Newspaper Clips
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HT Mumbai

IIT alumnus named president of US university

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WASHINGTON: In perhaps the biggest break yet for an Indian American in American academia, Subra Suresh, an IIT alumnus, was on Tuesday named the next president of Carnegie Mellon University.

Carnegie Mellon is among the top 25 US universitites, and Suresh's appointment marks a new high for him personally and the community, widely respected for academic excellence.

Suresh goes to Carnegie Mellon from the National Science Foundation, a $7 billion federal science agency he was named to head by President Barack Obama in 2010. Suresh takes over from Jared L Cohon on July 1.

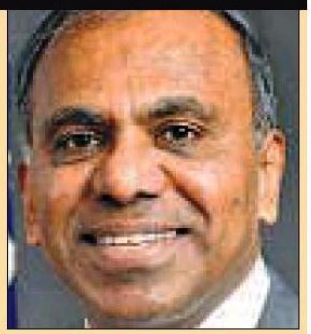
"Dr Suresh possesses the strategic vision, international expertise and commitment to technology research and education that will continue to build CMU's (Carnegie Mellon University's) reputation as a world leader in higher education," said Raymond J Lane, Hewlett-Packard chairman and head of Carnegie Mellon's board of trustees.

"The extraordinary ability of the CMU faculty and students in bringing together cutting-edge research and education across multiple disciplines positions CMU uniquely to address global challenges," said Suresh.

Indian Americans hold some of the most prestigious positions in US schools: Nitin Nohria is the dean of Harvard Business School and Soumitra Dutta is dean of SC Johnson Graduate School o Management at Yale.

Vijay Govindrajan, professo at Tuck School at Dartmouth and author of Reverse Innovation, said: "This is a great honour for Dr Subra Suresh and a recognition of the importance of Indians in US Universities The twin forces of globalisation and technology will remake higher education. Dr Suresh is the ideal leader in this changing global landscape."

WHO IS SUBRA SURESH?



Subra Suresh

- Suresh grew up in Tamil Nadu and graduated from IIT Madras in 1977 and moved to the US for higher studies the same year
- He wound up at MIT, first to study and subsequently to to become the first Asian American to head one of its five schools
- He was awarded the Padam Shri in 2011
- He is married to Mary Delmar, a former public health official. They have two daughters, Nina and Meera
- He goes to Carnegie Mellon from the National Science Foundation which he was named to head by Obama in 2010.

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Indian tech czar leaves Obama for univ top job

Chidanand Rajghatta | TNN

Washington: President Obama's geek-in-chief, an Indian-American whose academic pedigree spans institutions from IIT to MIT, is stepping down from a high-profile post in the administration to head Carnegie Mellon University (CMU), which also hosts the world's top ranked school for computer studies.

The White House and Carnegie Mellon both announced on Tuesday that Subra Suresh, 56, is quitting as Director of National Science Foundation to move to Pittsburgh to become the 9th President of the century-old institution founded by Andrew Carnegie, a contemporary of Jamshedji Tata.

REBOOTING: Subra Suresh

The move caught both Washington and academic circles by surprise because Suresh had served only three years of a six-year term at NSF, and the heading the NSF, with its $7 billion budget, is considered one of the top jobs in the administration in the science and engineering field.

But CMU, which has a billion dollar endowment, is no less prestigious in the academic sphere. Year after year, it has been named the world's best institution for computer science studies, counting among its alumni half dozen Nobel Laureates, including John Nash, the mathematician who was subject of the Hollywood movie "A Beautiful Mind".

It has also produced eminent gearheads such as Vinod Khosla and Andy Bechtolsheim, who co-founded Sun Microsystems. Even the fictional Dr Vaseekaran in Rajnikant's Robot opus was affiliated to CMU.

Among its real-life Indian alumni: rural development minister Jairam Ramesh, who earned a degree in public policy at CMU's Heinz College, associated with secretary of state John Kerry's wife Teresa Heinz. The Dean of Heinz College, Ramayya Krishnan, is also an IIT Madras alumnus like Subra Suresh, pointing to Indian educators now breaking to the top in US academia.

While Indian-Americans head other US universities, notably Renu Khator at University of Houston and Beheruz Sethna at the University of West Georgia, Suresh will be the first person of Indian-origin to preside over a major American university with over a billion dollars in endowment. On Tuesday, President Obama praised his services to the US despite his relatively short stint. "Subra has shown himself to be a consummate scientist and engineer — beholden to evidence and committed to upholding the highest scientific standards. He has also done his part to make sure the American people benefit from advances in technology," Obama said.

Financial Express ND 07/02/2013
P-11

Review space norms for universities

Arun Nigavekar

Bloomberg

THE IT ZONE: In this 2003 file photo, students gather on campus of the Indian Institute of Management in Bangalore. Today, digital interactive classroom becomes the heart of the entire teaching and learning process

WORLD over, the size and shape of universities is undergoing a big miniaturisation process. Only recently, Professor Marti Subrahmanyam, Charles E Merrill Professor of Finance, Economics and International Business in the Stern School of Business at New York University, made a comment on the recent trends of better doing Indian businessmen to jump up a band wagon process of "building" the universities. He said, "They first talk about land. Indeed they are obsessed by land — which is not required in large quantities". It is a fact that real estate developers and political leaders, who use their political and muscle power to acquire land, are big landholders and they enter the "education business" with much ease. They don't have academic and organisational expertise, which they hire, but use their "floating financial resources" to create palace-buildings to achieve two things, satisfying the needs of authorities like AICTE, MCI and other professional councils and to create a brand.

Now, in the 21st century, few things have changed. First, technology is a change maker for learning processes. Secondly, the good old concept of huge physical structures that were the symbols of identity of a university in 70s and 80s are no more benchmarks of a good university. Rather, students are already technology-savvy vibrant creatures and they look for an "anytime, anyplace" learning environment. Moreover, today space is a very precious commodity and with enhanced crunch of land availability, universities would have to look at new norms for effective, efficient and cost-controlled use of available space.

The new designs for university campuses may have to look for vertical multi-storey building structures. Every element of space — academic, library and information support, non-academic, support services, residence and environment have to be relooked critically for meeting the pressures of "mass education" that would be a reality by 2020.

Modern digital technologies such as computers, telecommunications and networks have increased vastly; our capacity to know and to do things, and to communicate and collaborate with others. They allow us to transmit information quickly and widely, linking distant places and diverse areas of endeavour in productive new ways. They allow us to form and sustain communities for work, play, and learning in ways unimaginable just a decade ago. Hence the academic practices in all areas of higher education are radically transforming all over the world.

Today's standard lecture, as a knowledge delivery model, is a legacy of our pre-digital past. We already have decades of research behind us which says that as far as learning goes, having one person stand up in front of lots of people and talking non-stop is about as ineffective as it gets. Many western universities introduced so called "smart" classrooms to the teaching process, as well as tablet PCs, digital textbooks and online virtual courses through distance learning. Classes also use "smart boards": interactive electronic blackboards where students and professors can post and work on assignments online. All students primarily use digital textbooks by renowned world-class authors, published by leading publishing houses. Student services are based on electronic communication. Grading is done by entering grades into the system, and classes use software that scans for "cheating", guaranteeing a fair evaluation method. As a result, students are now able to acquire new academic knowledge more quickly and with greater ease. The digitised education process ensures students greater mobility in the learning process and enables them to invest their creative energy in initiating academic and professional projects that contribute towards their professional development.

The laboratory and workshop experiences for which huge structures were created could now be simulated in a virtual mode allowing students to have "real life" experience on PCs. Today, smart digital interactive classroom in true sense becomes the heart of the entire teaching, learning, understanding and experience giving process. Space efficiency in building design and utilisation of space in modern learning environment are the aspects even the developed nations are seriously looking in to. Serving the parking needs of large campuses has been one of the biggest challenges for providing parking spaces in today's two wheeler-driven student communities. In western world, it is space for parking of cars and they are using multi-space technology solution to address these issues that have become a symbol of modern students. The consumption of electricity, oil and water are the most difficult aspects that universities never bothered till now, but with enormous availability crunch on these natural resources, the universities have to plan their campuses for efficient and optimal use of such natural resources. In a typical college or university facility, lighting, ventilation, and cooling are the largest consumers of electricity; as a result, these areas are the best targets for energy savings. By implementing economical energy efficiency measures, many colleges and universities have the potential to cut their energy bills by 30 per cent or more.

The message that emerges from all these transformations that are happening world over, is that the role of universities as well as the process of delivery of education is changing. Moreover, in India, when availability of land has become a constraint both in cost and growth of education, it is necessary that the Authorities like UGC, AICTE, MCI and others to have new norms for higher education institutions both for land and space.

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Tribune ND 7/02/2013 p-8

Learning for future

Higher education can be national asset

ACCESS to knowledge is fundamental in the country's bid to empower its people, the President has said. He was speaking in the context of higher education while addressing vice-chancellors of Central universities. The significance of this becomes plain when we look at the figures — enrolment in higher education in India is 15-20 per cent, while in the US it is 60 per cent. India's greatest strength and offering to the world over the next decade is going to be its human resource, with a surplus of 47 million working-age people expected by 2020, while the US will have a shortage of an estimated 17 million. This can work in two ways: India supplies manpower to the world or the work comes to India. The key, either way, would be our skill level.

Education, therefore, is obviously the most important investment the country can make today. The kind of work we attract will depend on the skills we have, which means higher the education, greater the value addition. The lead in higher education in the country has thus far been with the government, the IITs and the IIMs being the flag bearers. But the expansion required to provide wide access to higher education — nearer home, as the President says — can come only from massive private investment. There has been plenty of it thus far, but the quality of what is offered often remains suspect. Certain issues, like lack of quality faculty, will be overcome only with time, but greater monitoring is required today to ensure students are not taken for a ride.

Public universities can contribute by promoting traditional courses as well as academic research, which may not have immediate market value but will produce a higher skill set, which is ignored by private institutes focused on employability of their graduates. Even as we plan getting on a growth trajectory for higher education, we will have to focus equally on the system that will feed the universities — our schools. As of today, the country is grossly inadequate in school education, gains from the RTE Act notwithstanding.

Business Standard ND 7/02/2013 P12

IIT-Bombay places 72% of its BTech batch in phase-I

BS REPORTER
Mumbai, 6 February

Phase-I of placements at the Indian Institute of Technology-Bombay saw almost 240 companies making around 900 job offers.

IIT Bombay held Phase-I of its placements between December 1 and 18, 2012. Most students continued to show interest towards the technical sector, with most of them opting for engineering and technology firms including information technology. The largest number of offers by single organisations were from the engineering and technology sector. Close to 60 offers have been extended by management consulting firms.

Business Standard ND 7/02/2013 P16

Ranked among top global MBAs

The sixth of an eight-part series on the one-year full-time MBA at IIMs looks at the status of the course as a top-ranked MBA globally and the No. 1 MBA in India

SHIKHAR MOHAN

The one-year full-time MBA at IIM A, the one-year courses at ISB, Hyderabad, and SP Jain School of Global Management-Dubai, are the only MBAs from India to have been ranked in the global ranking of MBAs by the *Financial Times*, London — widely regarded as the foremost ranking in the world.

In 2011, IIM-A's one-year full-time MBA (PGPX) debuted on the MBA rankings at No. 11 in the world. It maintained its ranking in 2012 at No. 11 — ahead of the flagship two-year MBA of Kellogg, NYU Stern, Yale, Tuck, Cornell and the flagship one-year MBA of Oxford, Cambridge, and ISB.

The same ranking establishes IIM-A's one-year full-time MBA (PGPX) as the No. 1 MBA in India and the No. 2 MBA in Asia. *(http://bit.ly/iimacommunique)*

In 2012, ISB's one-year MBA (PGP) was ranked No. 20 and SP Jain-Dubai's one-year MBA (GMBA) at No. 91 in the world rankings. *(http://bit.ly/mbaranking2012).*

While SP Jain School of Global Management-Dubai is listed as a Dubai-based school in the rankings, I mention it in the article because its parent organisation, SP Jain Institute of Management & Research, is of Indian origin.

Importantly, the PGPX at IIM-A has been ranked No. 1 in the world in 'career progression' by the *Financial Times*, ahead of Stanford, Harvard and Wharton. The most recent rankings released by the *Financial Times* in 2013 had IIM-A's PGPX and ISB's one-year PGP lose some ground, and SP Jain-Dubai's Global MBA exit the rankings; the PGPX has, however, maintained its No. 1 rank for career progression. Additionally, IIM—A retains its ranks as India's No. 1 MBA.

The *Financial Times* requires a course to have been running for a minimum of four years and the alumni of the one-year course expect the one-year full-time MBA at IIM-I, IIM-B, IIM-C and IIM-L to join the rankings once it passes this mark.

As shared earlier in the series, the two-year PGP at IIM-A is ranked in a separate list by the *Financial Times* — the Ranking of Masters in Business Management (MIM or MBM) *(http://bit.ly/mastersranking2012)*. IIM-A's two-year PGP is the only two-year programme from India to have made it to the MIM ranking.

The MIM is a course in management theory for candidates without work experience, and is ranked separately by the *Financial Times* because it considers only post-experience programmes as MBAs. This is in line with the definition of the MBA by global MBA accreditation body Association of MBAs (AMBA).

The strict stipulation mandating substantial work-experience of participating students for a course to be considered an MBA reflects in the list of accredited MBA programmes from India. As links to the accreditation page on Association of MBA's website show, the one-year full-time MBA at IIM-Lucknow (IPMX), the same course at SP Jain-Mumbai, called PGPM, and the same course at MDI, Gurgaon, called NMP, are accredited as MBAs, and the two-year PGP at these places as masters in business and management. The links are *(http://bit.ly/mbaiiml)*, *(http://bit.ly/mbaspjain)* and *(http://bit.ly/mbamdi)*.

ONE YEAR MBA AT IIMs DECODED PART-VI

These one-year full-time MBA and two-year programme at these institutes are currently among the select few courses from India to have received an Accreditation by AMBA in their respective MBA and MIM categories.

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To know more about the one-year full-time MBA pursued by the writer, visit fb.com/IIMIEPGP

The seventh part will appear next Thursday

Business Standard ND 7/02/2013 P16

B-schools get sleepless nights as CMAT finds few takers

Only 190,000 students register for AICTE's entrance test against 375,000 seats available

KALPANA PATHAK
Mumbai, 6 February

The All India Council for Technical Education (AICTE) might have seen a rise in the number of students registering for its Common Management Admission Test (CMAT), but B-schools are a worried lot. With around 1,90,000 students registering for CMAT so far and 3,75,000 seats available, B-schools say they may be staring at almost empty classrooms this year, too.

B-schools in Maharashtra have written to the Directorate of Technical Education (DTE) seeking permission to admit students from other national tests, including Management Aptitude Test (MAT), Xavier Aptitude Test (XAT) and AIMS Test for Management (ATMA), etc. Sixteen states have so far replaced their respective common entrance tests with CMAT for admission to B-schools.

"We have requested the DTE to allow us to draw students from other national level tests till CMAT becomes more popular. Maharashtra has around 45,000 management seats and we need students to fill these up," said Apoorva Palkar, director, Sinhgad Institute of Management and Computer Application, Pune. Palkar is also chairperson of ATMA, run by the Association of Indian Management Schools, which has over 600 B-schools as its members.

B-schools in Maharashtra have written to the Directorate of Technical Education seeking permission to admit students appearing in other national level tests

"Actually, it is the students who select the institutes. So, there will always be a mismatch, and seat occupancy at B-schools will be a concern. Talks are on with the DTE and we hope some resolution will come our way soon," said Kavita Laghate, director, Jamnalal Bajaj Institute of Management Studies.

AICTE says, registrations for CMAT have jumped nearly three times since last year. CMAT is held twice a year and each student gets two chances to sit for the test. AICTE says students who have exhausted both their chances can use the best score for admissions.

"We have seen an increase in registrations this time. However, there could be duplication with some students registering again this year. We have advertised heavily, and despite this if students are unaware of CMAT and if state governments tell us they would want another round of CMAT, we are open to that," said the chief coordinator of CMAT, AICTE.

The chief coordinator added that as admissions for MBA goes on till August-September in most of the states, AICTE is open to extending any other opportunity to students.

B-schools say their interest at this point is filling up maximum number of seats. If students are not appearing the test, AICTE and states need to spread awareness about the same.

"Many students are not aware whether the state test has been replaced with CMAT. AICTE and the state is not doing their bit in spreading the word about CMAT. And, when these seats go vacant, they will blame it on management education not being a hot subject, which is not the case," said Sai Kumar, centre director, TIME, Mumbai.

In 2012, over 180 B-schools shut shop in India, while another 160 are expected to down shutters this year, according to a paper by Assocham. The paper reveals that since 2009, recruitments at campuses have gone down by 40 per cent in 2012, and the biggest reason for it is the mushrooming of Tier-II and Tier-III management education institutes.

Business Standard ND 7/02/2013 P15

Realising India's industrial dreams

AJIT BALAKRISHNAN

Even if Mamata Banerjee, J Jayalalithaa, P Chidambaram, Nitish Kumar, Narendra Modi, our prime minister and officials in the Planning Commission cannot agree on many elements of public policy, there is one thing they speak for in one voice: the need to have more factories in India and to have existing factories grow at a faster rate. The reason for this unusual consensus is not difficult to see. If you are a politician at any level and are campaigning at election time, what the sullen young men and women in front of you want to hear are your plans to get them industrial jobs. Such an opportunity will let them escape the dead-end jobs in their parents' tiny farms — where some act of the weather gods can destroy in one instant the work of a whole season; where hours of back-breaking labour under the blazing sun do not yield enough rice or wheat or vegetables to feed their own families, let alone have anything left over to sell and earn some cash. Nor do they want equally dead-end jobs as fetchers and carriers in city shops far away from home. They yearn for a situation where their hard-won Class-VIII or Class-X pass certificates and willingness to slog are rewarded with jobs in which they are treated with respect and get paid enough to be able to afford a decent life, with a little left over to support ageing parents back on the farm.

But the same Mamata Banerjee, J Jayalalithaa, P Chidambaram, Nitish Kumar, Narendra Modi, our prime minister and officials in the Planning Commission also stare in unison at the stark reality of India's manufacturing landscape: the vast majority of "factories" that exist in India are not the gleaming, well-lit, airy production units efficiently producing cars, mobile phones and refrigerators. Most are hole-in-the-wall operations, employing a mere dozen or so workers, and eking out a living dodging the excise and sales tax inspector.

This situation is not for lack of trying by our policy makers and political leaders. The most ambitious effort was made in 2005, when Special Economic Zones (SEZs) were legislated. Industrial units in these SEZs were offered land at throw-away prices and exempted from customs and excise duties and income tax. In some states, even the operation of labour laws was suspended. But to no avail. According to the government's Economic Survey, the number of people employed in manufacturing in India actually dropped by four million in the past five years. This comes at a time when we ought to be creating several million manufacturing jobs every year, lest we drown in an immense national social crisis.

But evidence is mounting that the causes for and solutions to India's manufacturing angst may not lie in high land costs, excessively labour-friendly laws or excessive taxes. It may lie in the sheer lack of manufacturing management expertise among our managers and business persons. This is the expertise needed to manage your factory in a way that you hold far lower inventory than your competitor, respond to an order within hours of it being received rather than in days or weeks, change over from one mix of products to another mix of products in hours, not months, and the expertise to make subtle design changes in your product and make it easier to manufacture or to repair.

A group of far-sighted people is working quietly behind the scenes to make such expertise widely available to Indian industry. The Indian Institute of Management, Calcutta, the Indian Institute of Technology, Kanpur, and the Indian Institute of Technology, Madras, have for the past five years jointly offered a one-year academic programme to train a generation of manufacturing visionaries, who will hopefully bring about a revolution in Indian manufacturing. The course takes in executives who are already working in manufacturing companies and equips them with techniques developed in cutting-edge manufacturing companies in Japan and the United States. Techniques such as visual mapping – which helps visualise and optimise the flow of materials and information within a factory – can increase a factory's output 50-fold or more without increasing the number of workers, or the number of hours worked, or the capital equipment deployed. These techniques do more to make a manufacturing unit competitive, compared to what cheap land or tax breaks can ever hope to achieve.

The Visionary Leaders in Manufacturing Programme, as it is called, is the result of a Herculean effort by the Confederation of Indian Industry, the National Manufacturing Competitive Council and the Japanese government. It is inspired by the legendary Japanese manufacturing guru Shoji Shiba. Faculty from IIM Calcutta, IIT Kanpur, IIT Madras and Japan join in delivering this course and in creating a community of like-minded professionals to share experiences.

The discourse on manufacturing in India has so far tended to quickly regress to one about land acquisition, tax exemptions and labour law relaxation. Business persons loudly make the claim that getting land virtually free and being exempt from state taxes are the keys to making Indian manufacturing competitive, and chief ministers of states – desperate for manufacturing jobs – oblige them by acquiring land at low prices from near-destitute peasants. This triggers social conflict. Hopefully, a new generation of visionary manufacturing leaders, who have the skills to unravel the drivers of supply chain performance and to manage global supply chains, will elevate this discourse to one about expertise in manufacturing.

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