the UPSC had originally hoped. This is one reason why the government was reluctant to rename the preliminary test as the civil services aptitude test.

At the third UPSC foundation day function this week, UPSC chairman Prof. DP Agrawal said the changes had been well received as they provided the candidates a level playing field leading to improved quality of selection.

Agrawal — who has been pushing reforms at the commission — went on to announce that the UPSC was looking at changes that needed to be made in the Civil Services (Main) examination as well as other exams.

"Consistent with the need for selecting the right kind of person from a huge pool consisting of multiple languages, creeds, culture and communities, the commission has now constituted a high-power committee to suggest possible changes in the pattern of Civil Services (Main) Examination," he said.

Agrawal also said that the

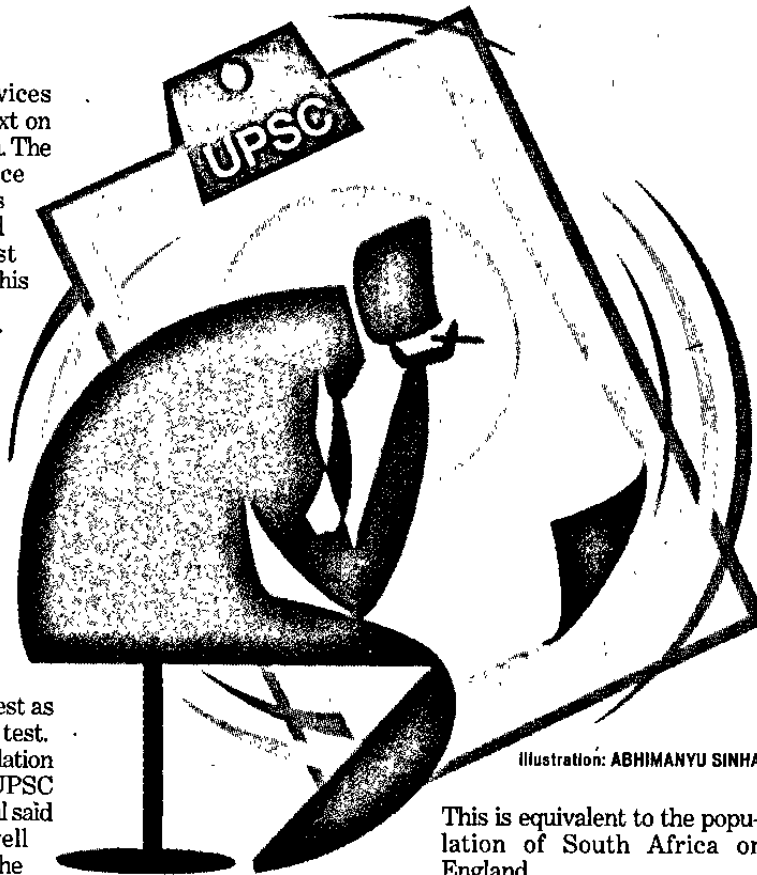


Illustration: ABHIMANYU SINHA

IN SIX DECADES, UPSC HAS SELECTED NEARLY QUARTER OF A MILLION CANDIDATES AFTER EXAMINING OVER 46 MILLION APPLICANTS.

commission's endeavour was to ensure that "candidates are judged on the basis of in-depth knowledge and understanding rather than information gathered at the last moment."

In six decades, UPSC has selected nearly quarter of a million candidates after examining over 46 million applicants.

This is equivalent to the population of South Africa or England.

Minister of State for Personnel and PMO V. Narayanasamy agreed that the recruitment policies of the commission needed to be reviewed and revised to make recruitment faster and also to ensure induction of the civil servants with the right aptitude.

Agrawal agreed, pointing that the commission was looking at other examinations to bring them in tune with the present scenario of country's development and aspirations.

Similarly, he said, the commission had recommended an alternative system to the government to improve the process of induction of civil service officers from different streams into the All India Service.

Field of dreams

Harvard Business School reinvents its MBA course

Young mums shopping in the Copley Mall in downtown Boston last month found themselves being questioned about their use of soap by students from Harvard Business School. The students were not doing odd jobs to earn beer money. They were preparing to help a firm in Brazil launch an antibacterial cleanser.

Fieldwork—ie, going out and talking to people—is a big change for HBS. Its students used to sit in a classroom and discuss case studies written by professors. Now they may also work in a developing country and launch a start-up. “Learning by doing” will become the norm, if a radical overhaul of the MBA curriculum succeeds.

The 900 students arriving in Boston this summer for their two-year course were told they would be guinea pigs. The new practical addition to HBS’s curriculum is known as “FIELD” (Field Immersion Experiences for Leadership Development). Not all the staff and students are overjoyed to be experimented on. But the man responsible, Nitin Nohria, who became dean of HBS in July 2010, says that “if it works, the FIELD method could become an equal partner to the case method.”

Long before he became dean, Mr Nohria lamented the failure of business schools to fulfil their mission of turning management into a profession similar to law or medicine. Asked what should be expected from someone with an MBA, he replies that “obviously, they should master a body of knowledge. But we should also expect them to apply that knowledge with some measure of judgment.” MBA students have long been sent on summer internships with prospective employers, but HBS, like most business schools, did little else to help them with the practical application of management studies.

What happens in the second year of the new course is still being worked out. But the first year has three elements. First, team-building exercises. Students take turns to lead a group engaged in a project such as designing an “eco-friendly sculpture”. They learn to collaborate and to give and take feedback. These exercises are loosely based on ones used in the US army.

Second, students will be sent to work



‘Learning by doing’ could soon become the norm at the Harvard Business School if a radical overhaul of the MBA curriculum succeeds

for a week with one of more than 140 firms in 11 countries. Already the new intake have had conference calls with these companies, ranging from the Brazilian soapmaker to a Chinese property firm, and gone off-campus to conduct product-development “dashes” like the one in Copley Mall. This sort of structured learning-by-doing is a world away from HBS’s traditional encouragement of students to “go on an adventure” outside of classes.

In the third novel part of the course, students will be given eight weeks, and seed money of \$3,000 each, to launch a small company. The most successful, as voted by their fellow students, will get more funding. It remains to be seen if this amounts to much more than a souped-up business-plan competition, though

Mr Nohria says he hopes some real businesses will be created. (If only HBS had thought of this when Bill Gates was thinking of starting Microsoft, or Mark Zuckerberg was creating Facebook—perhaps the school would have received shares in those firms.)

It is unclear how much the one-week working assignments will achieve. Pankaj Ghemawat, a management guru, says “the literature suggests that an immersion experience needs to be at least 2-3 weeks and be backed up with time in the classroom.” The HBS students’ classroom preparation will have to be pretty thorough, then, to make up for the brevity of their field trips. Moreover, some of the HBS alumni who have agreed to offer work experience at their firms say they are un-

sure what meaningful work they can offer the students.

Privately, some faculty members are sceptical that all this change will be worthwhile. In January, the vote in favour of trying the field method was “as enthusiastic as you could get from a faculty,” says Mr Nohria, wryly. He wisely ensured that ownership of the idea was widely spread by delegating design of the new curriculum to several faculty committees. The vote gave the go-ahead to run a “delicate experiment for 3-5 years to see if we can move the needle”, he says, compared with the 13 years it took to develop the case method into more or less what it is today.

The experiment does not come cheap, adding 10-15% to the course’s cost (students pay at least \$84,000 a year), which HBS will bear while it figures out what works. A lot is at stake. For where Harvard leads, other universities may follow.

The Hindu ND 05/12/2011

P7

Super 30 founder is one of world's 20 top teachers



Anand Kumar

PATNA: Math wizard Anand Kumar, who has won accolades for his initiative to train poor students for IIT-JEE, has figured in an international list of 20 pioneering teachers of the world.

Mr. Kumar and his Super 30 initiative is the only entry from India in the select list published by *Monocle*, a magazine published from England, according to Super 30 sources.

Mr. Kumar has found a mention in the category "Class Act – Globe Top 20 Teachers" for the way he has groomed students from the poorest sections of the society consistently over the last 10 years. Apart from him, others to find place in the list are Neil Turok, Pierre Keller, Munir Fasheh, Sarah Elizabeth Ippel and others.

According to *Monocle*, Mr. Kumar is as popular as any actor due to his revolutionary teaching and commitment to the cause. — PTI

Times of India ND 5/12/2012

p-17

Cloned mammoths to be reality in 5 years?

London: Scientists have claimed that within five years the extinct woolly mammoth could be brought back to life from the bone marrow of the species.

A team from Russia's Sakha Republic's mammoth museum and Kinki University in Japan says that the recent discovery of well-preserved marrow inside the thigh bone of a woolly mammoth in Siberia has raised its hope that the species could be cloned.

The scientists are now gearing up to launch a full-fledged joint research next year aiming to recreate the giant



© Corbis

BACK FROM THE DEAD?

mammal, the Daily Mail reported.

By replacing the nuclei of egg cells from an elephant with those taken from the mammoth's marrow cells, embryos with mammoth DNA can be produced, say scientists.

They will then plant the embryos into elephant wombs for delivery as the two species are close relatives. Securing nuclei with an undamaged gene is essential for the nu-

cleus transplantation technique. Mammoths became extinct about 10,000 years ago. But the discovery has increased the chances of a successful cloning. PTI