

PROMOTION
OF EDUCATION

PROMOTION OF EDUCATION

ALI INDUSTRIAL TECHNICAL INSTITUTE

Soon after Packages came into being and we were recruiting new employees, I was inundated with recommendations and personal pleas by young men coming with their parents to seek employment. They would wait outside our house every morning. Most of the job-seekers were young boys who had completed their Matriculation examinations. Very soon, I came to realise that there were far fewer jobs than job-seekers and that the job-seekers did not have the right qualifications or training. I suggested to my father in early 1961, only a few months before he died, that we should set up a technical institute to train young boys in basic engineering skills, and offer to build it on our own land on Ferozepur Road near the Walton Airport. The family had nearly nine acres of land in scattered plots bought by my father and uncle some thirty years earlier. With his approval, he and I took a letter to the Additional Secretary Development, Government of Punjab, offering to build a technical institute with our own resources on our own land, provided the Government consolidated the land that we owned. Mr. S.I. Haq, the officer concerned, immediately saw the greater benefit and within a short period of time got the approval of the Governor of Punjab, Mr. Akhtar Hussain. The Chairman, Lahore Improvement Trust, ordered the consolidation of the land and handed over a plot of nearly nine acres to us for the specific purpose of building a technical institute.

We set up an independent Trust called the Industrial Technical and Educational Institute (ITEI) and monetary donations were made to it, primarily by Packages and some other companies in our group. In May 1961, my father passed away, but the readiness and enthusiasm with which he had blessed this project speeded the translation of the plans into reality. My brothers agreed that the residual assets of my father, consisting of shares in some of our companies that were in his name at the time of his demise, be donated to the Industrial Technical and Educational Institute Trust. I approached my friend, Dr. Mubashir Hassan, to draw up a feasibility plan for the institute and he prepared a very sound one with which I could approach the Swedish Aid Agency, SIDA, to help us implement the plans. The Swedish Government debated for almost two years before they finally agreed to provide us generous assistance in giving us five teachers for three years and also equipment that was not available in Pakistan. The total assistance was over one million Swedish Kronors. Ali Industrial Technical Institute (AITI) was built to the design of a Swedish architect and the first batch of students was admitted in 1971, consisting of about a hundred students for a two-year programme.

Until 1991, every year around hundred students passed out with a specialised skill in one of the five trades offered at the AITI, i.e. Workshop Practices, Automobile Engineering, Electrical Engineering, Refrigeration & Air Conditioning and Tractor Maintenance. This Institute took boys with basic 10 years of education and put them through a rigorous two-year training programme. By 1989, 2,185 such technicians had been trained. They are now spread all over the country and abroad, earning a reasonable living and making a positive contribution in running engineering operations either on their own or in the factories of others. In 1989, I felt that the purpose for which the Institute had been created had been served. Many public and private institutions on these lines had by then been established and there were sufficient numbers of technicians coming out of these institutions. We, therefore, decided to close down AITI in 1989.

AITI was entirely funded from the ITEI Trust set up by the family or by donations from companies run by the family. There were no fees charged and our endeavour was to recruit students who came from genuinely poor

PROMOTION OF EDUCATION

families, especially from the rural areas, so that the benefit went to the people who had not had the opportunity to otherwise improve their standard of living by gaining a skill.

I am very grateful to God for giving me the idea of the technical institute and with the blessings of my father I was able to translate it into a reality within a few years.



Ali Industrial Technical Institute

PROMOTION OF EDUCATION

LUMS

THE FIRST YEARS

I was exposed to the study of business administration at the University of Michigan in 1947. At that time, business administration education consisted of subjects that one now studies in one's B.Com. or M.Com. My second contact with the study of business education was in 1973 when I attended the Advanced Management Program (AMP) at the Harvard Business School. That was when the impact of management development really influenced me.

I came back from the Program with two very distinct impressions:

1. That most of the things one learnt during the Program one had already been exposed to in one's working life; and
2. There was a great deal of diversity of approach to solving a particular problem.

Soon after I came back from the Harvard Business School, I was drafted into national service by Mr. Bhutto's Government and was asked to set up and manage the public sector National Fertilizer Corporation. I stayed there for over three years and was able to put into practice many of the things I had learnt at Harvard. On my return to private life in 1977, the AMP experience continued to guide me. From 1977 onwards, I adopted the role of an Advisor to Packages instead of Managing Director, which I had been for almost the first twenty years of the Company's existence.

Having worked in business and industry since 1948, I realised the importance of management for the success of any operation, be it in the private sector or in Government. I also realised how great the dearth of good managers was in Pakistan and felt that this could be the single most important cause of the country's inefficiency in many walks of life. In Packages, from the very beginning in 1957, we have had a rigorous training programme for people who were taken in on the management side. We were able to develop these people by sending them to factories of our foreign partners in Europe. This kind of opportunity was not available to many Pakistani businessmen and I started toying with the idea of setting up a Business School in Lahore.

I started agitating with the public sector for a Business School. When the Government nationalized the private sector, they took people from there to get their industries going. I said to them that this one time harvest had been taken but to sustain their businesses, the Government must set up an institution to train managers. I wrote a paper on this subject at that time which is on record.

Having served in the public sector, I knew most of the Chairmen of public sector corporations with whom I had served. I approached Razak Dawood and Dr. Parvez Hassan and told them about my dream and they readily agreed to join me in this endeavour. A person who played a very important role in all this was Mr. M.R. Khan, Chairman of the Pakistan Banking Council, who had been in the State Bank of Pakistan and headed their Foreign Exchange Control. He told me, 'Today, I need 1,200 managers for all the branches of my nationalized banks.'

After my stay at Harvard, I kept on going back to the Harvard Business School whenever I visited the United States, to meet with the faculty and exchange views. I developed an urge to see if we could replicate the Harvard

PROMOTION OF EDUCATION

model itself in Pakistan and approached my Harvard faculty friends there to ask if we could have an affiliation with them. On a visit to the United States in 1984, I tested the idea of a Business School with my friend, Javed Hamid, whom I had known since my NFC days, when he was in the Planning Division in Islamabad and who had subsequently joined the International Finance Corporation as an Economist. Javed, an MBA from the Harvard Business School, was very positive and I asked him to provide me with ideas and suggestions. Two months later, when I next visited him in Washington, he gave me a write-up on the proposed Business School, by him and Professor Bob LaPorte of the Pennsylvania State University. I asked Javed Hamid if he would help me in realising this dream by coming to Lahore and working with me at Packages, not only on the Business School plan but also to assist us in planning what Packages should do next. He said, 'Get me leave from IFC and I will be available to you.' I knew the hierarchy very well in the IFC and I told them, 'I am going to start a project that will help business development in Pakistan. You are interested in business development in the country and want good managers. This will be a source of good managers for you. Can you give three years leave of absence without salary to Javed Hamid to establish our Business School in Lahore?' They agreed.

For a year, Javed sat two rooms away from my office writing out the concept of the School. Finally, we registered the National Management Foundation. I kept my friends who had agreed to support the project informed. We at Packages were doing all the legwork but I got all their encouragement and financial support to build the School.

To be able to raise funds, we needed the blessing of the Government for our Foundation, which would provide the financing for the School, and I sought a meeting with the then President, General Mohammad Zia-ul-Haq. I met him at the Governor's House in Lahore and requested a Charter to set up a Business School that would enable us to grant our own Degrees. I also asked that donations to the Foundation which would finance the School should be treated as an expense by the donors for tax purposes and thirdly that the President of Pakistan be the Chancellor of the University. He was surprised that I did not seek any help for land or money and readily agreed to grant our request; within the following four months we were given the Charter, not only for the establishment of a Business School but for a University! In this regard, Dr. Mohammad Afzal, the then Minister for Education, played a very supportive role, for which LUMS will remain ever grateful.

Javed said, 'We need to establish our credibility by starting the School as soon as possible.' He then looked for accommodation and took three houses on rent near Liberty Market. He hired an architect and remodelled one of the buildings to have two classrooms and a few discussion rooms.

We were fortunate to persuade a number of young Pakistani teachers at different US and Canadian universities to abandon their careers there for a challenge at LUMS. Razak and I travelled to North America to seek out these individuals. Among them were Wasim Azhar, Salman Shah and Wasif Khan.

Because of my Swedish connections, I was able to find the first Dean of our Business School from Sweden, Prof. Jan-Erik Vahlne. The second Dean was Jim Erskine from the University of Western Ontario. They were very good teachers and created the brand of LUMS. The market's response to our graduates was very positive.

PROMOTION OF EDUCATION

We took our first batch of 36 students in September 1986 for a two-year MBA Program patterned after the Harvard Business School. The students we took were often not outstanding but they had good work experience prior to their joining LUMS, which was invaluable as we were teaching by the case method.

President Zia-ul-Haq visited the modest facilities in 1987. Mr. Lee Kwan Yew, the founder of Singapore and its first Prime Minister, came to LUMS at the Liberty Market campus in 1988, where we offered him dinner and he addressed the students. At that time, the total population of our students and faculty was under 80!

The decision regarding setting the fees was left to Javed Hamid. The idea was to have a number that would be competitive, meet our expenses, and which the students and their families could afford. My guideline to Javed was to have a surplus budget; I didn't get involved with micro-management.

We had decided that we would ask potential donors for Rs. 2.5 million, which was at that time equivalent to US\$180,000. Because I had been successful in business, it gave us a certain credibility; there was never a question as to what I would do with the donors' money. I went and touched about 100 people, of whom 60 gave me Rs.



1992: Mr. Lee Kuan Yew (First Prime Minister of Singapore) at LUMS

PROMOTION OF EDUCATION

2.5 million each. In that group there were people of the stature of Chaudhry Nazar Mohammad, Yusuf Shirazi and Razak Dawood, who all gave generously from their companies. I went to Mr. M.R. Khan and asked for the same amount of Rs. 2.5 million. He said, 'No, I will give you Rs. 5 million!' Including his later contributions, he gave us a total of Rs. 10 million from the Banking Council because he knew that LUMS was essential for producing good quality graduates for banks and businesses.

I was on a flight from Lahore to Karachi when someone I had never met sat next to me. He was Mr. Alfred E. Dapp, a Swiss gentleman, from Ciba Geigy. He spoke excellent Urdu and he told me that he had a teacher from Lucknow. Before we landed, Dapp Sahib committed Rs. 2.5 million for LUMS. Dapp Sahib and I are still very good friends; he is now retired and lives in Switzerland. I then made personal visits to multinationals, specially the ones that I was associated with or had business dealings with for over two or three decades, like Hoechst, Siemens, Ciba Geigy, Philips, and American Express. I had met with their senior management in their home countries either in connection with my participation as a Director of these companies in Pakistan or through my association with the United Nations Centre for Transnational Corporations. It was heartening to see a very positive response right at the top. They endorsed support and the local management of these companies generously participated in the project.

I used all my contacts everywhere to put pressure on local people to participate. I give credit to people who contributed at that time when there was nothing on the ground. Now people go to LUMS and make commitments because they can see something happening. I wrote the first cheque which I feel is the basic requirement before going and asking money from others. Later, for the School of Science & Engineering at LUMS, I again wrote the first cheque for Rs. 100 million.

We received donations not only from within Pakistan but we also got contributions from Pakistanis working abroad. Sheikh Irshad Ahmed, who some years earlier was head of NESPAK, and whom I had known since my student days, sent in a cheque for a million rupees even when he had not been approached! He said, 'Both my sons have educated themselves. Here is a million rupees which has been lying in my Postal Savings Account.' That was the single largest personal donation till then, all others having donated from their companies. Such has been the spirit of contribution that has gone into building LUMS! Mr. Yaqub Ali and Sir Anwar Parvez, very successful businessmen in the U.K., and Jabbar Malik in the United States, whom I had known for many years, sent us generous donations for our Scholarship Fund. The names of people who contributed in one way or another are innumerable. It shows that when people have faith in a cause, they will contribute. Not one person who has contributed for LUMS has come to me to say that I have let him down or not delivered.

The other major private sector support was from the Rausing family. I had asked them to contribute to the establishment of the Executive Development Centre, for which they readily gave one million US dollars. The Centre was named after the founder of the family, Dr. Ruben Rausing, on his birth centenary on 17th June 1995. Later, the Rausing family donated another million US dollars for the Centre.

PROMOTION OF EDUCATION

The idea was not to make managers for Packages Limited; Packages had its own management programme and we had no shortage of people with excellent qualifications whom we could recruit and train. We wanted to improve the general quality of business in the country for which we needed to have good managers both in the public as well as the private sector. The idea was to produce a large pool of young men and women who could manage business, industry and banking.

THE CAMPUS

At the start, our vision was very contained and narrow. Javed Hamid was the first Project Director of LUMS. I asked him how much money was needed. He said we could start the School if we had Rupees 20 to 30 million. We collected that money and even had some surplus with which we bought land for a larger campus. In pieces, we acquired fifty acres adjoining the Defence Housing Authority. Further land was later purchased to enlarge our holding to over 100 acres.

In the funding for our new campus, the real break-through came when the Russians invaded Afghanistan and the US announced that they would give financial assistance of US\$3.2 billion to Pakistan. In those days, foreign Embassies were quite accessible. I went to the American Embassy and I asked them if education fell within the US\$3.2 billion economic assistance that was promised. Ambassador Dean Hinton said, 'I don't see why not.' Then I went to our Government and informed them that the Americans would support us if the Government of Pakistan endorsed our application. Saeed Ahmad Qureshi, the then Secretary Education, said, 'I will do so on the condition that for every dollar that you take from the US, you raise a dollar yourself. I don't question your integrity. But the minute others find out that Babar Ali is getting funds from the Americans, there will be a queue outside my office to forward their applications as well.' I said, 'In that case, you have to count the fees we collect as money raised.' He said 'Accepted.' I then went back to the Americans and told them that the Pakistan government would forward our case. The American Ambassador Hinton invited me to lunch. It was winter and we were sitting in his garden. He had the Head of USAID with him and only the three of us were there. The Ambassador asked me, 'What kind of money are you looking for?' I said to the Ambassador, 'Does US\$10 million frighten you?' He said, 'Not really.'

We now had to spend that \$10 million. My previous experience of building factories while I was in the NFC came in very handy. We had to decide on an architect and knew that it had to be someone with whom we could work well. I looked around and decided that Habib Fida Ali³² was an architect we could communicate with. He had lived in Lahore and was an Aitchisonian. I have dealt with many architects; they are a cross between an engineer and a poet. The architect thinks he is a poet and I consider him an engineer! The poet feels that nobody can dream like him! I was looking for somebody who would listen and who was willing to learn. I asked Habib to go round the world and see Business Schools including Harvard and all the new Schools that had come up. I put him in touch with the architect of the Harvard Business School to learn the philosophy of the new construction there. Habib went to Japan, England and America and started drawing up the plans, which we discussed with our faculty members. I asked Habib to go back to Harvard and consult the faculty there, especially Professors Lou Wells and Jim Austin, who were on our Academic Council, and get the plans approved by the architect there. Habib had the

³² The first building he built for me was at 308 Upper Mall, Lahore. See page 195

PROMOTION OF EDUCATION



1992: Construction of the Academic Block at LUMS

ability to admit that he didn't know everything. We laid out the plans with a view to setting out the basic concept, from which the whole thing would grow. We started construction of the campus in 1992 and the Main Academic Block was ready for occupation from the Academic year starting in September 1993. At that time, just the Academic Block was four times larger than our needs!

I find Habib Fida Ali to be the most educated among current architects. I have always hung on to my architect and spent time with him. Habib Fida Ali has designed the entire complex of buildings at the LUMS campus. There have been some questions asked as to why we only had one architect, but I wanted one theme to run throughout the entire campus. I think he has done a good job. I must say the Management Committee of LUMS has been supportive and raised no objections and Habib has proved his worth and has delivered.

Once the Academic Block had been built, we installed a plaque acknowledging the support of the US Government, with the text approved by USAID authorities, at the main entrance. American Ambassadors who have come to Pakistan since then have all said to me that the best ten million dollars spent in Pakistan were on LUMS!

LUMS has also benefited from the extremely gratifying involvement of some 100 large business enterprises in Pakistan who have generously participated with their money and time to further the cause of business education.

Today, our graduates are well sought after. We have qualified and experienced faculty in the case method of

PROMOTION OF EDUCATION



March 27, 1995: U.S. First Lady Hillary Clinton at LUMS

teaching, we have our own campus, and thus have a base on which we can build. The challenge is to maintain our quality and continue to make a change in the business scene in Pakistan.

The objective of setting up LUMS was to upgrade business education in Pakistan so that our business environment develops into a new sphere. An important aspect of LUMS, therefore, has been to offer short courses for Executives who are already working. We hold such courses ranging from two days to three weeks on functional and topical areas. We also hold tailored courses for individual companies, organisations and industries. These are held at the Rausing Executive Development Centre. We also have a Small and Medium Enterprise Centre engaged in research, training, and problem solving for small and medium scale businesses on specific subjects all the year round, and we are encouraged by the results.

PROMOTION OF EDUCATION



1994: Dr. Gad Rausing inaugurating the Rausing Executive Development Centre at LUMS

Other than these activities, LUMS constantly has seminars and speeches by eminent educationists through the Centre for Management & Economic Research, which we believe has become a forum for imparting knowledge. The Centre also coordinates research.

UNDERGRADUATE PROGRAMME

LUMS started the Undergraduate Programme in 1994. Our idea was that it would provide some of the 'feedstock' for the MBA Programme. There was great demand from parents who could not send their sons and daughters abroad. We started with a B.Sc. Honours Programme, a four-year course with substantial liberal arts content plus specialisations available in Economics and Computer Science. This programme has run very well providing an opportunity for young Pakistanis to study a wide US style curriculum at the undergraduate level in Pakistan.

Right from the very beginning, we have emphasized that the criterion for admission, as well as employment, is merit alone. This is generally not in line with the practice in our country and especially at the beginning, it was an uphill task for us to convince the lobbyists and people of influence that merit was the cornerstone of our creed at LUMS. Over the years, the pressure to move us away from merit has generally eased, making our task easier and more rewarding.

I believe there is room for improvement in the undergraduate admission system, which is based mainly on the number of marks obtained by the student in the Matric and 'O' level. It is not based on other factors that, for

PROMOTION OF EDUCATION

example, American universities look at. However, if we started that system here, there is a danger that people would start doubting and questioning the system because it will not be based on a purely quantitative assessment; I have not come across any parent or grandparent who does not believe that their child is a genius. Yet I believe we are missing out on some very good talent because of our approach and this requires the attention of an academician. We have also aimed to bring in students from disadvantaged families. Today, 10% of our student body comes from families who cannot afford LUMS. They have the mental capacity to benefit from the LUMS environment and our experience has only confirmed this. After graduation, some of them have gone on to leading Universities such as Harvard, Cornell, and Columbia. In 2012, we had 350 such students out of the 3,500 on campus. Each one of them costs Rs. 500,000 per annum. More than forty of them are Babar Ali Scholars.

It is very gratifying to see LUMS graduates doing well not only in Pakistan but also abroad, in the most competitive environments. I am not aware of many LUMS graduates who have lost employment because of their incompetence or lack of industry and hard work. Of course, the 'brain drain' out of the country worries me; out of 9,000 that have graduated perhaps 3,000 are abroad, but even these are sending money back home. Moreover, I am confident that this exodus will lessen as we retain more graduates here and others return home, much as is now happening in India.

As the Chairman of the National Management Foundation and as the Pro-Chancellor of LUMS, I have been very fortunate to have the very able and unflinching support of my colleagues, namely, Razak Dawood, Mian Altaf M. Saleem, Manzurul Haq, Dr. Parvez Hassan, Osman Khalid Waheed, Faisal Farid and Shahid Hussain, who bring their own special expertise and enable the Management Committee to take decisions that further the objectives and aims of LUMS.

LUMS has also been very fortunate to have a very dedicated faculty. The foundation was laid by Javed Hamid who was the first Director and who helped us recruit faculty both from the US and Pakistan. The first two Deans were from Sweden and Canada. Wasim Azhar was the first Pakistani Dean and he ably presided over the faculty for some twelve years, succeeded by Dr. Zahoor Hassan, who joined as a faculty member from the very beginning in 1986.

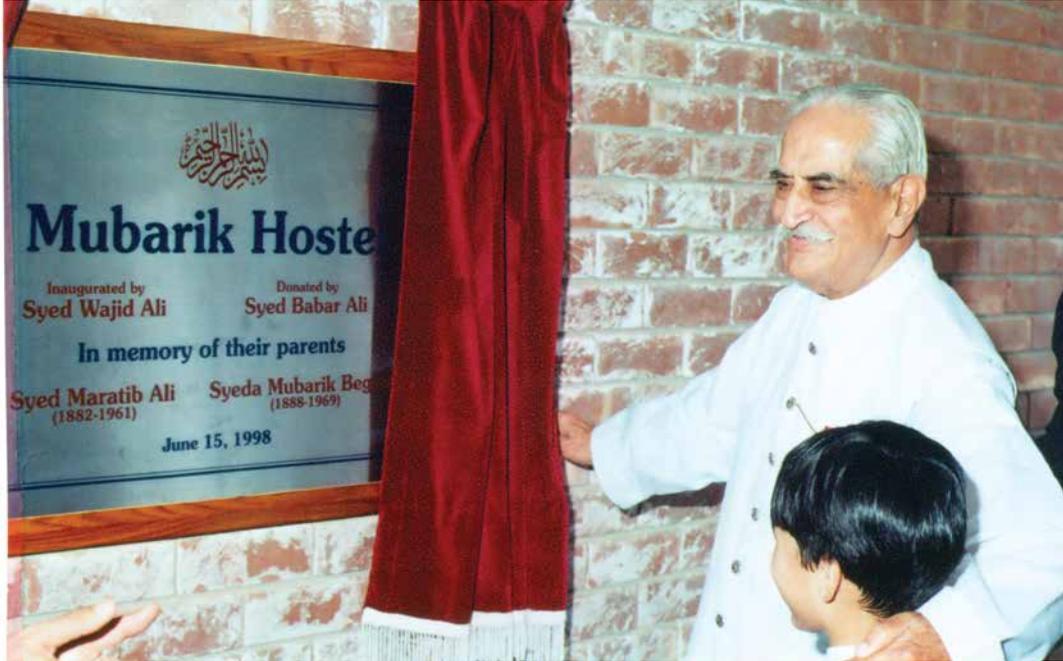
One of the heartening features at LUMS has been the active participation of women. They have participated enthusiastically and fared extremely well, ranking well among successful students.

MCGILL UNIVERSITY DOCTORATE DEGREE

LUMS has had a relationship with the Business School at McGill and the McGill President wrote to say that they would like to award me a Degree of Doctor of Laws, Honoris Causa in 1997, for which I travelled to Montreal. Razak, Altaf Saleem, Wasim Azhar, and Manzurul Haq all joined me there and my life-long friend, Ralph Redford, also joined us from Washington.

³³ See pages 223 - 225

PROMOTION OF EDUCATION



1998: Syed Wajid Ali inaugurating the first girls hostel at LUMS. All first five girls hostels at LUMS up to 2015 were sponsored by Babar Ali Foundation

GURMANI CENTRE

We started the Gurmani Centre at LUMS with generous funding from the Gurmani Foundation and family. Nawab Mushtaq Ahmed Gurmani³³ was like an elder brother to me. He called and told me that he was setting up a Foundation and wanted me to chair it. I suggested that he should to have a member of his own family as its chairman, but he insisted on me.

In 1980, on my advice, he invested two million rupees in Milkpak (now Nestlé) and Packages Limited shares. In September 2012, the value of this investment exceeded four billion rupees, apart from over a billion rupees the Gurmani Foundation has received in dividends since the investment. In September 2012, the family very generously agreed to donate shares in Nestlé to the value of one billion Rupees to the National Management Foundation. Dividend income from their largesse will be primarily used for the education of less privileged students at LUMS. The Board of Trustees of LUMS has decided to name the School of Social Sciences & Humanities after Nawab Mushtaq Ahmad Gurmani.

I am very happy that the Gurmani Centre for Urdu, Arabic and Persian has been established at LUMS. This will

PROMOTION OF EDUCATION



1997: Honorary degree of Doctor of Laws awarded by McGill University, Canada

continue to make a difference in the lives of coming generations. Someone from LUMS has recently suggested that we should also start Punjabi and Saraiki in this Centre.

SCHOOL OF SCIENCE & ENGINEERING

In 2005, we felt that with management you can only improve the country in a limited way. However, if you want to make a quantum leap, you have to add value to what the country produces, and that would be through science and

PROMOTION OF EDUCATION

engineering. I give credit to Dr. Zahoor Hassan for piloting this thought when he said, 'Let us take stock of what is happening in the country in science and engineering.' He selected two young PhDs – one from MIT, Khurram Afridi, and the other, Owais Kamal, from the University of Michigan. Zahoor gave them a three months assignment to scan the country from Peshawar to Karachi and visit all the leading Universities, looking at their science and engineering programmes, to find out whether there was a need for a School of Science and Engineering at LUMS. They were also to ascertain from the employers of the engineers and scientists from these universities what their abilities were. Khurram and Owais made a presentation to us and said, 'Pakistani universities are teaching yesterday's science and engineering and there is no research worth the name.' They had met employers who said that the science and engineering graduates of the Pakistani universities were good but their knowledge was bookish and they couldn't solve problems. They could keep the plants running, but if they were asked how to improve the equipment or think of new product designs, they were not very proficient.

We discussed this in the Management Committee and Manzurul Haq and Razak Dawood said, 'This might be a good thing but it is expensive and we cannot afford it.' I said, 'If the country needs it, I will take it upon myself to raise the money, but first let me do some homework.' I was going to America very regularly because two of my granddaughters were then at MIT. I went to Boston and arranged to meet people who were in the engineering and science professions, and also people who were not only academicians but had set up their own companies. I asked them for their opinion and they said, 'Quality science and engineering education is needed, but you have to do it the right way.' Then I went to San Francisco where I met Atiq Raza who at that time was one of the most successful US Pakistanis, having sold his company for \$300-400 million. He was a classmate of my son-in-law Faisal Imam. Atiq said, 'You should aim high. You should try and produce people whom Microsoft and G.E. would want to hire, not the cement and sugar industry in Pakistan whose needs will automatically be met.'

I then asked the people with whom I had been interacting to suggest a way forward. They said, 'We can arrange for you to meet the Professors who taught us.' I met Dr. Khalid Aziz at Stanford University. At MIT I met a number of professors including Professor Bob Jaffe, senior professor of Physics. Jaffe had verified my credentials from his friend, Professor Hoodbhoy, in Islamabad. Hoodbhoy encouraged Jaffe and when I went to see him he said, 'I would like to help you. How many people have you met?' I gave him a report on all the people I had seen. He said, 'Why don't you organize a retreat for two days where we can focus on this idea? Do this over the weekend so people have the time to attend.' It was held outside Boston at Endicott House, which had been donated to MIT by a rich alumnus, Mr. Endicott, and had been converted into a small residential hotel for MIT conferences. The legwork was done by Khurram Afridi and Salal Humair, both MIT PhDs working in the Boston area, who were taking me around.

The advice we received was:

1. We should start from where Harvard and MIT want to be tomorrow, not today.
2. We should have a School of Science and Engineering with science and engineering without boundaries, so that the chemist and the biologist and the mathematician are forced to talk and work together.
3. We should have a very strong Undergraduate Programme bringing in students who are strong in basic sciences. These are the pillars; science changes very slowly while technology changes all the time. These students should have a solid base in Physics, Chemistry, Maths, and Biology.

PROMOTION OF EDUCATION

4. They were blunt and frank with us. They said follow the American system, not the European system. They told us that there were hardly any Nobel Prize winners coming out of Europe! The US, they said, is where new knowledge is being created. They suggested that all Deans that we select should be from America because if we hired someone from Britain, he would spend all his time telling us how bad the Americans are.

We had previously been dealing with professors coming from Harvard Business School, who needed to be rewarded with a financial payment. At the end of our session, I asked Professor Khalid Aziz, 'How do we compensate these professors?' He replied, 'You cannot afford it! We are all doing it for the love of it. Just take care of the travel expense, give them Business Class tickets, and look after them when they are in Pakistan.' Now we have 15 people from various universities of America who are giving us guidance on the Advisory Board of the School of Science and Engineering. Only four of them are of Pakistani origin, the rest are Americans.

I have made sure that this School is not a drain on LUMS, neither for capital nor for its running cost. Science and engineering is quite expensive because of the need for laboratories. Regarding planning and construction, we have followed the same procedure with this School as with the rest of our buildings. We sent Habib Fida Ali to MIT and to the West Coast universities to see how their labs were set up, and asked him to lay out the laboratories in such a way that the chemist could talk to the biologist and so on. The School's building is vibration proof so that our standard would be acceptable to the best pharmaceutical company or the best electronic company. I received a note from someone saying that we spent too much on the laboratories. I said, 'We have put up the building for the next hundred years.' Khurram Afridi, who initially wrote the feasibility report, was the Project Director for the building and he did a superb job. The interior of the building, the classrooms and laboratories, were designed by Faisal Haroon, an accomplished architect from Lahore.

In June 2012, we graduated 150 from the Undergraduate programme at the School of Science and Engineering. The School is an on-going challenge because no university will ever be complete and no university will ever have enough money. Even Harvard, with an Endowment Fund of US\$40 billion, has to raise funds every year. Our real endowment will accrue when our alumni become millionaires and multi-millionaires. That, I am confident, is bound to happen. So far, 9,000 have graduated from LUMS of whom 7,000 graduated in the last ten years. A thousand graduated in the first fifteen years. Out of that 1,000, I would say a few hundred have moved into a class where they are millionaires but they are not necessarily millionaires who can write a cheque. They still have young and growing families. But this year we have had two cheques of \$70,000 each from two of our alumni! One, who has given \$70,000 now, has promised a million dollars in ten years' time.

RAUSING & TETRA PAK'S SUPPORT FOR LUMS

As a Company, Tetra Pak has been very generous and their contribution to LUMS is unparalleled. They have donated \$3 million and 5 million Euros (about \$7 million) - \$10 million is a very large sum of money. When I started LUMS I went to them and said, 'We would like to pay a tribute to Ruben Rausing and build an Executive Development Centre in his honour.' They asked me how much money was needed and I said two million dollars. They immediately released one million. Once that was spent, I went to the Tetra Pak Chairman, who was not a Rausing, and told him we needed the second tranche. He agreed and released the money. For my 70th birthday,

PROMOTION OF EDUCATION



2011: Inauguration of Gad & Birgit Rausing Library at LUMS

on their own initiative, they gave another \$1 million. Ruben's grand-daughter, Kirsten, visited Pakistan and she made a surprise announcement, without telling me, that Tetra Pak would like to give another million dollars.

When we were putting up the School of Science and Engineering, I asked the Rausing to support it, saying that we needed five million Euros. They said they would put the request to the Board. They waited for my 80th birthday and, coinciding with that occasion, they announced a gift of that amount to the University.

LUMS AND MONEY MANAGEMENT

By my background, upbringing and practice, finance and accounting are areas to which I have given little attention. Although I can read figures and understand them, I am not a figures man. So I left this to my colleagues on the Management Committee at LUMS. I found that this area needed to be more disciplined as LUMS was spending more money than we were earning. We had built up a certain amount in the endowment fund over the last 25 years for future income and a rainy day, but even the principal of it had been eroded as a result of careless spending. In well run educational institutions, whether public or private, fees are never enough to fund the cost of education. It is usually the alumni who provide support to the educational institution to make it financially viable. I would not have allowed the endowment fund to be eroded so rapidly if I was watching closely how the money was being spent. My focus in the last few years had been to start SSE and the people who were looking after the finances of LUMS could have done a better job. The last thing I want to learn when I am not here is that LUMS has suffered because of lack of resources.

PROMOTION OF EDUCATION

LUMS AND ROOM FOR IMPROVEMENT

LUMS is something I believe in, I have a passion for it, and it has got to work – not for my ego, but because it is such an important institution. I believe that the only way this country can go forward is through better education. LUMS cannot be the only effort; it has to be an example for others to follow. To me, education is very dear and it is something that the country needs. The head of any department, school, or institution should be a team leader, like the conductor of an orchestra. He does not have to make music himself; he makes everybody else work in unison.

The British left in 1947 and we cannot continue to complain that it was not in their interest to educate our people. What have we done to improve the quality of education since our independence? Hopefully, good people will be coming out of LUMS and other educational institutions and we may get a Jinnah from among them to set things right; somebody with vision and the ability to take the country forward. I have been telling the Americans that they are giving money to Pakistan but they should not waste it in spreading it from Gwadar to Gilgit. I suggested to them to pick ten institutions and give them enough to enable new leadership to emerge. The failure of Pakistan is in not producing leadership; the masses are good.

Somebody asked me what was my vision for the School of Science and Engineering at LUMS. I said, 'My vision is that the School should produce a Nobel Laureate in the next twenty-five years.' When our Advisory Council was here, Professor Jaffe attended one of the classes and at the end of the class he told me, 'The next Nobel Laureate will not come from among your faculty, it will come from one of your students. They are that bright.'

SCHOOL OF LAW

For some years, we have been thinking to add to our curriculum the teaching of law, not only with the objective of producing good lawyers and jurists who will make better laws and improve the governance of the country, but also to have good parliamentarians and political leaders. The Freedom Movement was largely led by outstanding lawyers, including the Quaid-e-Azam, Mahatama Gandhi, and Pandit Jawahar Lal Nehru. When we started our School of Law I said, 'Its objective should not be to produce litigants, its aim should be to produce the Jinnahs, Nehrus and Gandhis of this country.'

All the LUMS schools are autonomous, with their own Deans. My concentration has been on the School of Science and Engineering because there are no other sponsors. The rest of the Management Committee has reluctantly accepted this School because I have pushed it down their throats. They said, 'Alright, this is your baby.' I have pulled myself away from the School of Business because Razak's family has given large funds for it and it is named after his father, Mr. Suleman Dawood. I, however, feel that writing a cheque is not enough. You have to provide the passion. When I am gone, Razak is the obvious successor, and I hope he can do the job. Then who will succeed Razak? Do we have that person?

THE FUTURE OF LUMS

LUMS will Insha Allah continue to produce graduates who will be leaders in whichever field they choose to go into.

PROMOTION OF EDUCATION



Syed Babar Ali

June 30, 2006

Dear Babar-

The Rausing Family and the Tetra Laval Group Board has the honour and great privilege to celebrate your 80th Anniversary with a donation in your name to the Science & Engineering University SSE in Pakistan with an amount of

EUR 5 million over five years.

We hope that this donation, and the Gad Rausing family's previous contributions to LUMS, will reflect the strong ties of friendship and loyalty that join our two families for many decades. We appreciate the opportunity to honour you in this way and also, in a small way, to be part of Pakistan's ongoing growth and development.

The transfer and practicalities relating to this gift will be co-ordinated by Larry Pillard and Tetra Pak Pakistan.

With our sincere congratulations and warmest personal regards,

Kirsten Rausing

Finn Rausing

Jörn Rausing

Tetra Laval Group

70, avenue Général-Guisan, P.O. Box 430, CH-1009 Pully, Switzerland
Telephone +41 21 729 22 11, Direct fax +41 21 729 27 58

Letter from Finn Rausing, Jörn Rausing and Kirsten Rausing announcing a contribution of Euro 5 million for LUMS School of Science & Engineering

PROMOTION OF EDUCATION

I want my family to be involved with LUMS and I hope they will continue to support it from their own resources as well as from my Foundation. I hope they will do well financially and add to what I leave behind as a legacy. My granddaughters are quite involved with LUMS, and so are my children, Henna and Hyder. Hyder is on the Board of Governors of the National Management Foundation, and he is a member of the LUMS Board of Trustees and the Management Committee.

I have been talking to other members of the Management Committee and specially Razak, my obvious successor. I told him, 'Writing a cheque is not enough; you have to give passion because the work requires total commitment. Not only when you are free; you have to make yourself free whenever LUMS needs you.'

Apart from physical infrastructure we now have at LUMS all the various Schools that should be a part of a university. We have the Business School and the School of Social Sciences, which consists of subjects like Economics, History, Geography, and Languages (English, Urdu, Persian, and German). We have the School of Law and then there is the School of Science and Engineering. Each one of these has the potential to become a centre of excellence, depending on the leadership in each School and whether they are able to attract the best faculty. Buildings just provide the physical infrastructure; the most important element in a school is the people who teach, guide and inspire students. That will be the on-going challenge for whoever leads this effort.

For research, you need to have an idea; for facilities you can go to America and the whole world is open to you - you can rent facilities. Take the example of a pen; you have it in your hand, you can write music and poetry with it. If it is in my hand, I will add $2 + 2$. The pen itself does not generate anything. The same is true of musical instruments. In science, if you have an idea you have to verify whether the idea is correct or not, so you test it through experiments. At LUMS SSE, we have just started and we are doing elementary work. We are working with other universities and it has been suggested that we look at particular areas, for example, basic verification, which is very important. I had a very interesting person visiting me who happens to be a relative of mine. She did a Ph.D. in Physics at Stockholm University. I was trying to get her to come to LUMS. I asked her, 'What do you need?' She said she did not need anything. She just needed somebody to spar with, somebody who would challenge her, and tell her that what she was thinking was wrong and why didn't she look at another aspect. That is what scholars need - they want to be continuously challenged. It is not only the equipment. I hope we will have the equipment as well as the basic ingredients, but the whole idea is to create an environment of inquiry and put together people with different backgrounds and disciplines.

One of our Physics professors at LUMS, Dr. Asad Naqvi, was on sabbatical, on a two-year fellowship at Princeton Institute for Advanced Studies, where Einstein came from. I asked him what he was working on. The answer was that having done his Ph.D. in Physics he was now looking at Biology, to see how he could apply his Physics knowledge to Biology. Asad has never studied Biology at Ph.D. level but Princeton paid him \$50,000 or \$100,000 a year to use his Physics brain on biological issues. They have got the books and the laboratories, they have biologists, and they told Asad Naqvi to go and discuss anything he liked with them and see who could challenge him. Asad Naqvi is now working in Wall Street! This is of course a pity, from the point of view of science and Pakistan.

PROMOTION OF EDUCATION

Our Schools at LUMS are not only going to produce good scholars, but hopefully they will also produce new knowledge in the subject. I hope there will be research, especially in the area of science and engineering. New knowledge should be created because we have got the infrastructure, the facilities and laboratories. Today, the whole world is grappling with how to educate their citizens better because that is the key to the future development of any country. We have got the platform and it will depend on our successors as to how they take it forward. The other big challenge is that we must have adequate financial resources to embark on these efforts, to ensure that there is no slippage in any of the things that we want to do. I believe that we have to make that effort ourselves. We cannot depend on handouts from foreign governments to give us an endowment; we have to raise it from within the country. Our own government's resources are limited, so it will have to be done by the private sector.

Another School, which I hope we can put together in the next two to three years is the School of Education which will contribute towards improving the approach to basic education throughout the country.

ALI INSTITUTE OF EDUCATION

In 1990, after the LUMS MBA Programme had been going for some five years, we felt that the quality of the applicants was low. They were serious in wanting admission because each one of them had spent a minimum of Rs.5,000 to put in their applications. Only 10% of the applicants were of a standard that could be admitted to the Programme. I called a meeting of some educationists of Lahore whom I knew and who were concerned with the quality of education to see what could be done to upgrade the quality of students coming out of colleges.

The general consensus at the meeting was that most damage was being done at the primary and secondary school levels. We identified the problem as the teacher who was neither qualified nor had the zeal to make a difference. Poor schooling cannot be made up, even by the best college education. I therefore persuaded my family to start a teachers' training programme in Lahore, not only to impart proper training to the young women and men who would be the teachers of tomorrow, but also to upgrade the skills of existing teachers.

We had been running the Ali Industrial Technical Institute for twenty years and we were spending Rs. 3 million a year producing around 100 technicians. I thought if we could produce a hundred teachers a year from the same resources, they would, in their lifetime, be able to transform many more lives. I asked the Principal of Ali Industrial Technical Institute in 1990 not to take any more students. We ran the current students out and at the end we retired the teachers and donated the equipment, which was still in first class condition, to other private technical institutes.

I then went to my friend, Dr. Hamid Kizilbash, who ran SAHE (Society for Advancement of Higher Education) and asked him, 'Would you like to start a teachers training institute?' He said, 'I am a teacher of Political Science in the Punjab University, how will I be able to train primary school teachers?' I said, 'Think it over. It is a challenge.' After a week, he came back and told me that he would take the job. We modified the whole building to convert it from workshops into classrooms. By the Grace of God, the Ali Institute of Education is today considered to be among the better teacher training institutes in the country. There is, however, an on-going effort to improve it.

By SABRINA TAVERNISE

LAHORE, Pakistan

SYED BABAR ALI, a businessman and philanthropist, is two decades older than his country, Pakistan. He has witnessed every turn in its tumultuous history. Now, at 83, he feels he has earned the right to give it a bit of advice.

Mr. Ali is an institution in Pakistan. He has started some of the country's most successful companies. But perhaps his **most important contribution has been his role in creating the Lahore University of Management Sciences, or L.U.M.S.,** begun as a business school but now evolved into the approximate equivalent of Harvard University in Pakistan.

Pakistan's biggest problem, he believes, is one of leadership. A corrosive system of privilege and patronage has eaten away at merit, degrading the fabric of society and making it more difficult for poor people to rise. The growing tendency to see government positions as chances to profit, together with the explosion in the country's population, has led to a sharp decline in the services that Pakistan's government offers its people.

"Nobody is bothered about the masses," Mr. Ali said.

It did not start that way, he says. Muhammad Ali Jinnah, Pakistan's visionary founder, criticized Pakistan's system of feudal power, in which rich landowners reaped profits from land worked by impoverished peasants, calling the system "vicious" and saying it made the rich "so selfish that it is difficult to reason with them."

Pakistan was created as a haven for the Muslim minority of the Indian subcontinent, but Mr. Jinnah was adamant that the country should protect all faiths and be a fair society, where the poor, through hard work, could advance themselves.

But 62 years later, many of those ideals seems just as distant. Attempts at dismantling the feudal system were halfhearted, and decades later it is still more or less intact and landowners still form the bulk of the political elite. Other powerful groups that have governed, the military and wealthy industrialists, fared no better.

"You can't build a country if you're not thinking beyond your own lifetime," Mr. Ali said.

Pakistan's education system has been one of the casualties. Good public education can create opportunity in societies,

but in Pakistan it has been underfunded and ignored, in part because the political class that runs the country does not consume its services. Fewer than 40 percent of children are enrolled in school here, far below the South Asian average of 58 percent. As a result, Pakistan's literacy rate is a grim 54 percent.

For Mr. Ali, education was the country's most urgent need, and in 1986 he helped create L.U.M.S. Founded as a business school, it later added a rigorous liberal arts program, one of the strongest in Pakistan. Breaking with the tradition of rote learning, the school encourages its professors, many recruited from abroad, to foster debate in classes, and its graduates tend to be critical thinkers with open minds.

These days the university attracts many offspring of wealthy Pakistanis, who would otherwise have gone to the United States or the United Kingdom for their undergraduate studies.

THAT was the case for Mr. Ali, who was studying at the University of Michigan in 1947, the year Pakistan became a state. He returned to Pakistan in December of that year, ultimately earning his bachelor's degree from Punjab University in Pakistan, but he kept his ties with the United States. His brother later became Pakistan's ambassador in Washington, and Mr. Ali's wedding was held in the embassy there — benefits bestowed by a system he now criticizes. The ceremony was attended by Richard M. Nixon, then the vice president, and was photographed for Life magazine. Back in Pakistan, he began to set up joint ventures with multinational companies, including Tetra Pak of Sweden, Coca-Cola of the United States, Nestle of Switzerland and Mitsubishi of Japan.

Meanwhile, the country was growing, though its politics remained volatile. A charismatic politician, Zulfikar Ali Bhutto, became president in 1971, appealing to the masses with the slogan "food, clothing and shelter for the poor," and nationalizing private companies, including four belonging to Mr. Ali's family. A flawed leader, Mr. Bhutto was deeply threatening to Pakistan's elite, and was executed in 1979.

"He became a dictator and forgot about the roti, kapra and makaan," Mr. Ali said, using the Urdu words for Mr. Bhutto's slogan. Mr. Ali had a brief stint in government during that decade, running a fertilizer plant.

The SATURDAY PROFILE

One Pakistani Institution Places His Faith in Another



'You can't build a country if you're not thinking beyond your own lifetime.'

SYED BABAR ALI

The next decade was one of the country's darkest, with an American-supported general, Zia ul-Haq, crushing the country's progressives, giving broad state support to a hard-line form of Islam and rewriting textbooks to offer an ultra-nationalist worldview and a sanitized version of history.

"Zia did more damage than any other leader," Mr. Ali said. "He sowed the seeds of this fundamentalism that has raised its ugly head."

As early as 1973, Mr. Ali began thinking that Pakistan needed more graduates with leadership skills. He was studying at Harvard Business School at the time. Pakistan's growing economy needed managers, and its political class needed creative thinkers. That mission became all the more urgent after the changes brought by General Haq in

the 1980s, which were narrowing the worldview of Pakistan's youth.

Pakistan's young people, Mr. Ali said, should be "citizens of the world, not narrow-minded or intolerant."

L.U.M.S. has produced about 4,000 graduates since 1986. Of those, a large number are in graduate programs abroad. Almost all are employed, many with lucrative careers in the West.

While L.U.M.S. is an elite institution, largely inaccessible to most Pakistanis, it does have a program for underprivileged students and is currently offering full scholarships and admissions help to about 250 students, Mr. Ali said.

One hope is that the university will help inculcate a sense of merit and fairness that has all but disappeared from Pakistani society, crippling its growth.

"Merit and fairness are gone," he said. "The whole system is getting bogged down."

Admission to L.U.M.S. is strictly on merit, he said, and Pakistanis who try to use connections to get in are turned away.

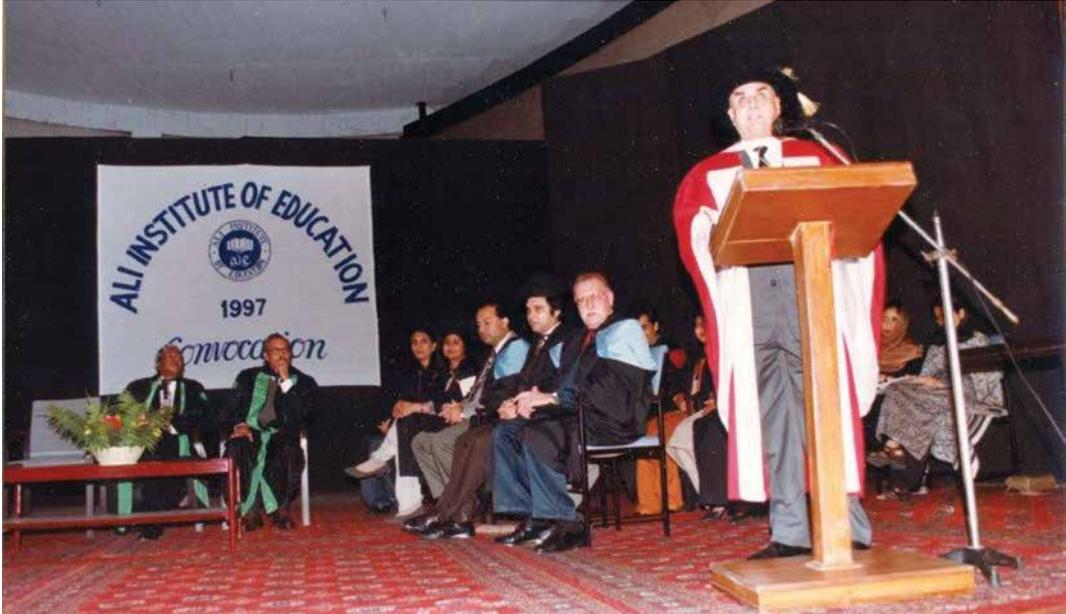
Mr. Ali notes that Pakistan is still young and needs more time to create a system that places the central value on merit and punishes corruption. In the early 20th century in the United States, he said, powerful robber barons ignored the law and openly flouted authorities.

"It took 200 years for you to clean your system," Mr. Ali said.

Pakistan may still have a long way to go, but that does not get Mr. Ali down. What is most urgently needed, he said, is "a good leader who will not think of himself first."

His university gives him some hope. "One of these people might one day deliver," he said.

PROMOTION OF EDUCATION



1997: Convocation of Ali Institute of Education

It opened in 1992 and up to 2012 around 1,500 girls and boys have passed out from the institute after a one-year Programme. In all, about a hundred trained teachers have been added to the pool annually but this is a drop in the ocean. We need many thousands of new teachers every year. I am hoping that our teacher training Institute will have satellite training institutes in the rural areas because trained teachers, even if they come from villages, do not readily go back to rural areas to work. This effort needs to be replicated many times over throughout Pakistan.

AIE was granted a Charter for the award of Bachelor's Degree in Education in February 2010. AIE has reorganized its structure, statutes and rules in light of the requirements laid down in the Charter. Ali Auditorium at AIE is one of the best in the city with state-of-the-art facilities and a 380 seating capacity. AIE provides accommodation to its female students and for trainees who attend short courses.

TASK FORCE ON HIGHER EDUCATION

In my quest to seek guidance on improvements at LUMS, I regularly called on my friend, Professor Lou Wells from the Harvard Business School. He introduced me to the Dean of Harvard College, Professor Henry Rosovsky, an economist who was a specialist on Japan. I asked them both to help us evolve a vision for LUMS and to guide us as to whether we were on the right track. It was a very rewarding experience to interact with Henry.

PROMOTION OF EDUCATION



1998: World Bank-UNESCO Task Force on Higher Education at its Cape Town meeting

Henry Rosovsky then asked me if I would serve on the Task Force that had been put together by him. He was the Co-Chair of this group, consisting of experts from 13 countries brought together to write a report on higher education in the developing world. This Task Force on Higher Education and Society was convened jointly by the World Bank and UNESCO. I had the privilege of participating in its deliberations from 1997 to 1999. We met in South America, South Africa and Europe. This exposed me to the thinking of educationists from different nationalities and it was a very enriching experience. The Report, 'Higher Education in Developing Countries: Peril and Promise', was completed in 2000 and submitted to the World Bank in Washington, D.C.

Armed with this report, I sought a meeting with the Minister for Education in Islamabad, Ms. Zubaida Jalal and suggested to her that Pakistan should set up a similar Task Force to develop a vision for Pakistan's own needs in higher education. I had the privilege of co-chairing this Task Force along with Shams-Kassim Lakha of Aga Khan University. The report was brought out in 2001 after consultation with all the major higher education institutions

PROMOTION OF EDUCATION

and stakeholders of Pakistan. We found that 90% of the recommendations we made were in the Sharif Report (1959) and several subsequent ones. We had added hardly anything new; those people were wiser than we are today!

It is a pity that earlier recommendations were not followed, but at least ours were. We submitted our Report to President Musharraf and the cabinet in 2002. It was accepted by the Government and a Steering Committee was instituted of which I was not a part. They finally created a Higher Education Commission, which has made waves in the running of public sector universities in Pakistan.

NAQSH

After my parents passed away, the responsibility of looking after the family property in Bazar-e-Hakiman, Bhati Gate, fell on me. The Imam Bargah was instituted there during my parents' lifetime and during the first ten days of Moharram the *Majalis* were held there every evening and the *zuljinah* procession visited our *Imam Bargah* on *Ashura*.

Another important property we had in the area were the stables of my grandfather, Faqir Syed Iftikharuddin, located on the main Bazar-e-Hakiman street which were in ruins. I thought the best way to utilize this valuable property was to construct a Gallery-cum-School, where we could revive the dying skills of Urdu calligraphy and miniature painting. I discussed this concept with Mehmud-ul-Hasan Rumi who had retired from his position as a Director of the Art Department of Packages Limited. He was able to suggest a retired miniature artist who claimed that he came from a family of calligraphists of the Mughal court. Similarly, we found an eminent calligraphist who was also in retirement. The building constructed for the purpose was designed by my architect friend, Pervez Vandal. I asked that the design should be such that it would blend well with the walled city and it should have a 'jharoka'.

Meanwhile, there was also a building adjoining the *Imam Bargah* lying vacant, and with the guidance of Mehmud Rumi we set up an Art School there by the name of Naqsh, with the purpose of providing training in drawing, ceramics, miniature painting, landscape etc., primarily catering to people from the walled city but also people from less affluent localities elsewhere. These boys and girls, who had an interest in art, were not able to get into the regular Government art schools and colleges. We gave these people an opportunity to learn new skills and earn a reasonable living. In the ten years of its existence, Naqsh has enrolled over a thousand students who have attended this poor man's art school from a few weeks to many months. About a hundred students have completed the three-year programme, accomplishing a good skill in their specific art form and are now able to earn a reasonable living.

BOARD MEMBER OF OTHER EDUCATIONAL INSTITUTIONS IN LAHORE

With the vision and learning I have had from my LUMS experience, I have tried to benefit other educational institutions that I am involved with, for example Kinnaird College, F.C. College, Lahore School of Economics, and Aitchison College, some of whose Boards I joined. As I had received my early elementary education at Sacred Heart School, I felt an obligation to contribute whatever I could to the missionary educational institutions, and to be of service to the Christian community who have done much to groom our young men and women.

PROMOTION OF EDUCATION



A miniature painting produced by a Naqsb artist depicting artisans at work



2012: Naqsb students working outdoors

PROMOTION OF EDUCATION

I give credit to the Boards of these institutions who picked up some of my ideas for improvement. My reason for serving on any Board is to make a difference, otherwise I will waste neither my nor anybody else's time. I don't interfere for the sake of interference. If I have an idea, I explain it. The idea of working on a Board is not to micro-manage; one needs to have a macro view and wait to see the results and then act on them. At Kinnaird College, we selected a Principal, Dr. Bernadette Dean, who came from Aga Khan University, Karachi. I was all for her at first but when she didn't do well, I was keen to have new leadership. I also helped organize the finance and administration at Kinnaird College. I introduced classical music there and funded the programme for the first year, including the provision of instruments.