

THE WIMWIAN

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Tri-annual



1969  2018

VINTAGE SPECIAL
50 years of togetherness

WIMWIANS CONNECT
Women Conference

YESTERDAY ONCE MORE
Reunion Reflections

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ALUMNUS

Now

THE
WIMWIAN



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THE
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“Fulfilling our promise of new initiatives to knit the Alumni Community closer, I am glad to announce the launch of Alumni Portal for deeper engagement and connect...”

Dear WIMWIANS,
Greetings!

Hope you all enjoyed reading the Special E-issue on “IIMA Couples” providing a glimpse into the lives of these alumni across batches over the past 50 years. Please do suggest other themes that might be taken up for special issues in the future.

In the spirit of the Golden Jubilee celebrations of the magazine, we bring to you some Vintage Articles from the issues of ‘The IIMA Alumnus’ Magazine of yester years. Most of these think-pieces have been written by the people who laid the philosophical foundations of the Institute and are responsible for the rich legacy that IIMA enjoys today.

The current issue is also the first hardcopy under the new name ‘The WIMWIAN’. As promised, the magazine has been re-designed, given a new look and feel with enhanced ease of navigation. We plan to explore newer areas and topics in the issues to come.

To enhance alumni engagement, your alma mater plans to create special interest groups or communities among IIMA alumni. To initiate this effort, we organised a conclave of IIMA Women Alumni in Mumbai on February 18, 2018. The energy levels were very high and we hope to undertake a variety of activities to take this initiative further. I have written to all of you for some other special interest groups as well and am awaiting your suggestions and response. The idea of creating special interest groups or communities within the IIMA alumni is based on the premise that members of these communities would benefit from interacting with each other and IIMA would be able to effectively leverage such groups to create more meaningful learning opportunities for faculty and students of IIMA. In the process, IIMA would be able to achieve thought leadership positions on management issues relevant for these communities.

The season of re-unions has just got over and as always they provided wonderful opportunities to connect. This issue also captures the flavor of the reunions of various batches who gathered to re-live the past either on campus or at their chosen destinations.

I am glad to introduce to our readers Mr. Anurag Choudhury who has joined the Dean’s office as the Head of Alumni & External Partnerships. I am sure that with his joining, our efforts to engage with alumni would grow multifold. I also welcome Dr. Amit Nandkeolyar, who has joined the Institute as Associate Professor in Organisational Behavior Area.

Warm regards,

Rakesh Basant

Professor of Economics, Dean, Alumni and External Relations

Incredible India

Welcome to the Velavadar Grey Wolf, Striped Hyena, Bushchat,
Imperial Eagle, Amur Falcon, Quail,
Sandgrouse, Pallid Harrier and **Blackbuck Sanctuary.**

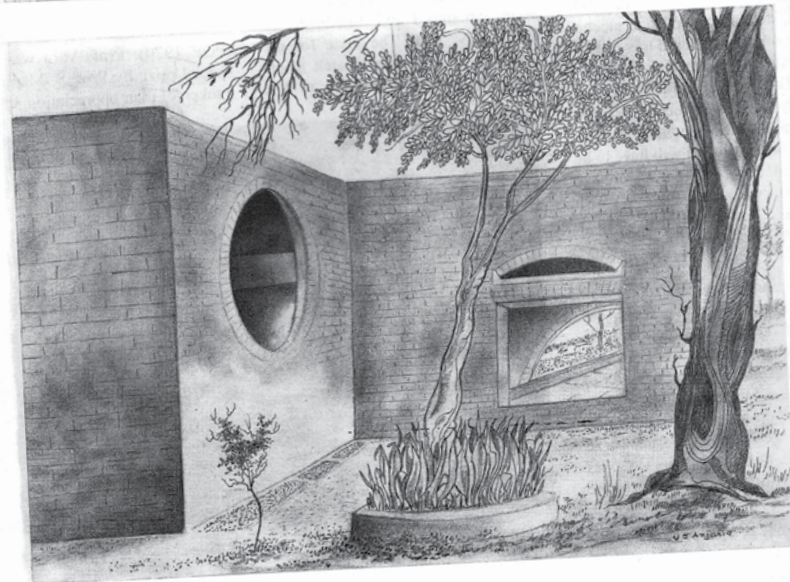
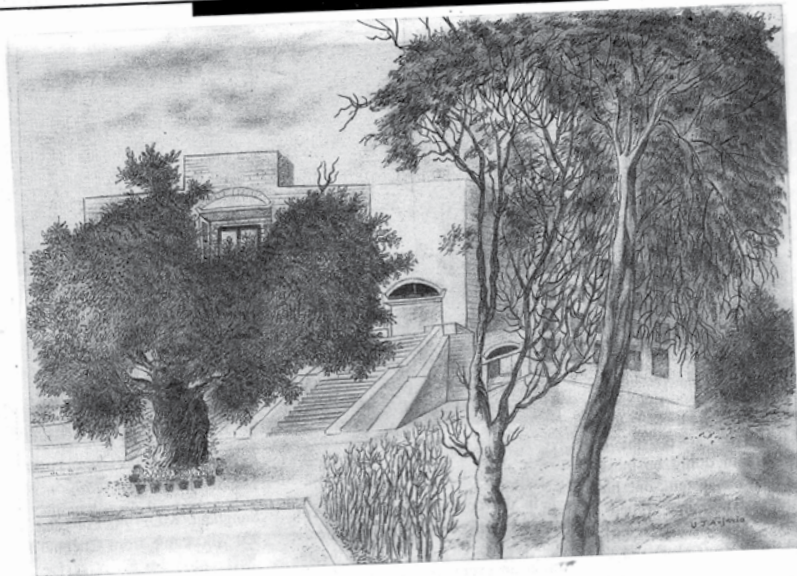


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1969-2018 YEARS OF BONDING



Line drawings by U.J. Anjaria, Secretary, IIMA



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TRIBUTE TO PROF. LOUIS I. KAHN 1901 - 1974

On Thursday, March 21, 1974, the Institute's community was stunned to receive a telegram from New York conveying the sad news that Professor Louis I. Kahn had passed away on Sunday, March 17, 1974, in New York. Professor Kahn, who was associated with the designing of the Institute's campus from the beginning, was returning from a visit to the Institute to his home town in Philadelphia.

Born on February 20, 1901, in Estonia, Professor Kahn rose to occupy an almost divine status among the internationally renowned architects. He looked upon his work as an "offering" to the spirit of architecture. One can find specimens of such "offerings" in various parts of the world. With a poetic vision and a philosophic dedication to his tasks, Professor Kahn's accent was on the creation of beauty through an all-pervading sense of harmony. He himself has summed up his view of architecture in the following lines:

*Desire motivates need
Spirit in will to express
Can make the great sun seem small
The sun is
Thus the universe.
Did we need Bach
Did we need Beethoven
Bach is
Beethoven is
Thus music is.
Did we need Boullée
Did we need Ledoux
Boullée is
Ledoux is
Thus architecture is.*

Professor Kahn is no more, but his works, which include the Institute complex, will always remain a brilliant monument to his sense of creation.

We deeply mourn Professor Kahn's death and share the grief of Mrs. Kahn, his friends, relatives, disciples, and admirers throughout the world.



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M. K. Subramaniam
Administrative Officer
IIMA

The IIMA Campus



*In us
Inspiration to learn
Inspiration to question
Inspiration to live
Inspiration to express
These bring to man their institutions.
The architect is the maker of their spaces.¹*

SITUATED on the banks of the Sabarmati river, Ahmedabad—famous for its textiles and architectural innovations—is a mixture of modern and medieval. The buildings and monuments, dating back to the 14th and 15th centuries, bear eloquent testimony to the earliest attempts at a synthesis of Indo-Saracenic-Muslim art.

On the way down from Sachivalaya towards Vastrapur, stands a group of curious-shaped, brick buildings reminiscent of the monuments of Nalanda University. But the connoisseur's eye lingers and re-

cognizes that these brick buildings are the inspiration of a modern architect "who chooses and arranges to express in spaces, environment, and relationships, man's institutions,"² and has recaptured, as it were,

Photographs by the courtesy of the National Institute of Design, Ahmedabad.

¹ "Louis I. Kahn," *L'architecture d'un jour d'hui*, Feb.-March 1969, p. 1.

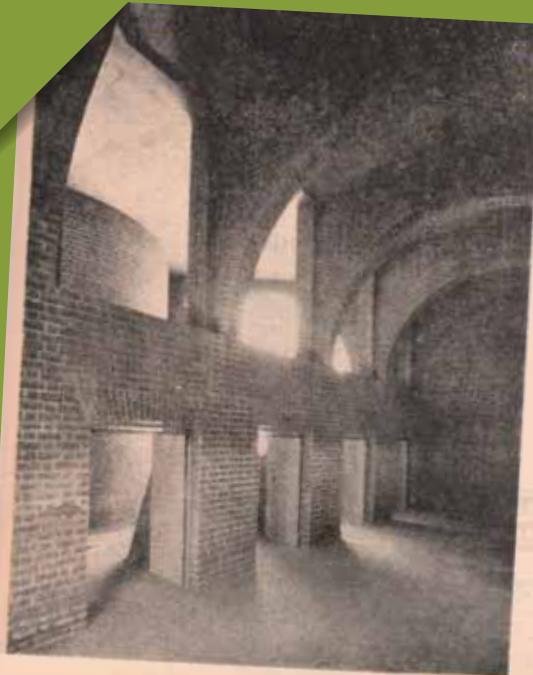
² Louis I. Kahn, "Remarks," *Perspecta* 9/10 (The Yale Architectural Journal), p. 322.

IIMA Alumni, October 1969

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the spirit of Nalanda in the strange brick buildings of the Indian Institute of Management, Ahmedabad.

Kahn's Architecture

A Japanese architectural journal described the Institute's buildings as follows:

Geometry and structure burst free to a degree almost shocking when seen in photography. Kahn's consistent desire to articulate parts absolutely, to distinguish functions one from the other, gives rise to groups of monumental shapes. One almost wonders if ease of design in folded, cardboard models may not eventually constitute a certain threat to Kahn's command of architectural scale. Yet, the structural order is surely present, the tense brick arches with their concrete ties, the joy of true masonry arches sweeping bay by bay and supporting their concrete slabs, the round windows and the outward-battered piers. The whole has a truly Indian fullness, splendour and excess like a troop of elephants head to head. It is all achieved in the cheapest and most available materials, requiring not much maintenance, and,

when all is said and done, through the simplest of architectural forms.²

Louis I. Kahn, Professor of Architecture at the University of Pennsylvania, Philadelphia, was primarily known as an inspiring teacher both to his colleagues and students at Yale and the University of Pennsylvania till the age of almost 50. He shot into fame with a number of projects and buildings which he designed after 1951. Since then, the following buildings and projects designed have brought him international acclaim:

1. Yale Art Gallery.
2. Bath House at Trenton.
3. Alfred, Newton Richards Medical Research Building and Biology Building, Philadelphia.
4. First Unitarian Church, Rochester, New York.
5. Eleanor Donnelley Erdman Hall, Bryn Mawr, Pennsylvania.
6. Salk Institute for Biological Studies, San Diego, California.
7. Second Capital of Pakistan, Dacca (under construction).
8. Fort Wayne Fine Arts Center, Fort Wayne, Indiana.
9. Mikveh Israel Synagogue, Philadelphia.
10. Philadelphia College of Art, Philadelphia.

IIMA Buildings

In the designing and execution of the IIMA campus Prof. Kahn is being ably assisted by Mr. B. V. Doshi, Consultant Architect, and the architects and engineers of the National Institute of Design, Ahmedabad. The construction of buildings is being done by the Gannon Dunkerley & Company Limited, assisted by the Gujarat Electricity Company, and Mahadevia Shah & Company Limited of Ahmedabad. The main responsibility and overall control of the project is exercised by the Building Committee of the Institute under the chairmanship of Mr. Kasturbhai Lalbhai, a well-known industrialist of Ahmedabad.

The Institute's campus, extending over 64 acres donated by the Government of Gujarat, consists of a number of buildings with different functions: the main school complex, dormitories (hostels), residential

² "The World of Louis I. Kahn," *The Kokusai-Kemiku*, XXXIV, 1 (Jan. 1967), p. 56.



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buildings for teaching and administrative staff, shopping area, sports club, and service tower containing an underground tank, air-conditioning plant, and over-head tank. Each building, Architect Arun Ogale says, has design speciality, every unit has a function of its own, "but the whole layout has been so arranged as to ensure a harmonious whole, without the units losing their individuality."⁴

School Complex

The main school complex is a superior rectangle with the teaching wing on the southern side, faculty-administration offices on the north, library on the east, and kitchen and dining hall on the west. In the middle of this complex is an open air assembly and a landscaped courtyard—a meeting place for faculty, staff, and students. The school complex is an organization of courts, light wells, and services related to the main body of functions. The teaching wing consists of six class rooms with seats arranged in horseshoe pattern and 10 seminar rooms. The library can accommodate 100,000 volumes of books and periodicals. All the buildings face southwest for the maximum advantage of light and air and are placed diagonally with the exception of the main school complex.

The school complex, which is under construction, will come out with prominence because of its position. "The skyline of the campus," Mr. Ogale says, "gradually rises and attains the highest position with the school building," as if to make it symbolic with the temple of learning.⁵

Dormitories

The planning of the class rooms and seminar rooms and its meaning to *learn* extended to the dormitories comes from the unique method of teaching at the Institute—the case method of instruction.

Ogale explains:

The spaces created with the class rooms and small-sized seminar rooms give a feeling of closeness, encouraging the spirit of exchange of ideas between the teachers and students. A much wider corridor leading to class rooms is not merely a

passage but is a meeting place which provides possibilities for continued discussion and self-learning. The closeness of the dormitories to the school complex with a series of arched corridors helps the students to carry on with the mood of discussion even when they come to dormitories.⁶

Learning at the Institute takes place not merely in the class room, but also in the corridors and lounges of the dormitories through the process of discussion, cross-fertilization of minds not merely between the students and teachers, but also among the students themselves, who come to the Institute with varied backgrounds and experiences from different parts of India. The whole learning process at the Institute is not teacher-directed, but student-oriented—"an educational process in which the emphasis is not on the student listening to the teacher teach, but rather on the teacher listening to the student learn."⁷ Prof. Kahn has provided in the school building, in the dormitories, in the corridors, in the lounges, and in the courtyards between dormitories enough space for fulfilling this cardinal objective of the Institute.

The dormitories are placed diagonally in rows of three around courtyards with their main walls running towards the main school building. The third dormitory in each row touches the lake and has a club room for the students. This club room facing the lake, according to Prof. Kahn, becomes "the space of invitation vested in each house and adding to the inter-hospitality in spirit embodied in the seminar idea of exchange among students and teachers. The dormitory rooms, in groups of ten, are arranged around a stairway and tea-room hall. In this way, corridors are avoided, and instead there are rooms or spaces for casual and seminary study."⁸ The lounge space on each floor of the dormitory is the place where the ten students living on the floor analyse and discuss the cases at night, or prepare a group report for presentation the next day in the class room. Black board and other aids are being provided on each floor. The tea-room entrance, the positioning of the stairway

⁴ *Ibid.*, pp. 19-20.

⁵ Ravi J. Matthal, director of the IIMA, addressing the Third Annual Convocation of the IIMA at Ahmedabad on April 13, 1968.

⁶ *Perspecta* 9/10, op. cit., pp. 322, 324.

⁷ Arun Ogale, "A campus with a Difference," *The Illustrated Weekly of India*, Mar. 9, 1969, p. 19.

⁸ *Ibid.*, pp. 19-20.



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and the wash room, serve to protect the room from the sun and glare without obstructing the essential through-breeze.

Lake

Between the rows of dormitories and the faculty houses, Prof. Kahn has planned a lake, which comes in between student and teacher, "is one way of distance with little dimension."⁹ The work on the lake has already started, and when it is complete, "both the sectors will display their individuality all the more, at the same time not losing their identity."¹⁰ In a warm city like Ahmedabad, where you get a few drops of rain for hardly 15 days in a year, the lake will not only add to the beauty of the campus, but also keep the atmosphere cool.

monsoon have been the main factors which have led to the construction of all the buildings in bricks, unadorned by plaster and paint. Because of the use of other simple materials like Kotah stone for flooring, wooden panels on doors and windows, and with reinforced concrete floor slabs, the resulting effect is of dignity.¹¹

There are sprawling lawns between the rows of faculty houses. Evergreen neem trees on both sides of the main roads and the brick pavements, Ogale says, provide a backdrop to the architecture predominantly of the massive brick walls. They also provide shadow from the glaring sun.¹² The large lawns with cassia and kadam trees in the courtyard of houses, when fully developed, will add to the beauty of the campus giving it shape, form, and purpose, and



Faculty Houses

The faculty houses are all oriented to the wind, all the walls parallel to its direction. They are placed diagonally around a court to enclose the court and retain the strictness demanded by orientation. Ogale explains:

The houses have some system in planning, with services in the centre and living on both sides. The open terraces with their walls stretched upto the first floor, are a feature in every house. Every house has a front and a rear verandah, a drawing room, two bedrooms, kitchen, and a study room. The free availability of good bricks and the mild

the whole landscape is sure to present an architectural mosaic of a great genius.

A children's park in the fourth sector with swings, slides, paddling post, etc., is going to be the centre of attraction for the little tots of the campus. Facilities for various categories of indoor and outdoor games for students, faculty, staff, and their families are also being provided on the campus.

Steps have been initiated to design special dormitories for participants of the executive development programmes, and it is hoped that in five years from now, it will be possible to conduct the executive development programmes on the campus.

⁹ *Ibid.*, p. 322.

¹⁰ Ogale, *op. cit.*, p. 21.

¹¹ *Ibid.*, p. 21.

¹² *Ibid.*



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Ravi J. Matthai

Prof. Matthai Steps Down

On January 25, 1972, afternoon, Prof. Ravi J. Matthai, opening a faculty meeting, shocked the Institute's community when he announced that he had decided to step down from the directorship and his request had been accepted by the Institute's Board. In a couple of hours, the whole community was talking of his resignation and guessing the reasons for his action. But none of the hunches were anywhere close to the unusual reasons of this unusual action. Such unique action could be only explained by the man who took it. Therefore, Prof. Matthai's letter to Mr. S. L. Kirloskar, Chairman of the Board of Governors of the Institute, is reproduced here.

17 January, 1972

Mr. S.L. Kirloskar
Chairman, Board of Governors
Indian Institute of Management
Ahmedabad-15

Dear Mr. Kirloskar :

I have decided to resign from the Directorship of the Institute. I write this formal letter to request that I be relieved from my directorial responsibilities from the 1st June, 1972. You will recall that I had raised the question of my being replaced at the 31st meeting of the Board of Governors held on the 18th July, 1970. I regard the fact that no action was taken as a gentle compliment from the Board, which I value. But I also do realise that it could have been embarrassing if too great an eagerness were shown to "follow through" on my suggestion! However, the Board has trusted me so far and has supported my judgement. I hope it will do so again. I consider that a change is desirable and that my resignation is the appropriate initiative which will bring it about.

May I explain why I have decided to take this step? While each of our educational institutions needs a vision to which it may aspire, the vision must not become a sacrosanct ideology, nor should the individual in charge of the institution become the ideologically vested focal point of no change. I have appointed a committee which will, within a few months, recommend to the Faculty a reorganization of the Institute in form and substance. Important and necessary though it is, I doubt that it is enough to review the working of the Institute. Changes will be suggested and the community might even accept some part of those changes. I earnestly hope that the change will be substantial, but, on the other hand, the *status quo* might prevail. An acceptance of change for change's sake is not suggested. But even if this change were to be so regarded it could be a healthy precursor of worthwhile and appropriate changes in the long run. A new person is required with whom the "vision" is not a "vested interest" and we will have a fresh

IIMA Alumnus, February 1973



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point of view from which to determine how the Institute can move.

An applied institution such as ours, must relate itself to national needs. The tasks can be enormous and numerous. The temptation, to which I certainly have yielded, is to move fast in new fields of academic endeavour. With this in view, at the IIMA, I have emphasized "academic entrepreneurship" which constantly demands new activities, uncertain structures and, often, conflicting values.

At each major stage of the Institute's growth a change of style might be desirable. I think we have arrived at the end of the first phase of the Institute's growth, nine years after it started. This Institute might need to consolidate and stabilise for a period, or it might need to change the direction of development. For this there will be others whose styles are more suited and whose capabilities are more appropriate than mine.

Many institutions in India have suffered either from instability due to the too frequent changes of the "chief executive" as decided by "the powers that be" irrespective of institutional needs, or, have suffered from stagnation as a result of the perpetuation of an individual who becomes the institutionalized image of a no-change continuity, once again, irrespective of institutional needs. I hope that, after a reasonable period, the next Director will step down if he feels there may be more appropriate persons to determine a new direction for the Institute.

In requesting a change of Director, I am conscious of the possibility that I may be asked to take part in the choice of my successor. I think it would be self-defeating if I were to influence the perpetuation, even inadvertently, of my own preferences. I therefore feel that I should not take part in this selection and that it should be done by the Board and the faculty.

My emotional involvement with the Institute is considerable. While I am resigning as Director, if my successor and the Board allow me to work here, I would like to continue as a member of the faculty.

When Dr. Vikram Sarabhai and Mr. Prakash Tandon first invited me to accept the Directorship of the IIMA, I was reluctant to assume an administrative role having but recently left Industry. However, this period of over six years has been most exciting and I am grateful to the Society, Board, Faculty, Staff and Alumni of the Institute for their trust and support. There is the credit for whatever has been achieved.

With very best wishes,

Yours sincerely,
(Sd)
Ravi J. Matthai
DIRECTOR

IIMA Alumnus, February 1973

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SHETH SHRI KASTURBHAI LALBHAI
LEAVES THE IIMA BOARD

The Institute's growth cannot be visualized without the benefit of his mature counsel. Photo shows Mr. Kasturbhai Lalbhai receiving a silver memento from Mr. T. A. Pal.

Owing to his advancing age, Sheth Shri Kasturbhai Lalbhai, a founder member of the Indian Institute of Management, Ahmedabad, decided to retire from the Institute's Board with effect from April 19, 1975. However, he has agreed to the Board's request to continue as Chairman of its Building Committee.

Accepting with deep regret Sheth Shri Lalbhai's decision to retire from the Board, the Institute's Board of Governors and Society passed the following resolution:

"The Board and Society are proud of the intimate association of Sheth Kasturbhai with the Institute and his unique role in the planning and development of the Institute from its inception to this date. Along with the late Dr. Vikram Sarabhai, he was responsible for influencing the decision to locate the Institute in Gujarat. It was under Sheth Kasturbhai's dynamic leadership that industry in Ahmedabad and elsewhere pledged financial support and encouragement to the new Institute. In this endeavour, he himself set an example to others by giving the largest single financial contribution the Institute has ever received from any group of companies.

"The Board and Society thank Sheth Kastur-

bhai for the outstanding leadership role he has played through the years as a member of the highest policy making body of the Institute. It is a mark of his humility that though invited more than once to be the chairman of the Institute's Board of Governors he declined the request and served the Institute as a member of the Board. Both at the Board level and as member of the Board's sub-committee on personnel and building, Sheth Kasturbhai's services to the Institute are unparalleled. His support, advice and active assistance in preserving the Institute's autonomy, fund raising, land acquisition, architectural plans, building construction and negotiations with government and other bodies have been unstinting and invaluable.

"The Board and Society are most grateful to Sheth Kasturbhai for his pioneering contributions, leadership and generosity and hope that his mature wisdom and guidance will continue to be available to the Institute even after his formal retirement from the Board."

In an unusual gesture the Institute departed from its usual programme at the 10th Annual Convocation held on April 19 to pay tributes to Sheth Shri Lalbhai. Mr. Keshub Mahindra, Chairman of the Institute, read out the above resolution of the

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Board and Society and characterized Sheth Shri Kasturbhai Lalbhai as the Institute's guide, philosopher, and friend.

Professor Samuel Paul, the Director, paid tributes to Sheth Shri Lalbhai's qualities of forthrightness, simplicity, mastery of detail, and thoughtfulness.

Mr. T. A. Pai, Union Minister for Industry and Civil Supplies and the chief guest at the convocation, joined others in paying tributes to Shri Lalbhai and presented to him a silver memento resembling the Institute's emblem as a token of the Institute's respect for him and appreciation for his unique contribution to the development of this institution.

Responding to these sentiments, Sheth Shri Lalbhai assured that in spite of the formal severance of his connection with the Institute, he would continue his interest in its growth and progress and share the pride in its achievements. "Naturally, at this time of leaving the Institute I am experiencing mixed feelings of sorrow and satisfaction. I feel sorry that I will no longer be associated with something which I cherished and nurtured as a child, but it has to be done and I consider it a good fortune of mine to have been able to render some service to the Institute," he said. He added that his emotional attachment to the Institute would not end with his retirement from the Board.

Changes in the Board

From the donor members of the IIMA Society, the following were elected to the Board of Governors for two years from April 6, 1975:

1. Mr. N. M. Desai, Larsen & Toubro Ltd., Bombay.
2. Mr. J. N. Guzder, Bombay Dyeing and Manufacturing Co. Ltd., Bombay.
3. Mr. Suhrid Sarabhai, Suhrid Geigy Ltd., Baroda.

These members were elected on the expiry of the two-year term of the following members:

1. Mr. J. J. Bhabha, TISCO, Bombay.
2. Mr. Jayakrishna Harivallabhdas, Shree Ambica Mills Ltd., Ahmedabad.
3. Mr. L. D. Vasa, Mafatlal Industries Ltd., Ahmedabad.

Mr. Charat Ram of Delhi Cloth Mills, Delhi, whose term expired was re-elected for another two-year term.

Mr. L. R. Dalal has been nominated to the Board to represent the Gujarat Government in place of Mr. H. T. Sadhwani.

MR. P. L. TANDON JOINS THE VISITING FACULTY

Mr. P. L. Tandon, Director General of the National Council of Applied Economic Research, New Delhi, joined the Institute as visiting professor in the Business Policy area in September.

Mr. Tandon, along with Prof. K. R. Srinivasa Murthy and other faculty members interested in public sector management, is developing a course

on the "Management of Public Enterprises." This will be offered as an elective course for second year PGP students.

He will also help design management development programmes for executives from public sector enterprises.

September 1975

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Bowing out bowing out

Kasturbhai Lalbhai

RAVI J. MATTHAI

We have a multitude of industrialists. But we have very very few industrialists who are statesmen. The greatness of a statesman lies in his farsightedness and the breadth of his perspective. His actions occur in this context.

Those who have seen the Lalbhai group's industrial complex at Atul will see a unique combination which was brought about by Kasturbhai and his colleagues, of progressive technology, efficient planning, sound managerial practices, integrated with a very pragmatic and aesthetically breathtaking view of the environment and ecology. This is a very rare example of the appreciation that industry can be and should be a thing of beauty. His other

companies also reflect his farsightedness. As someone who played a major role in the establishment of ATIRA, Kasturbhai along with Vikram Sarabhai, saw the need for India to be a pace-setter in the technological development of the textile industry. Similarly in his textile mills his heavy investment in R&D also reflects this view.

Kasturbhai himself had a limited formal education. But he was most knowledgeable and was aware of the fast growth and directions of growth in knowledge and his greatness lay in the fact that he wished people to gain from this growth of knowledge. And so he built educational institutions. He was a natural manager and much more than

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a manager. But he had a vision of channelling the rapidly developing knowledge in managerial science to those in India who would use such knowledge. While it was the intention at the outset to build the Indian Institute of Management Ahmedabad as a business school, he saw and agreed with the vast possibilities of using such managerial knowledge in fields of activity far beyond the restricted sphere of industry. He saw and agreed with the idea that management knowledge should be used in a variety of fields of national activity and supported the creation of a new vision of management education.

When rural development became a popular activity many were motivated to pay lip-service to "doing good works". In many cases it could be asked as to whether the "goodness" stemmed from the work or from Section 35 CCA of the Income Tax Act! Kasturbhai's industries, however, had been involved in such activities long before these superficial and short-term incentives were provided. When asked to support even more rural developmental activities, his reply was simple, "Certainly! It is the sensible thing to do. That is where all our strength lies."

Kasturbhai's vision had a very considerable versatility. In addition to industry it included his connection with various scientific institutions including IITs, CSIR and others. It included the development of education at all levels. It included the preservation of the cultural tradition of an entire community in relation to its system of ethics, the preservation of records and of the historic buildings that housed these records and aspirations. He played a major part in supporting architectural innovation and spatial planning. During a meeting regarding the campus of the IIMA, Louis Kahn, the architect of IIMA remarked, "Mr. Lalbhai is one of the greatest natural architects I have encountered"—this from one of the world's great architects.

The greatness of a statesman lies in his wisdom and understanding; his understanding of people and processes and his wisdom in using this understanding. He could grasp a person's abilities and failings, but it was always his endeavour to bring out the best in a person. He would trust you and this trust caused you to test the limits of your own capabilities. He would argue and disagree, but if you had

sufficient faith in yourself and your idea, having disagreed, he would back you. He would argue, but never quarrel. He would overrule, but was not overbearing. He might disagree and even disapprove, but he held no grudge. In dealing with each other people can be cunning, shrewd, clever, intelligent but few are wise. Basic to the management of Kasturbhai's industrial organizations was the wisdom in his concern for people and his desire to build them. The greatness of a man in his understanding of people lies in his tolerance and his ability to absorb and relate diversity. To be able to understand another's point of view but be forthright in his disagreement and yet enhance the other's self esteem, is a rare capability.

Kasturbhai had the reputation of concluding his board meetings within fifteen minutes. "If you have done your home work thoroughly, why waste time?" he asked. Over many years and on very many occasions, in the absence of the Chairman he would chair the IIMA board meetings. He would sit through these meetings with the greatest patience and these meetings often lasted for two to three hours. His ability to absorb this punishment was remarkable. It was only after a particular meeting that he remarked, with a quiet smile, "You professors talk too much."

Greatness in understanding also lies in the understanding of processes as a part of the development of long term visions. He saw in ATIRA the need to invest in technology, but also, in supporting Vikram Sarabhai, he saw the process and the problems of the younger generation taking from the elder the lead in new directions. In the Indian Institute of Management at Ahmedabad there was a considerable pressure for tidy structures and rules which would regulate activities of the Institute and the behaviour of its community. This pressure was resisted and Kasturbhai was one of the few people who supported the idea that the main effort should be to work with the community in building their own culture and norms of creative self-discipline. He understood the processes which the faculty were attempting to start.

The greatness of a statesman also lies in his ability as a builder. A person can reduce a complex of activities to efficient routine systems and imaginative regulation. Such a person could be a great administrator.

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A FLASHBACK

I sometimes hold it half a sin
To put in words the grief I feel
For words, like Nature, half reveal
And half conceal the soul within.

These lines of Tennyson flash into mind the moment one attempts to say anything about Ravi John Matthai. It is hard to believe that the man who literally gave life to a barren piece of land where the IIMA stands today is no more. He often used to say: "It is not the hard work that kills people, it is the worry that does." Since one never saw even a trace of anxiety on his face, worry could not have caused his death, and to say that the hard work killed him is to refute his favourite adage. The truth, however, is that had he regarded his life to be as important as his work, he probably would have still been amidst us today. Whenever his wellwishers admonished him to be more careful about his health, they were silenced by that gentle, bewitching, and somewhat melancholy smile. He seemed to say: "Don't ask me to take it easy; what is that life for that keeps you from giving?" The only selfish trait in this otherwise selfless man was that he was utterly selfish about his selflessness.

Born to John and Achamma Matthai on August 6, 1927, Ravi was the younger of their two sons. Even though the Matthaïs were not religious in the conventional sense of the term, he received a thorough grounding in Christian values while he was still a child and the atmosphere of the Doon School instilled in him a sense of discipline which remained with him till the end of his life. After completing his early schooling Ravi joined the University of Allahabad for his graduation which was then among the most prestigious seats of higher learning in India.

Two incidents of those formative years give some indication of the way his mind was developing. On one occasion at the School, he was wrongly accused of a minor violation of discipline. By way of punishment, he was asked to run around the playground a couple of times. Ravi, however, continued running even after completing the required rounds, saying that he would not stop until he was exonerated of the false charge. The authorities had to concede finally. A few years later, he was involved in an accident at Allahabad. The place was very close to the house of Sir Tej Bahadur Sapru, a lead-

ding lawyer of his times who was a close friend of his father. Any other young man of his age would have reported the matter to "Uncle Sapru" before moving an inch but not Ravi. From the scene of the accident, he went straight to the police station along with the injured and reported his crime. The interpreter of the law was informed only after its custodians had been taken into confidence. Minor incidents indeed, but they provide some clue to a value system that blossomed fully in his later career.

He had spent only a year or so at Allahabad when he got the opportunity to go to Oxford where he received a B.A. (Hons.) in 1952. He then had to make a choice between accepting a research grant, which would have kept him in Europe for another year, and returning to India to accept a position with a Calcutta based firm, Messrs. MacNeill and Barry. Left to himself he would have liked to complete his research assignment before taking up the managerial job, but since the company was unwilling to wait and Ravi had no intention to stay abroad beyond a year, he returned to India. Rising successively in the managerial ladder he became the Chief Executive of the Kilburn and Company, another Calcutta based organization, in 1957. The love for an academic career, however, seems to have lurked somewhere in his subconscious for, when the newly established Indian Institute of Management, Calcutta invited him as a Senior Professor in 1963, he gladly accepted the offer. It must have been a major decision for a man who had no previous experience of the academics, but Ravi adjusted himself to the new setting extremely well and was rated among the most valued academic resources of the IIMC.

And yet, his reputation as a teacher and researcher was still confined largely to the Calcutta area when Vikram Sarabhai, the founder of the IIMA and its part time honorary Director, and Prakash Tandon, the Chairman of the Board of Governors, in their search for a full time Director for the Institute spotted him while he was conducting a management development programme on behalf of the IIMC. With his uncanny sense to judge the hidden



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value of people, Sarabhai was struck by the clarity of Ravi's thinking and articulation as also his ability to relate himself with colleagues and associates. Tandon shared Sarabhai's judgement about the young professor. After some more deliberations with others involved in building the Institute, including Harry Hansen of the Harvard Business School, they offered the Directorship to Ravi. He showed no enthusiasm saying that he did not leave one administrative job to move to another; his heart was in teaching and research. He, however, eventually yielded to their persuasion, but not before seeking clarification on a crucial point. "How much freedom would I have in managing the Institute?" he asked the Board Chairman to which Tandon replied, "as much as you deserve." Any other person in his place would have reacted rather adversely to this answer. Taking this as a challenge, however, Ravi entered upon his new responsibilities in September 1965 with the determination to earn that freedom which he had asked for as a prerequisite of success. He had just turned 38 then.

And he earned that freedom very soon. Though Vikram Sarabhai had laid a solid foundation, the superstructure of the Institute was yet to be built. Ravi's leadership did it brick by brick—both in physical as well as organizational sense. It was largely because of his vision that the mission of the Institute transcended the narrow limits of business administration; management of all systems where the means are scarce and the ends are unlimited became its goal. The practice of helping other institutions to join the arduous task of spreading management education in the country started on his initiative. To produce a multiplier effect on the academic system, the Fellow Programme, meant primarily to produce teachers and researchers, was started. His belief that various key sectors of the economy required different contextual perspective resulted in the development of the Centre for Management in Agriculture. Preliminary steps towards developing academic programmes relating to some other sectors were also taken. Above all he realized the importance of building boundary relations with the Government and other critical agencies, both in India and abroad, so that the Institute functioned as a part of the national mainstream rather than in isolation.

This is not the place to recount his achievements at the IIMA. In fact what he accomplished

was less important than how he did it. Practically none in the faculty knew him personally when he came to Ahmedabad. Within a very short time, he won the confidence of the faculty, staff and students by his unassuming nature and friendly disposition. And in running the Institute, he involved almost every section of the community. He remained mainly concerned with the policy directions which were developed after extensive discussions with the faculty. Once this was done, the task of implementation was left to the faculty chairmen assisted by their committees. It was the case of total delegation of authority without surrendering the responsibility. As he himself put it: "Under my concept of delegation, I don't have to enter the kitchen to find out whether the rice is burning, but I must have the sense to know if it is burning."

Another noteworthy feature of his administrative style was that he abhorred the idea of laying down elaborate rules and regulations. He often used to say that no two cases were similar and thus no rules really helped. When once a faculty colleague reminded him of one of his earlier actions to press for a similar decision relating to a particular issue, Ravi replied, "I am not bound by hand and foot by precedences. Following a precedence very often is nothing but the perpetuation of an earlier mistake." This was no autocratic way of dealing with things. In fact he never attempted to impose his decisions on anybody; the cornerstone of his administrative philosophy was to persuade rather than dictate. Consensus rather than conflict remained his watch word. And he was as much willing to be persuaded as to persuade. One can cite innumerable examples when he changed his mind on vital issues after discussion with the faculty and other constituents of the Institute. Without making a noise, slowly and gradually he was developing an administrative structure in which everyone could express his creativity without being stifled by needless rules or excessive authority; everyone could think that he or she was involved in building the organization; all could breathe in a free air to achieve excellence. This probably was Ravi's greatest achievement as the Director.

None knew that while accepting their offer, he had told Sarabhai and Tandon that he would not remain Director for more than 5 to 7 years. It, therefore, came as a complete surprise to the total



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A FLASHBACK

IIMA community when in January 1972 he announced to the faculty that he had resigned and that his resignation had been accepted. All efforts to persuade him to reconsider his decision failed. He was then in such complete command of the organization that none but he himself could have removed him from the helm. Why he took that decision must better be told in his own words. As he wrote in his letter of resignation:

"While each of our educational institutions needs a vision to which it may aspire, the vision must not become a sacrosanct ideology, nor should the individual in charge of the institution become the ideologically vested focal point of no change... A new person is required with whom the vision is not a vested interest and we will have a fresh point of view from which to determine how the Institute can move."

"An applied institution such as ours, must relate itself to national needs. The tasks can be enormous and numerous. The temptation, to which I certainly have yielded, is to move fast in new fields of academic endeavour. With this in view, at the IIMA, I have emphasized 'academic entrepreneurship' which constantly demands new activities, uncertain structures and, often, conflicting values."

"At each major stage of the Institute's growth a change of style might be desirable. I think we have arrived at the end of the first phase of the Institute's growth, nine years after it started. This Institute might need to consolidate and stabilise for a period, or it might need to change the direction of development. For this there will be others whose styles are more suited and whose capabilities are more appropriate than mine."

"Many institutions in India have suffered either from instability due to the too frequent changes of the 'chief executive' as decided by the powers that be irrespective of institutional needs, or, have suffered from stagnation as a result of the perpetuation of an individual who becomes the institutionalized image of a no-change continuity, once again, irrespective of institutional needs. I hope that, after a reasonable period, the next Director will step down if he feels there may be more appropriate persons to determine a new direction for the Institute..."

"My emotional involvement with the Institute is considerable. While I am resigning as Director, if my successor and the Board allow me to work here, I would like to continue as a member of the faculty."

It is a measure of his control over the organization that during the 8 month interregnum between the dates of his resignation and the assumption of office by the new Director, he remained as effective a leader as ever before.

Resignation from the leadership position was an act of complete renunciation. In the next twelve years that he spent at the Institute he never interfered in any manner in its management, never asked for any concessions to which he was not entitled as an ordinary faculty member and refused even to be considered for a special chair. Also he spurned a number of lucrative offers from other organizations including international agencies like the UNESCO. Almost anything was within his reach particularly after his reputation as an institution builder spread far and wide. As Sir Jehangir Ghandy of the Tatas told a faculty member while Ravi was still very much at the helm: "Ravi can put on a piece of paper the position and the emolument he would like to have, fold the paper, and give it to us. We would say 'yes' to his terms before looking at the paper. But your Director intends to remain a school master." To accept anything in exchange for his services to the management education was utterly unethical to Ravi's way of thinking. He had only renounced the leadership but not the mission.

Sir Jehangir was right. During the last twelve years of his life Ravi remained a school master—but school master with a difference. On the day he handed over the charge of Directorship, he was asked about his future plan by a faculty member. His answer was, "I would like to develop a university of applied learning." The remark was made so casually that the faculty member almost ignored it. But as the Jawaja experiment in Rural University gradually unfolded itself, the implication of what Ravi said on his first day at the Institute as an ordinary professor became clear.

The builder of the Rural University was entirely different from the Ravi Matthai his associates had known. The usually aloof and withdrawn personality totally submerged itself with the artisans,



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teaching them how to use management skills to improve their lot. He was the worker, production manager, marketing executive and advertising consultant all rolled in one. The transformation was so natural, spontaneous, and complete that one did not find a trace of artificiality around it. Even the dress changed as the kurta-pyjama replaced the western shirt and pants. Though he kept a driver, he usually drove his own trucks and jeeps which he used for his trips to Jawaja. The Rural University, however, was not a mere experiment in providing learning opportunities for the down trodden. Ravi looked upon it as an instrument of research because he felt that the expert can learn a lot from the innocent. As he put in the course of a discussion at the IIMA: "Without action research there is no way to understand what needs to be done to improve the management practices at the grass root level."

Jawaja claimed Ravi's total attention. He became one with the artisans and handicrafts workers. Of course, he gave a part of his time to some other organizations - Railway Reforms Commission, Press Commission, Morvi Enquiry Committee, corporate bodies and so on - but the cause with which he wholly identified himself was that of the lowest of the lowly. So complete was this identification that even his heart attack in 1977 in no way deterred him from continuing to work for their uplift at the usual pace.

There was one common thread between everything that Ravi did: a very high sense of values. It is pertinent in this connection to recall an advice

he gave to one of his colleagues at the IIMA who, in the absence of the Director, had been approached by a company for a favour. The company had not been particularly helpful to the Institute, and the faculty member did not see any reason why he should go out of his way to help it. He, however, decided to consult the ex-Director before taking a decision. "Our decision should not be contingent on what the company has done to us," was his reply. "In that case can we meet the request half-way through as I find it difficult to agree to the company's proposals fully," the faculty member asked. "If you want to do a favour, go all the way for, a favour half done is more harmful than none at all." Jocularly, the faculty member remarked that Ravi sounded like a priest rather than an administrator. After a self-deprecating roaring laugh, he let out a secret: the two books which were always by his bedside were the Holy Bible and the Oxford Dictionary. The incident perhaps tells more about the man and his motive force than anything else.

The Rural University experiment remained incomplete. It is, however, certain that even if he had lived to see it through, he would have started something else - perhaps equally unconventional. Several years ago when Mrs. Carolyn Hansen asked him what his choice would be if there was a possibility of another birth for him and he was given the right to decide. His reply was, "I would like to be born exactly as I am because I have so much to do that one life is not sufficient."

One wishes that it were possible.

"I am sure all of you must have read or at least heard of Hans Anderson's beautiful little fable, *The Ugly Duckling*... All of us throughout our lives go through the same process as the ugly duckling. Our stories don't have an end until the grave. We are constantly looking for the swan in us and we never find all of it. The ugly duckling perhaps was lucky. But we find new environments, we find new contexts, we find new problems, we find new approaches, we discover new capabilities in ourselves. We are, until we die, constantly looking for the swan in us."

Ravi J. Matthai



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RAVI MATTHAI IN HIS OWN WORDS

[In this section we reproduce excerpts from Ravi Matthai's own writings and speeches which he delivered on various occasions]

ON MANAGEMENT EDUCATION

The concepts of management can be viewed as being applicable to any form of organized human activity which requires planning, making decisions, and implementing them. This leaves the whole world of human activity open to the management educationalist and his problem is then, in the particular context in which he works, to determine his priorities regarding the directions he will take. Again, if management education is viewed as the application of social and quantitative sciences to the resolution of problems, the management educationalist is concerned with how such knowledge can be developed, disseminated and used. At the same time, the use of knowledge requires a strong theoretical base and so an institution builder in management education is faced with another choice which relates to the mix of theory and application. In emphasizing the use of knowledge a further choice arises as to the scale on which the management educationalist would wish to see such knowledge being used, whether it be within a micro enterprise or in relation to large national systems. Again, if the institution is concerned with the use of knowledge it has a choice in relation to how far it should go—should it stop at consulting or also involved with action? None of these choices is exclusive, but, given the institutional priorities and the constraints on resources, limited choices will have to be made.

(From "Management Education : Institutional Strategies and Processes" presented at the International Conference on Professionalization of Management : Strategies, Processes, and Programmes held at IIMA, on November 21-25, 1976).

The inspiration of a vision motivates great effort however short we may fall of our goal. Every major responsibility requires it. A house without a vision is so many walls and a roof, a bare physical structure without a soul. Even the little man must have a little vision to sustain his hope that is useful to society. We too have our little vision for formal management education in India. Management is a science which we must adapt and shape to our

own use and to the circumstances of our own problems.

Management is concerned with the activity directed towards effectively procuring, allocating and using resources to achieve the objectives of a given organised system. There should be an objective towards which managerial activity is directed, and there is an activity for a system with this objective. For each objective there will be a second level of objectives, for each activity a second level of activities and for each system there will be sub-systems within it. There is a hierarchy of objectives, activities and systems, and that there are horizontal sets of activities and systems. The vertical levels relate to, for example, the Corporation, the Marketing Division, the Product Sales Section, etc. down the line to the Salesman. The horizontal sets refer to the functional division of corporate activity such as Purchasing, Production, Marketing, Financial Control, and Personnel. The vertical and horizontal levels and sets must be integrated to form "the activity" in "the system" directed towards "the objective." It could be regarded as characteristic of this integration that the whole is greater than the sum of the parts.

The word "effectiveness" implies that there are degrees of performance achievement and whatever criteria are used to evaluate performance, the implication is that it can be improved. The emphasis of Management, then, is on change; not change for change's sake but change for the improvement of performance in achieving objectives. This involves the adaptation of systems, attitudes and behaviour under changing circumstances, the development of skills in planning, making decisions and implementing them, and in controlling and evaluating the qualities, rates, levels and directions of flow of human, physical and financial resources.

A system is managed when the activities are organized and controlled to achieve an objective. The top executive of a company will "manage" his resources to achieve an outcome in the market. He might influence but does not "manage" the customer. The Government may manage, to varying degrees,



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substantial parts of the agricultural input system, but it does not manage, in this sense, the farmer. The Government manages the population control programme but it does not manage the family. Anyway, an attempt to do so might be somewhat indiscreet.

I use the term "management," therefore, to connote integration, organization and control, and change.

It can be said that Man has always, in some sense, been involved in the act of management, ever since he tried to harness nature and his fellow creatures to meet his needs.

I believe that one of the earliest recorded discussions on the delegation of authority occurred between Moses and his father-in-law. Moses was judging the people and the people stood around Moses from morning till evening. Moses' father-in-law suggested that this was not the best way of handling the situation. He suggested that Moses should choose the most able men "such as fear God, men of truth, hating unjust gain, and place such over them (the people), to be rulers of thousands, rulers of hundreds, rulers of fifties, and rulers of tens. And let them judge the people at all seasons; and it shall be that every great matter they shall bring unto thee, but every small matter they shall judge for themselves." Moses followed this advice and apparently the system worked well and Moses, perhaps, found he had more time to contemplate the mysteries of the future, for which skill the Prophets of Israel became famous. I would venture the generalization that, since then, the heads of most organizations have found it easier to divide the people than to ensure that only "great matters" came to them.

Another field in which our management scientists have endeavoured to start work relates to Trade Unions. So far most of the work in industrial relations has focussed on the conflict situations of

Unions and Management. This is valuable work. The study of conflict is important for its resolution. But I wonder whether there is too great a concentration in the management of labour as a resource and therefore on the management of the employer organisation which must control and use this resource. If we accept the fact of Trade Unionism, not as a necessary evil, but, ideally, as a rightful component of our social and economic system that has a constructive role to play in relation to our economic growth and our social objectives, then we should help the Trade Unions become effective organizations in their own right. The management scientist in India should work with Trade Unions to develop their objectives and their strategies. He should help them develop appropriate organizational structures, control and information systems, and personnel policies. He should help them market their ideas and their services. Admittedly a major problem inherent in this approach results from the fact that a large proportion of our Trade Unions has strong political affiliations which can render Union objectives subordinate to political objectives. However, so compounding the problem might bring into clearer focus the question as to whether the primary conflict is between the employer and the Union or between conflicting political systems. The question that I could ask and to which, today, there is no answer, is - "What effect does the efficiency of a Trade Union as an organization and the definition of its own objectives and identity have on its value systems and its sense of social responsibility?"

We need to build a body of knowledge about the operations of each sector, knowledge that is relevant to and can be used by the policy makers and managers of that and other sectors and to build channels through which this knowledge can be transferred across the boundaries of these sectors so that eventually we may see in this knowledge an integrated view of India's operating economy.

[From the 11th Feroze Memorial Lecture, Delhi, September 30, 1971]



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IN HIS OWN WORDS

ON LEARNING AND EDUCATION

Learning occurs all the time, everywhere, with everybody, whatever he or she does. It can be wholly inadvertent and it can occur without the individual doing anything about it. If the circumstances of the individual permits of very little variation either in what he does or in the environment within which he lives and works, this learning can be extremely narrow. On the other hand, within this very narrow confine if his environment is relatively stable, the type of experiences through which he goes are repetitive and there are no further inputs to sensitize this perception. It is likely that his responses will become conditioned reflexes. The learning curve will soon level off. His learning could be enhanced by the extent to which he is able to establish relationships between things and between things and events. If he has exhausted this capacity then learning will again achieve a plateau. If he is to be able to make better use of the resources at his disposal, his ability to do so will be influenced by his understanding of the nature of these resources in terms that were hitherto not available to him. Something must happen to get him off, what I shall choose to call, his learning plateau. Either he does something or someone else does something to enhance his capability of learning or his substantive learning itself. The element of the deliberate is introduced. It is this element of the deliberate that distinguishes education from learning. Whether it be self-education or education with the intervention of others there is a deliberate act on the part of some-one to increase his learning. In any set of circumstances there are stimuli which will arouse certain perceptions in an individual.

Perception does not necessarily imply that learning has taken place. Learning includes the process of internalizing these perceptions so that they then form a part of the individual's knowledge, emotions, attitudes or whatever be the level at which he assimilates them. Internalization can take place at a conscious or sub-conscious level forming a part of the individual's make-up and affecting his pattern of behaviour. Learning as a process, therefore in this context, includes the stimulation of perceptions, their internalization and the resulting changed behaviour.

The learning capacity of an individual could be viewed in terms of a hierarchy from the particular experience of an individual to the generalized experiences of mankind. Learning can, therefore, be individual, particular and inadvertent. Or, it can be individual, particular and deliberate, which is where education starts. Or, it can involve joint learning through the experiences of others where the commonality of experiences provides a basis for learning, e.g., a group of craftsmen working together and learning from each other's mistakes or learning from the joint performance of a common function. Or, it can involve the transference of functions from one set of experiences to another, where the learning is relatively context free, e.g., village leather workers learning to maintain their accounts from a group of weavers who have learned to do so, or establishing a facility for the learning of the basic chemistry of dyestuffs in relation to different types of materials and crafts. Or, learning can be in terms of generalized principles abstracted from the experiences of mankind. The aim of education for development is then to make learning deliberate, help enhance the capabilities of learning and help people learn how to learn.

Learning might or might not have a cost. Education does inasmuch as it is deliberate. The cost may be simply in the effort it involves or in the opportunity cost of them. This cost, whatever it be, is viewed in terms of a disincentive to learn. This disincentive needs to be offset so that there is, on the other hand, a positive desire to learn. First there must be a desire to learn arising presumably from the awareness that learning does "pay."

Learning spaces, impermanent or permanent, can be created wherever and whenever opportunities arise and anyone can take on the role of educator. In a village, spaces exist outside the school house in which regular learning opportunities can be created, such as the panchayat, the cooperative, the tea shop, etc. Opportunities exist or can be created in the everyday life of the villager in relation to his economic, technical, social, political, cultural or physical existence for which any spaces may be used wherever the opportunities arise. However, such deliberate educational action at a level that



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will initiate and sustain rural development is likely to occur only with a far higher consciousness of the need for, and a changed attitude towards the usefulness of, deliberate learning. The start of such a process to develop educational awareness and capabilities could be centred upon new and more gainful economic activities, activities which attract the immediate attention and direct interest of the villagers. This I regard as a necessary part of rural

development if the developmental process is to become self-reliant with regard to the resolution of problems and self-generating with regard to opportunities and initiative. There is a mutuality to such learning that must be understood if the under-privileged are to gain from development.

[From *ICSSR Research Abstracts Quarterly*, Vol. VII Nos. 1 & 2]

ON INSTITUTION BUILDING

In building educational institutions I believe that it is more important to build values and attitudes at the outset, and at major points of change, than to develop mechanical organisation structures. These attitudes hopefully will reinforce the beliefs you have in what you wish to create. Management science can provide you concepts and techniques to arrive at a decision but it is the faith in your beliefs that gives you the courage to make the decision, and to see it through. Building of an educational institution is an act of faith, faith in your beliefs, in your vision, in those with whom you work and in their accomplishments.

Educational institutions need more than an objective. They need a vision. Being concerned with developing people and knowledge, they have a far longer gestation period than most other types of organisations. In education, if this is so, we need, not merely objectives at which to aim, but, visions on which to grow and we endeavour over decades of evolution to translate this vision into reality.

I would suggest to you that for an institution concerned with management education in India this is a vision to which we can aspire over the next twenty or thirty years—to be able to view the nation's operating system as an integrated whole.

I make the distinction between an organisation and an institution. An organisation is the structure within which decisions are made to allocate and use resources over the period of time for which these resources are planned. As the bases on which the resources are allocated change, their effective use might require the organisation to be changed. Far beyond the time period for which the organisation lays down its objectives and plans its resources

there is the vision towards which the institution evolves. The institution, therefore, over many years might have a series of organisations but there is the continuous link of this vision through which the institution evolves its identity.

[From the Convocation Address at the Indian Institute of Management, Calcutta, April 15, 1974]

In every strength there lies the seed of a corresponding weakness. It is frequently the case that success is the cause of failure.

I think there are three very significant factors, amongst others, which relate to the identity of an educational institution: its organisational culture, its educational philosophy and the range of opportunities and roles which it perceives for itself in the environment which it serves.

By culture I mean the sets of values, the beliefs, the norms, the attitudes which determine the patterns of behaviour within an organisation; attitudes towards working relations, attitudes towards your peers, attitudes towards the environment, towards creativity, innovativeness, imagination, attitudes towards power and the use of authority, attitudes towards leadership—all these intangibles which go to make the character of an institution as much as they go to make the character of the people within that institution. And as the character of the people within the institution grows so only they and they alone can build the character of the institution.

There is not an institution concerned with applied knowledge that imparts professional skills where I have not heard the unending and age-long argument about 'theory' and 'practice.' Perhaps it



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started when the first systems of formal education came into contact with the guild and the apprenticeship systems. It will probably continue until doomsday. The substantive outcome of the argument may be important. But what certainly is important is the fact that this argument takes place. If the institution legitimises the fact that the argument should take place then implicitly it has accepted as part of its educational philosophy that its educational programme must be constantly reviewed and changed as circumstances warrant such change. And it is these arguments and discussions that will bring this review about. Over time new balances need to be brought about between theory and practice. Every institution in different environments and contexts will have its own balance, and every institution as it develops will keep alive through its discussions the search for a new balance all the while.

A similar argument relates to 'education' and 'experience.' These are not substitutable. They complement each other and supplement each other. I thank God that I do not have to discover the laws of demand and supply all over again. I might have to spend the rest of my life doing it. I am sure we are all thankful that we don't have to wait appre-

hensively under every crow on a mango tree waiting for Newton's gravitational inspiration to strike us. In fact, when I come to think of it, Newton was rather lucky with his apple. I am equally thankful that when I get into my bath tub, I do not have to discover anew as to why the level of the water rises, causing me to leap out of the tub and rush through the streets of Ahmedabad shouting the Gujarati equivalent of "eureka"—whatever the Gujarati equivalent of "eureka" may be. But however much or however little each one of us might assimilate from the vast accumulation of human knowledge, to that extent we lay a base for ourselves from which we enhance the value of experience.

The only basis on which the culture for self-learning can exist is within a framework of institutional flexibility, which can only be ensured by self-discipline and not by the discipline imposed from above. The development of these attitudes is a slow process. It cannot occur overnight. But it is a process which we will have to go, if we want to achieve self-expression within a self-regulatory system.

[From the Convocation Address at the National Institute of Design, April 23, 1979]





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THE LOYALTY SYNDROME

Traditionally a high premium has been placed on loyalty. It is not merely the case that experience has been made a virtue arising out of shortages of trained and skilled people. May be, we are still sufficiently steeped in our history of feudalism and have not yet outlived it. Perhaps our concern for the poor and the disadvantaged is the concern of the benefactor and his relationship with God, and not a concern for people. This attitude towards social responsibility demands gratitude and the expression of gratitude is in the enduring loyalty of the beneficiaries. Many employers in this day and age are still used to the idea that they are patrons and that employees are beneficiaries. This is understandable in a country with high unemployment. Despite the fact that the market for scarce skills does not warrant this attitude, it persists. And when the young person leaves an organisation the employer is disappointed at the ingratitude shown by these young people today who do not appreciate the value of the opportunity and the experience that the organisation has given them. Few managers blame themselves. So it is the young person and the educational institution from which he graduated which are to blame. The educational or training institution, it is asserted, has obviously not instilled in him the appropriate values and has dumped the problem on to the manager. So the manager often goes to a management consultant to examine the organisation's personnel policies, to improve its practices regarding selection, job satisfaction, motivation, etc. The aim of the personnel policy, obviously expressed differently, is for the employees to develop a sense of loyalty. This managerial concern is directed towards the manager's role as the satisfied patron. It is so common to hear the same patronising remark, "I did everything for the young man, but he only cared about himself. He is not interested in work or in his professional

development. He is only interested in money and position."

At the same time this breed of "loyalty" manager, in conditions of scarcity, willingly pays a far higher initial price for these skills than he has been paying for the recruits he has so far hired for the same positions. He gives the new people more responsibility and not infrequently gives them rapid increments to persuade them to remain. The assumption is that loyalty can be bought. This creates other problems for the manager since this discrimination, which in some sense the product of these new educational institutions justifies, antagonises those who were already performing a not entirely dissimilar function in the same organisation. So, while on the one hand, the new young person may not respond to all the cajoling and benefits showered on him, the ones who were "loyal" to the organisation before the advent of the former become alienated. The loss is always far greater than the loss of the individual. The individual with the new skill may leave but it also creates a more general dissatisfaction and in addition the manager may lose confidence in himself to retain "valuable" personnel. When the manager goes through this experience with the young designer, he often forgets that just yesterday he went through the same experience with the then newly developed engineer and management graduate. If the managers do not learn from these experiences the respective educational institutions, in turn, go through the same process of being blamed, perhaps unjustifiably, for having neglected their responsibility to their major supporters, to the buyers of their products, and that they neglect the values of society in general and, in particular, the young students of the institutions.

[From "Organisational Problems of Inducting new Skills" presented at the National Institute of Design, January 14-24, 1979]



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THE RURAL UNIVERSITY

The Rural University is not an organisation in a structured sense. It is an idea. It has no campus. It does not grant degrees. Its membership is not confined to those who have passed through specified required sequences of formal education. It has no formal curriculum. It does not require the statutory recognition of an Act of Parliament. It has no organisational hierarchy and so no office bearers. It requires no direct institutional funding either from the Central or State governments. It has no overall blueprint plan nor has it a budget. It requires no rules, procedures, sanctions or controls except the self-discipline of the individual that comes with a real desire to learn.

The Rural University assumes that the development of rural India will occur, not through mere target oriented plans, but through the development of people. Development activities without the deep involvement of people are without foundation. Involvement is not susceptible to the imposition of time bound targets in the way that physical and financial inputs are. People must learn to help themselves, to help others, to help their community and to help other communities. Self-reliance and mutuality are basic to the idea of the Rural University.

This University is a locator, enabler, provider and organiser of learning spaces wherever the opportunities for learning might exist or be created. These spaces might be at a villager's hut, round a well, round a tanning pit, a tea shop, a school room, a roadside, a government office, a field, a mohalla, a co-operative society, a bank counter, a market place, a shop, a truck driver's "dhaba," a village meeting place, in a vehicle, at a dak bungalow. Learning in this University can occur anywhere.

The University is concerned with people of all ages, all castes, professions, vocations, but its main initial thrust is directed towards the disadvantaged for whom learning can be the base from which they might extricate themselves from the web of circumstances which has held them economically and socially captive.

There are no teachers and taught as in the exclusive traditional roles of formal education. All members of the University are involved in learning

and helping others learn. The boundary of membership is indistinct but the University community grows organically by sharing the experiences of learning. This University as an idea can only grow with people. Its growth depends on its extensibility, on whether a villager will help another, a village will help another village, a caste will help another caste. It will depend on the desire to learn and the sense of mutuality that can be developed amongst those in the organised infrastructural institutions and between them and the rural communities. The effective growth of the idea will depend on whether the shared learning develops a basis for helping relationships within groups, between groups, within and between a variety of institutions. So the membership of the University consists of farmers from small to large, artisans whether they be caste based or otherwise, labourers both agricultural and industrial, government servants, teachers in the formal system, independent volunteers, school children, bankers, industrialists and businessmen, educationalists, researchers, technologists. The community of members does not have a formal identity. If a sense of identity develops it will emerge from the realisation that a common bond exists having shared learning spaces which they helped create.

The involvement is not, by any means, uniform. There are some experiences which are limited to specific groups of people. There are levels of involvement from the total to the peripheral and of learning and doing from the very active to the slow. Nevertheless they have all been involved with the Rural University.

Using the economic activity as a base the Rural University creates learning opportunities and spaces which help build attitudes and relationships to sustain and reinforce developmental activity. These relationships provide the links necessary for autonomous and sustained development. Links are required at various levels.

The basic idea is to integrate rural education and rural development and to make education an agent of developmental change. The idea of the Rural University is, through doing and experience, to re-interpret the role of education in terms of the total learning of individuals and communities.



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The idea of the Rural University is no one man's idea. It is the result of the joint thinking and doing of many people. Those who originated the idea are bound by their aim to make themselves dispensable. Only then can the idea grow. The idea of the Rural University sounds ephemeral. This description of its working might not adequately convey its reality. At this stage no one can say how fast it

will grow, or what shape it will take. It belongs to no one and has no plan. It belongs to everyone and must evolve. It is an experiment in educational innovation. But it is a reality. May be the only understanding of the reality is to take part in it.

[From the report, "Experiments in Educational Innovation of 'The Rural University': Jawaja 1975-77"]

RURAL ENTREPRENEURSHIP

An hypothesis is, that in any set of prevailing circumstances, given an individual's attitudes and biases, there is a threshold beyond which the individual will perceive risk of the change as unacceptable. In a new activity, the greater the elements of the unknown and the fewer the conditions which are re-assuring, the greater is the perceived risk. In developmental efforts, if the new activity is to be sustained, strategies of intervenors should be directed towards providing for a time, re-assuring circumstances and developing in the individual himself capabilities of reducing perceived risks to a level within his threshold of acceptability.

In the course of developing these economic activities two aspects could be significant in sustaining the risk taking capability. The first is the process of preparing the individual and the second is preparing a group within which exist mutually reinforcing individuals. Preparing the individual is not merely a question of the initial technical know-how. He needs to learn all the aspects relating to the economics of his activity and also needs to understand the importance of a marketing consciousness, how to market his product and to know how and where to obtain feed-back in order to alter his product mix or the product itself. Preparing the individual also means preparing him to manage the new relationship which arise in establishing links with agencies which can help his development. A most important aspect of developing the individual is for him to learn, with conviction, that as a member of a wider group in which individuals co-operate with each other, he has a better chance of survival and a more viable base from which to manage the economics of his activity and the links of resources and markets.

In the preparation of the individual and the group, the technical and economic learning of the individual is important but more important is the preparation of an individual to work in a group since mutual reinforcement can reduce risk perception of the individual. This is one reason why, perhaps, attempts may fail where the entire process and planning of such "people oriented" projects are reduced to targets which are time bound. A hypothesis could be that the development of rural entrepreneurship at a cottage level is viable if the villager can internalise knowledge which results in a greater self-reliance and so a greater individual and group risk reduction capability. Hence it is asserted that the development of people in this process is more important than the development of the activity itself.

In stimulating rural development, it is worth considering as to whether the appropriate approach is to search for and select entrepreneurs, or to create a set of circumstances which may, gradually, reduce the perception of risk in the minds of a larger and larger number of people over time and to develop in these people their own capability of risk reduction in changing circumstances.

There are a large number of institutions and groups working on rural development all over India with a considerable variety of organizational forms and cultures, some with a degree of managerial sophistication which the management scientist would recognise, some unsophisticatedly bureaucratic, and some wholly innocent of management concepts and techniques. Management educationists and researchers will have something to learn from the variety, but I suspect that the management scientist will have the most to learn from the managerially most innocent. They will, I think, be an



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extremely rich source of concepts and materials on motivation, group dynamics, leadership, responsibility and authority, decentralisation, resource levels and a great deal else. I do *not* mean to convey the idea that it is the management scientists who can help the innocents. Quite the reverse. I think it is some of the managerially innocent groups which, perhaps, can help the management scientists gain new insights.

[From the report, "Experiments In Educational Innovation of 'The Rural University': Jawaja 1975-1977"]

Self-reliance could be viewed in terms of people learning today to do for themselves what somebody else did for them yesterday. This is a matter of degree. It should not be confused with the somewhat unreal isolation of "self-sufficiency." Self-reliance implies learning to manage one's own affairs, recognize opportunities, use them, establish

new working relationships and links, learning how to manage these, and to make demands on the environment including the organized sectors.

Such a complex process of learning might not start spontaneously. If it is thought that rural development will also be influenced significantly by the degree of self-reliance that can be developed it might also be considered as to whether, for quite some time to come, people with the appropriate motivation, understanding and capabilities, might be needed to act as stimulators of such learning processes. Such people would have an "entrepreneurial" role in starting economic and social processes aimed at self-reliance. Since such self-reliance is viewed in the context of development the phrase "development entrepreneurs" has been used to describe these persons.

[From the note on "Programme for Development Entrepreneurs"]

INVESTING IN DEMOCRACY

The principle of a 'minimum needs programme' is accepted in most developing countries. Such a programme would refer primarily to food, clothing, shelter, education and health for the lowest income groups. Perhaps a corollary, if not a part of this, would be a 'minimum supporting facilities required for the implementation of the minimum needs programme.' These two sets of programmes need substantial investments and the outputs of these investments are, in the main, physical and visible. To those who consider 'democracy' a preferred way of life and a preferred political system in which to live the thought might occur that very little investment is made in democracy, in reinforcing the political structure itself and in reinforcing the preference for the particular system over others.

If, with growing populations, the pressures on resources increase in the developing countries, it is likely, particularly in democratic countries where the citizens will ostensibly exercise periodic electoral choices, that the priorities and the criteria on the basis of which resources are allocated by the government will tend more and more towards those activities which will yield quick and visible results. Again, in a centrally planned democracy

like India, it would also seem likely that the tendency of the government would be to control directly, perhaps even to appropriate, an increasingly large proportion of the resources available in the country for allocation. It is possible therefore that not merely will the proportion of allocated resources for short term visible outputs increase but also the proportion of government allocated resources to the total available resources of the country will increase, so accelerating the rate of increase in the allocation of resources for these priorities. It is the trite proposition that the poor tend to have a low propensity to save, to form capital and to take a long term view, the more so the poorer you are. This could also be the case with poor countries. It is again the old dilemma of poor democracies—"bread or liberty." It is not necessary at all that the choice should be exclusive, but the chances are that liberty will be the casualty.

The probability of this being the case in India will increase rapidly unless we begin to think today in terms of investing in democracy, of developing resources, structures and strategies to reinforce continually the preference for democracy. It is not merely enough to invest in democracy with the



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object of reinforcing our preference for it as a political system, but it is also necessary to invest in making democracy more real than it is today. We have a large country, numerically one of the largest, but as a democracy in any meaningful sense India is one of the smaller democracies of the world. It would be a luxury if not perverted, in the present circumstances, to invest the nation's resources in democracy so that a few of us can enjoy the cocky privilege of crowing on our own dunghills. To invest in democracy therefore is also to invest in making democracy more real, to give democracy a wider base, to make the democracy as large as the country. Without this we are likely to lose democracy itself.

Will our 'allocators of resources' invest in the intangibles of democracy? A major investment is in the right to be informed and the problem relates to investing in the processes of developing political awareness and self reliance between crises. We have endeavoured to do so at the points of crises and immediately thereafter, but otherwise we seem to take the whole process for granted as though the existence of a written constitution is a sufficient guarantee for the political system to function despite the period of obscene politics through which the country has gone. Law, constitutional or otherwise to be effective must be understood, defended and enforced by the citizenry. For this to be the reality the citizen must be informed.

The freedom of speech and expression is included in the Indian constitution. If regarded as a passive set of conditions defined in terms of the absence of legal constraints it would seem to grant to the bulk of India's population the freedom to talk to themselves in the dark. In a more positive sense the freedom of speech and expression may be regarded as including the absence of constraints, the existence of opportunities for the citizens to express themselves, and their capability of using these opportunities. This would particularly be the case if it is accepted that the right to be informed is a corollary of this freedom in a democracy, or, perhaps, vice versa. The more tenuous the link between the freedom and the right, the greater the distance between expression and understanding, the less meaningful is freedom in terms of satisfying rights which are regarded as essential to the democratic process. If in the years to come, India as amongst the poorest nations (per capita) of the world, the tendency in relation to 'bread' resource allocation continues, there will be little investment in democracy. The freedom of speech, in a passive sense at worst, may require no investment, but the right to be informed cannot be regarded passively and requires considerable investment. The right to be informed relates to a wide spectrum of activities, from the consequences of a vote to the operation of a particular scheme.

(From *Mainstream* December 15, 1979)

Do not institutionalise what is organizational.

The building of organizations is for the rational;
the building of institutions is for the inspirational.

In other class rooms the students listen to the teachers speak;
in our class rooms the teachers listen to the students learn.

For God's sake do not feel guilty about anything that you do;
but if you do feel guilty, do not do it.

—Ravi J. Matthal



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POEMS

T. K. Raghunathan*

MOTIVATION

As I sit in the class
 Silent and pensive
 My ears cocked for a single sound
 Out of babel of voices debating a point
 For the sound of jingling of anklets
 Tied around pretty feet like lotus
 Matching the beauty of the face
 So dear to behold
 I will wait for ever
 You know, my love.

BUYER-BEHAVIOUR

The days were long and hot
 Lectures tiring us a lot
 with notes and cases on Subjects
 in nice safari jackets.
 One strained to stifle his yawn
 another in vain holds his drooping head up
 The lack of sleep, fun and Love
 made us look so dull.
 Managers of this show
 You may please better know
 it is profitable to
 mix cases with pretty faces.
 Yet as we say bye and thank you
 We would assure you
 We now can mix with our yarn
 Jargons you so lovingly taught.

*Participated in Industrial Marketing Programme.

May 1980

JOB SATISFACTION

Job satisfaction has many ramification
 some say physical
 some say technical
 if it is not economical
 it is only notional
 so why give a damn
 but it is emotional.

CUSTOMER IMAGE (With no Disrespect)

Debonaire Khurana and his disarming ways
 made us feel welcome with his close-up smile
 Lanky Bhandari displayed charm
 his lectures and jokes kept us warm
 Misra and his curves sent us on a bend
 with his problems of forecast in our head
 Bulky Mehta and his unlit pipe
 made many a sucker in 3 card stud
 Witty Mr. Jain and the flashy Ad Man
 Kept us in control with lot of smoke
 Communication of Mohan
 'You know' how and
 Brilliance of Khanna
 Stole the show

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Ravi Matthai : the Man, the Builder, and the Leader

*A meeting was held on October 9, 1972, to honour
Prof. Ravi J. Matthai for his services to the IIMA
as director. Comments of the speakers are reproduced here.*

Mr. S. L. Kirloskar
Chairman
Board of Governors, IIMA

When Prof. Matthai took over as the first full-time Director of this Institute in 1965 this organization was barely three years old. Although a firm foundation had been laid down under the imaginative leadership of Dr. Vikram Sarabhai, the academic structure was yet to be built. The task was by no means an easy one because we were still groping for the best way to achieve our objectives, and there was no precedence which we could depend on. Our road was rough and our goal was distant, and the challenge of the task demanded all the qualities of imagination, foresight, tolerance, and perseverance. During seven years of his brilliant leadership, Prof. Matthai provided all these and much more. He provided a sense of missionary zeal which unfolded before ourselves a whole vista of activities and programmes in the field of management education. The position of eminence which this Institute has achieved is, in every sense of the term, due to his brilliant leadership. Talking about Prof. Matthai a friend of mine once remarked, "He has put Ahmedabad on the educational map of the world." This aptly sums up Prof. Matthai's contribution to the management education in general and to the development of this Institute in particular. It is, therefore, proper and appropriate for us to assemble here this afternoon to express our sense of gratitude to him.

Building up educational programmes and activities and the physical facilities is only one aspect of building an institution. A more important aspect is to build

up men who could ensure its continuous growth and progress. Prof. Matthai kept this objective constantly in view during the tenure of his leadership. I have been told that when he was offered the directorship of this Institute he asked the then Chairman for maximum amount of freedom to manage this organization. The Chairman replied that he would have as much freedom as he deserved. I am glad to say that Prof. Matthai, in managing this organization, deserved all the freedom that he needed. What is more important is that to his own colleagues and associates he gave the same freedom which he had asked for himself. The result is that he generated among his colleagues not a sense of submissive conformity but that of an active commitment to the adventure of institution building. The emergence of a sense of commitment and leadership pervading the entire environment of the Institute was the happy result. In more sense than one he developed a whole cadre of people who could assume greater and greater responsibilities. Therefore, when he decided to quit, because of his personal belief that a change of leadership was essential at each major stage of the Institute's growth, the changeover was the smoothest and quietest possible. While his resignation set up almost a unique example in organizational history in this country, the smooth changeover was yet another tribute to Prof. Matthai's contribution and administrative philosophy.

Prof. Matthai wanted that the spirit of this quiet and smooth changeover be maintained and he protested against holding this function. We are holding it in spite of his expressed wishes. We have done so not so much to honour him, because he hardly needs such a formality, but to honour our own feelings of

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gratitude and appreciation. The bricks of his ideals and mortar of his philosophy would sustain us and drive us on in the exciting task of bringing about a managerial revolution which we so badly need. I wish Prof. Matthalai to know how grateful we are for the services he has rendered to this Institute during his tenure.

Mr. Kasturbhai Lalbhai
Member
Board of Governors, IIMA

Ravi Matthalai came to us eight years ago. At that time nobody would have imagined that his stewardship was going to turn this institution into one of the very few institutions of international repute. One wonders as to how he did it. My answer to it is that he practised the philosophy of selfless service and undivided dedication to the cause of recruiting the best talent for each of the subjects. This was due to his single-mindedness in procuring the best teachers and researchers he could get.

He had, however, a difficult task to get the necessary funds from the Government of India. As you know, he has a genial nature and that stood him in goodstead in persuading the government officials to his point of view and getting their agreement for larger funds. As the years rolled by, not only the general public but institutions like the Ford Foundation, the Government of Gujarat, and the Government of India came to recognize the worth of this Institute and were willing to finance new schemes and projects.

During my business life I have tried to serve public institutions. I have been associated with this Institute of Management from its inception. Over a period of 50 years of service to the Institutions, I have not come across a person so versatile, so selfless, and so devoted as Ravi.

It has been a pleasure for me to serve on the Personnel Committee where Prof. Matthalai brought up the qualifications of different members of staff and mentioned so ably and impartially that most of the time we agreed. But whenever we had a different point of view, he reconciled.

The reputation of the Institute is judged by the quality of its product. This holds good not only for a

manufacturing industry but also for an educational institution. Indian Institute of Management, Ahmedabad, can take legitimate pride for the quality of product that it has turned out. The kind of response that the students of this Institute have received from industrial, commercial, and service organizations in this country and the amount of remuneration offered to them bear ample testimony of the quality.

Decisions being influenced by pressures have become a part of national scene. The Institute has been able to withstand against all such pressures particularly in the matter of admission of students to the Institute. One can imagine the situation when only 120 students are to be admitted out of 4,500 applicants. The fact that sons and daughters of senior professors were denied admission, as they did not satisfy the objective tests, goes a long way towards the proof of its independence.

Both these achievements speak volumes for the contribution made by Ravi and his colleagues over a period of time.

In stepping down from the office of a director and voluntarily accepting to continue as a professor is another landmark in Ravi Matthalai's career. Ravi thought that the Institute needed a fresh look by another leader for its sound growth. Many of us have not been able to see eye to eye with Ravi in this respect. But he had his own conviction and we had to yield. Let us wish Ravi continuing success in his capacity as a senior professor. We are confident that he will be a source of strength and advice to Dr. Samuel Paul.

Dr. Samuel Paul
Director, IIMA

In many ways this is a very unusual function. It is unusual in that it is not a routine farewell function, the kind of which is normally held when the head of an institution steps down. In our case, we were in an awkward situation as to what to do. We could not possibly have arranged the usual function. For such occasions, we have a standard format here. We buy a nice gift, call everyone for tea and bid goodbye to our departing friend. But here is a person who steps



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down and says, "I would like to stay on here." We, therefore, had to think of an unusual way of dealing with him, because if we were to plan to repeat our routine for him when he finally leaves the Institute, many of you who are here now may not be around to remember or talk about what he did as the director. So, this is, in fact, an unusual function. Though it has some of the peculiar features of our usual farewell party, it is not a farewell function at all.

This function is unusual also in that we have organized it away from the comforts of a fine air-conditioned hall, which we have next door and where our large groups assemble. We would have preferred to go there, we have done it before. But we very deliberately decided to hold this function on the campus for the reason that this is the campus that Ravi Matthai developed.

I recall the story he often tells about the first day when he moved into this campus, what at that time must have been a barren stretch of land, and I am told he carried a bucket of water from Ambawadi, which was the nearest place from where he could get it. At that time his main companions on the campus were snakes, jackals, and pigeons. Even now we have a lot of snakes left, Ravi, but jackals have receded after many of the humans moved in. A lot of pigeons are still left in because you don't even let us shoot them or do anything with them. That was the stage at which he moved in. Amidst these buildings which have come up, even though they are incomplete, we thought, is the best place for us to meet to honour him.

Let me take a few minutes now to talk about Ravi Matthai, and I thought that the best way of speaking about him, of honouring him, is to talk about him as Ravi Matthai—the man, Ravi Matthai—the builder, and Ravi Matthai—the leader.

Ravi Matthai, the man. Look at him and you can see in a few minutes what Ravi Matthai the man is like? My friend Gupta has already referred to his long hair. I would like to say that long before long hair became the fashion, the pioneer of long hair was with us! Many of us really could not emulate him only because our hair would not grow long enough! Many of us know exactly how many bush shirts and pants he has. Last year at the convocation I went and complimented him and said, "You have a fine suit." He

was somewhat taken aback. I always know the suit he wears annually at the convocation, and he said, "You know, last time you said my suit didn't look good; so I went and bought another one." I have since tried to use his example at home with my wife to get myself a new suit; I haven't succeeded yet!

Ravi Matthai is a lover of nature. I referred to the jackals and snakes. He never minded them. Though he is a lover of nature and he appreciates seeing all the birds and animals around, I am not sure he, on that count, enjoys the love of all the housewives on the campus since he doesn't let the birds and pests be destroyed. But the birds and the natural scenery do lend enchantment to the campus. I must say the latest in the series of his innovations is to have for us a mini zoo in front of the sunken garden right in front of his house where he has a scheme to bring some small spotted deer, and I wish him all success and promise support to see that it comes into being.

Ravi as a person is simple in his tastes, unassuming, approachable. But more important, he is a dependable friend. There are many occasions, which I am sure my colleagues here would recall when Ravi supported them and stood by them in spite of many difficulties. He is a person on whom one could count. I know that in the life of simplicity, friendship, dependability that he has lived before us, he has not cared for money very much either; you will have to know him a little more intimately to know some of the things, and it may be a bit embarrassing for me to state some of the things that he has done in terms of helping others, using his own resources. On the other hand, he always had a big gleam in his eyes, whenever somebody offered money for the Institute. He was an enthusiastic person in terms of collecting money, not for himself, but for the causes that he cherished. I have sometimes wondered whether this is his inborn quality or something that he acquired after coming to Ahmedabad!

Ravi Matthai, the builder. An aspect of his life, which is, I would say, best known to all of us because the evidence is all over the place for everyone to see. The buildings, which as I said came up from the barren ground, are around you; but more important than the buildings are the academic structure, the talent, and the programmes he built on the campus.

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IIMA Alumni, February 1973



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Now, I could take a lot of time recounting some of these elements of growth, but it will be unnecessary because they are on record. You can even look at our annual reports in a series and see what has happened. To recount just a few facts, the faculty strength rose from 21, when he started as the director, to about 60 now; Post-Graduate Programme students from 42 in a year to 120 plus 32 in the Programme for Management in Agriculture. The courses in PGP, from 30 to 95; Executive Development Programmes from 3 to 12-15. Strangely enough, it appears that there is a factor of three in all these. So, I am going to give it as an index of the growth during the period of his stewardship; there has been more or less a growth by a factor of three—300%—in practically all areas of our activities plus new activities which we have developed here in terms of a new doctoral programme, several activities in terms of the Centre for Management in Agriculture, which is giving us the shade this afternoon, and new firsts on different academic fronts that we have since taken up. I don't wish to highlight too much the quantitative aspect which I think is known. I do like to emphasize that the qualitative aspect of it needs to be highlighted, a great deal because this is not recorded. These were what Mr. Lalbhai referred to as the quality of our products and the reputation of the faculty. These are not given in numbers. But they are very important and in that Ravi played a very major role in building up this dimension of quality.

Many of you may not know that, after I took over, I asked him what are the things he would like to do and I was talking about marketing, partly because we have a chair for marketing from the STC. We had a problem of finding a suitable person, and Ravi told me that, well, marketing is of interest to him, but that he is, in fact, now more interested in the study of institution building. Honours of the kind that people have run after, whether they be administrative, or academic, have never attracted him and I have always wondered about this. He represents a species that we don't very often find among us. He says that he would like to devote more of his time to the study of institution building, which, I would say, he is eminently suited to do given the background that he has. He has practised what he probably would like to preach, and I wish him all success in his effort.

Ravi Matthai, the leader. In a few minutes, one cannot do justice to this facet of his contribution at all. Let me say that when I think of Ravi, I think of a person who functions as a leader or who functioned as our director, for instance, as a leader without making others aware that he was a leader, and this is a very unusual ability. As Mr. Lalbhai referred to earlier, there are people who can be overwhelmed by the positions they occupy. Here is a person, who though possessing the power and authority, never let others be overpowered by it. Most people feel at home with him. There are people who go with tensions on their minds and a crisis on their hand, and very often, when you sit with Ravi, you feel relaxed. There is no crisis, he cools people down, and even when you disturb him, his general reaction is to stay calm and laugh. This is a characteristic that very few leaders possess.

As a leader, I have never felt that he directs people, which is a concept many people have about the leader, and which I think, is perhaps very true of many organizations, particularly in business and, maybe, in certain environments that is appropriate. But given an academic community, a group of people who are professionals, creative, and according to others somewhat eccentric, it is difficult to give them the usual directive leadership, and I have found in Ravi a person who was exactly the right leader, a person who could lead them and yet give them enough scope for their autonomy, their creativity. Ravi, therefore, is a leader who I would regard as a developer of men and ideas. This was the leadership role that he played.

He found in this Institute not a set of activities which he would have to lead personally, coming and telling everyone do this or do that. I think there are many instances where he would himself have said, "Well, the faculty must decide the academic content, this is not for me," although, in a sense, he was finally responsible for all the activities. He saw his role as creating an environment which would be conducive to the development of men both on the faculty and in the student body, developing them so that they could be creative in their ideas, in their activities and in their programmes.

It seems that a Delhi newspaper columnist has said of him that with his long hair and expressive face,



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one would mistake him for a poet than for a management expert. It is true that he has many poetic qualities in him as most of you would know from his convocation addresses. But certainly, he is a management expert, an expert who shares with the poet a keen sense of imagination and idealism. There are several instances which illustrate his idealism which was always informed by pragmatism. A person who combined in him as a leader all these qualities, I would say, is a rare person to find. We were lucky to have had him for seven years as our director.

While this is an opportunity for us to honour Ravi Matthai as our director for the past seven years, I thought that this is an opportunity for all of us, particularly our younger friends here, to see a man in front of them who is worthy of emulation because he combines in him many of the qualities that I would like to see in those who go out of this Institute.

In thanking Ravi for his services to the Institute, in conveying to him how well we think of him and that we are proud to be associated with him, we are paying tributes to the man, the builder, the leader.

I wish you well, Ravi, and as you have always written to your faculty colleagues conveying the results of your annual evaluation of their work, let me say that "I look forward to many years of fruitful association with you."

Prof. Matthai's Reply

Come I to speak at Caesar's funeral!

I am very grateful to you Mr. Kirloskar, Mr. Lalbhai, Dr. Paul and Anish for the very kind thoughts that you have expressed. As Mr. Kirloskar said, I had protested against such a function being held since it would go against the notion of a quiet and smooth handover. However, having said that, I am very deeply touched and I would like to thank all of you very much indeed for this gesture.

It's customary at this sort of function for the outgoing person to beg the forgiveness of all those who he might have hurt in any way during his tenure. I do not intend to apologize. Anything that I did, I did with a clear conscience, and in the belief that it was good for the Institute. My hope is that we are still friends.

I have said it before on many occasions and I say it again now, and I don't mean this in terms of either idle modesty or flattery, that all that has been created here you have created. I mean this very genuinely. The faculty have created the standard of academic excellence and the standard of integrity. They have been supported by, I think, one of the ablest groups of staff that I have seen in any institution. Our students have created a tradition of which any one of us can be proud and I am sure the present group of students and those to come will continue to improve upon this tradition. Therefore, though you use this occasion to do me honour, may I use this occasion to do you honour?

There are many others outside the Institute who have helped quietly and silently and many of you don't know the extent to which we should be grateful to them. The members of the Board and Society, and above all, I would mention Mr. Kasturbhai Lalbhai who has been a tremendous source of support and strength to me in everything that I have done. Without his help, I am quite sure, that I would have been seriously handicapped. May I thank you very much indeed, Mr. Lalbhai?

There are others who are no longer in the positions that they held when they helped us. A person in particular to whom I would refer is Mr. G.K. Chandiramani, who used to be Additional Secretary in the Ministry of Education, New Delhi. He had a breadth of vision, a willingness to support an idea and the willingness to support a group of people to build an idea. Without his help, again, there would have been many more stumbling blocks than in fact there were.

I would like to recall our friends from the Harvard Business School, particularly the late Professor Warren Haynes, who spent a long time with us and in fact was instrumental, with the faculty who were with us in those days, in setting up the Post-Graduate Programme. There were the two Georges of the HBS — the Dean and the Associate Dean — George Baker and George Lombard, Harry Hanson, and John Darden, and many others.

I would like to recall my friends in the Ford Foundation, Doug Ensminger, who is back in the United States, Sam Bunker, Harry Wilhelm, and Peter Geithner. Again, the Ford Foundation did a tremendous amount — help us.



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In referring to all these and the many others who helped us, I am suggesting that no institution is built by a man. It is built by people working with a common purpose, and it is in that sense that I honour that group of people—the faculty, the staff, the students and all those outside the Institute who helped us. It is to them that honour is due.

I think this is a good institution. Over the years, under the directorship of Dr. Paul and those who succeed him, this can become a great institution. I would suggest that there are, perhaps, four prerequisites of such success.

The first I would say is *freedom*. It is my belief that creative individuals can develop best in an atmosphere of freedom. But freedom, to my mind, is not the freedom won yesterday. The poet Lowell described that freedom as the dead seeds of yesterday's flowers. Let us not try to preserve the freedom that we won in the past in the hope that we can "bank" freedom. To my mind, freedom is won every day, every month, every year. It is won by our accomplishments, not by assuming that we are better than anybody else, and that we should defend our freedom and build up institutional barriers against intrusions. I think, we have seen enough institutions in the country, and elsewhere which by their own defences have bound themselves. I am sure that we will not fall into the trap of defending freedom. Instead, I hope, we will continue to achieve freedom.

The second aspect, which I think, is a prerequisite of the possible greatness of this institution is our *sensitivity*. Our faculty has discussed at considerable length the need for us to respond to changes in the environment. Sometimes, these responses will be in anticipation of even a national recognition of a problem, and there is often a high risk attached to this. I hope we continue to be sensitive and are capable of taking risks. Again, it is taking these risks and the accomplishments that emerge that will make us free.

We are concerned in many ways with *humanity*. I hope we do not take a statistical view of humanity. That, perhaps, is necessary sometimes. I think a part of our ethos that makes us sensitive people is that humanity must have a face. We deal with people and we deal with problems that people face. Whether it be people who determine national policy or whether

it be people running a very small organization, we are concerned with humanity, but we are concerned with the faces that constitute humanity.

The fourth prerequisite I would suggest is a sense of *discrimination*—not to confuse ends and means, to be able to distinguish right and wrong, the appropriate and the inappropriate, and to have a sense of the right timing. A great deal of what is attempted, however good the idea and however well-intentioned, fails because the sense of timing is not right.

At convocation speeches, the faculty used to speculate as to whether I was going to recite a poem or to quote from the Bible. I shall now, if I may, quote from the Bible:

To everything there is a season
And a time to every purpose under heaven
A time to be born and a time to die
A time to plant and a time to pluck up that
which is planted
A time to breakdown and a time to build up
A time to weep and a time to laugh
A time to get and a time to lose.

Finally, I have often been asked whether the Institute is "committed," in the sense that this word is commonly used in our country. If we are being asked as to whether we are committed to an ideology, my answer is quite clearly "No." If we are being asked as to whether we are committed to a task, the answer is unequivocally "Yes." I think that the strength of our faculty, of our students, and of all those who are associated with this institution will not be in terms of the fashionable ideological loyalties that are so often talked about, but in terms of the faith we have in ourselves to accomplish the task we set, and I would again quote to you the well worn passage from Hamlet that never wears thin for me:

This above all—to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.



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Kahn's Monastic Vision : Architecture at IIMA

SPECIAL REPORT



IIM 10 View of site model, second version, mid-1963, showing hierarchy of building masses, with staff housing in the foreground and dormitories and school building to the rear.

The plan comes from my feelings of monastery... The School and the Dormitories are a unit, like a monastery.

The Institute campus consisting of a cluster of curious shaped brick buildings "reminiscent of the monuments of Nalanda University" is the inspiration of Louis I. Kahn, who chose and arranged to 'express in spaces, environment and relationships of man's institutions'. Kahn was invited by the National Institute of Design, Ahmedabad, which was entrusted with the responsibility for designing the campus as its consultant on the project. Teaching at the University of Pennsylvania, Kahn enjoyed in the words of the *Time* magazine, a "near divine status" in the world of architects. In designing the campus he was assisted

by two other distinguished architects, B.V. Doshi and A. D. Raje of Ahmedabad.

The design provides for a number of buildings with different functions: the main academic and office complex, dormitories or hostels, residential buildings for academic and administrative staff, shopping area, sports complex, executive development block, and service tower. The unity of the teaching building, dormitories and teachers houses - each its own nature, yet each near the other - was the problem that Kahn gave himself.

Main Complex

The main complex is a rectangle with the teaching wing on the southern side, faculty-administration offices to the north, library to the east, and kitchen and dining hall to the west. In the middle of this complex is an open-air assembly and a landscaped courtyard, a meeting place for faculty, staff, and students. The main complex is an organization of courts, light wells, and services related to the main body of functions. The teaching wing consists of six classrooms with seats arranged in a horse-shoe pattern and five seminar rooms. The library is designed to house 100,000 books and periodicals.

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SPECIAL REPORT

"To Lou, architecture was the offering of the spirit : Doshi.

Mr. B. V. Doshi, practising architect and faculty at the School of Architecture, Ahmedabad assisted Louis Kahn in designing the campus and looked after the architectural interpretations whenever Kahn was out of India. Following are the excerpts from his article "Louis I Kahn - in India," a + u (Architecture and Urbanisation), Tokyo, 1976.

Kahn's belief in "Man and his Institution" was very much convincing. When called upon to design the Indian Institute of Management, Ahmedabad campus in 1962, he not only discussed the concept of the institution but studied the tradition of Indian culture, the Indian way of life, the city and institutional structures and convinced his clients that the concept of mere management will not make the institution which they aspired for. It is not merely a functional, perfunctory give and take but something more. His emphasis was on integrating education with culture and health as essential requirements of human growth.

Lou's emphasis on interaction amongst the students, between the faculty and students, and their integration with the functional and climatic needs are the major contributions to this institution and its ever growing unusual programs.

When one walks around the complex silently, either in cool winter or hot and stark summer, one gets the vibrations of conversations, dialogues, meetings and activities. The spaces that are created for these activities link the entire complex. The intermediate spaces, with their openings and formal linkages are one of the major characteristics of this complex. They are made in such a way that in spite of their rigorous geometrical order, their humble scale and invitation make one feel participate in "the act without becoming an actor". Here, one easily recognises the marriage between Form and Function, each evoking the other.

Apart from the silent and yet predominant inter-linking structure of the spaces, his "Treasury of Spaces" as Lou calls, has varied dimensions. They change their character from place to place and function to function. Like the variation in spaces, there is variation in volume and structure. The apertures in the buildings, their directions and the surfaces of the load-bearing brick walls confirming the openings seem to tell us of the type of activity, one should anticipate. Finally, all this mass of solids and voids tells us of their cause of existence. Like Lou's famous statement "Ruins of historical buildings always talk to us about the life they lived". This complex, during summer holidays, with very few people around does the same.

Lou has brought back the old technique of building in brick to the forefront. It has made us realise how beautiful things can become when they are integrally conceived and made. The two-storeyed halls in the club rooms of the dormitories created a segmental arch and buttress. The character and form that emerged out of this simple building strangely enough is similar to the buildings at Mandu, built during the 12th century. The architectural expressions are almost alike. It is here that one understands how the same technique and faith can result into something smaller.

This theme of brick technology, in its load-bearing walls and brick arches for spanning a space or relieving the load from the walls above has given the campus a rhythm. It has different moods in different times of the day and different seasons. When one feels this, one understands its closeness to Indian life style. This achievement to create an institution which belongs to people, and yet is prototypical, is worth considering.

During the thirteen years of my association with Lou on the Indian Institute of Management, I have seen him exploring the timelines. Before he left for Philadelphia on March 17, 1974 he spoke of Buddha. He spoke of values. He spoke of consciousness. He spoke of spiritualizing matter. And in all this one could see that his definition of architecture was the offering of the spirit, which one can feel, but not touch nor smell. This reminds me of the temple and that is why the temple tradition is still strong in India.

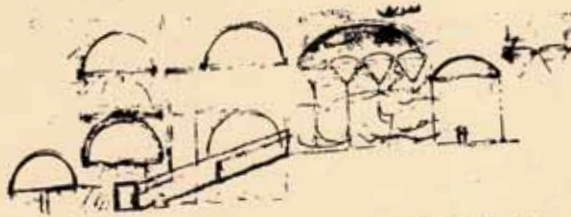
In Lou's creation of the Indian Institute of Management, I feel that he has great deal of the temple tradition.

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IMS. 14-15 Elevation and section sketches, April 20, 1964, showing studies of classroom wall articulation in relation to diagonal ceiling grid.

calls. All the buildings face south west for the maximum advantage of light and prevailing winds.

In one corner in front of the main complex is the service tower, a massive structure which stands like a sentry and symbol of a temple of learning. The skyline of the campus gradually rises and attains the highest position with the school buildings as if to remind the outside world of the *raison d'être* of the whole structure.

The spaces created with the classrooms and small-sized seminar rooms give a feeling of closeness essential to encourage the spirit of exchange of ideas between the teachers and students. A much wider corridor leading to the classrooms is not merely a passage but also a meeting place to provide opportunities for continued discussion and self-learning.

vide opportunities for continued discussion and self-learning.

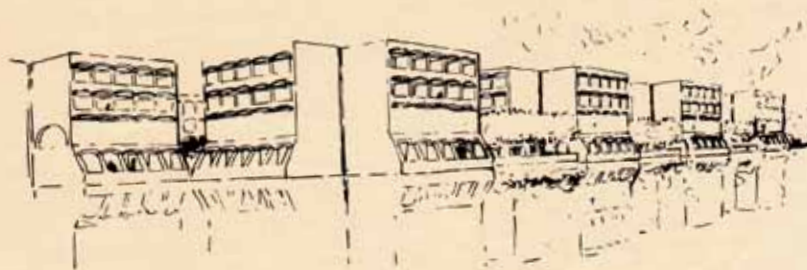
Dormitories

"The closeness of the dormitories to the main complex with a series of arched corridors and landscaped courts is intended to help the students carry on with the mood of discussion even when they come to dormitories." The idea of the seminar classroom and its meaning to learn extended to the dormitories, according to Kahn, comes from the Harvard Business School. The courtyard streets of the dormitories connected to the dialogue oriented corridors of the classrooms and seminar room blocks provide for a continuous day and night rapport between the students and the academic.

The dormitories are placed diagonally in rows of three around courtyards with their main walls running towards the main building. The third dormitory in each row has a club room at the court level for the students. This club room, according to Kahn, "is the space of invitation vested in each house and adds to the inter-hospitality of spirit embodied in the seminar idea of exchange among students and teachers." The dormitory rooms in groups of 10 are arranged around a stairway and a tea-room hall. In this way, corridors are avoided; there are rooms or spaces for casual and seminar study instead. The lounge space on each floor of the dormitories is the space where the 10 students living on the floor may analyse and discuss academic advancement. The tea-room entrance, the positioning of the stairway and the wash-room are meant to protect the living room from the sun and glare without obstructing the breeze and ventilation.

Faculty Houses

The faculty houses are placed diagonally around a court and retain strictness demanded by the orientation of prevailing winds and light. The faculty houses are systematically planned with services in the centre and living on both sides. The open terraces with their walls stretched up to the first floor are a feature in every house



IMD. 29 Perspective sketch, from west, showing lake in front.

SPECIAL REPORT

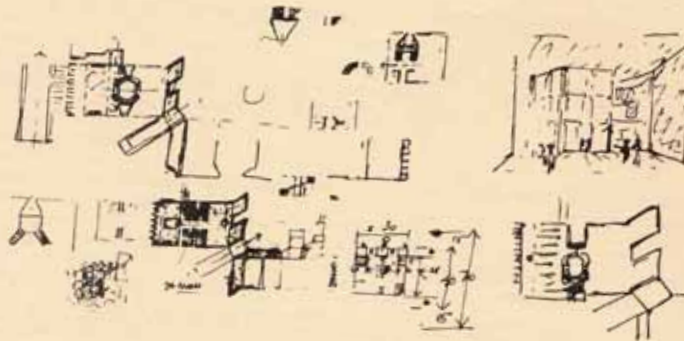
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SPECIAL REPORT



Plan and interior sketches, May 14, 1967

"Kahn's search for relationship with one's heritage and nature"

Mr. A. D. Raje, the Institute's Architect and Visiting Faculty, School of Architecture, Ahmedabad assisted Louis Kahn in designing the campus. He talked to Alumnus about Kahn as a man and architect; his philosophy and teachings. We reproduce Mr. Raje's impressions :

As a man Kahn was not a pompous kind of a person. He had a sense of the ambience of the human behaviour and, therefore, a great respect for the thought which came from any one, without making a distinction that he could find a source for new thought and new action. To him the spirit of man and his consciousness was the uppermost. His philosophy basically was "to live is to express and there are as many expressions as there are minds".

Kahn took architecture as an art more than anything else. He tried to inculcate in his students, who came from all over the world, an awareness that there is a lot to learn from one's heritage, from the way of life of people and a particular understanding of building materials. Until his time, architects of international repute, like Wright in U.S. etc. were involved through their work into making the polymics. His teachings mainly involved in talking to his students his own realisations in architecture. This appealed, both, to the students and professionals because he made the others aware of their ability to perceive in a certain situation, to find out the nature of things. As a metaphysician he made people aware of their perceptive abilities, to find out what is wilful and what is subservient to the wilful nature.

As an architect, Kahn was the most perceptive of people and his love of the archaic, which was throughout with him, gave to his work a kind of continuity from the past into the present. The notions about future were something to him which cannot be anticipated because of the innumerable circumstances that shaped the future of any given things, including the lives of people. Therefore, in many a sense this particular continuity prevailed in his work all the time. Hence, his work did not become new designs but something in the form of the statements which did not have the finality to it. In his work and teachings, he thought that man was able to rise above mundane things and that all his actions expressed through his works. Architecture has something eternal of spirit, indestructible about it which could create a sense of history.

Kahn got involved with the work at various levels of the development of a project and it was difficult to get adjusted to his way of working. It involved making so many attempts to redefine various aspects of architectural design, that many things remained in a state of flux. This is what he actually wanted, to search for a particular form for which the dimensions were not easily obtainable. He also made an attempt to find out where things originated from so as to look into certain aspects in all its purity.

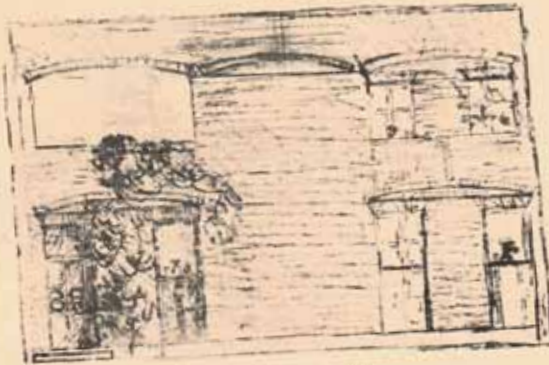
Kahn tried how not to make appartments, but, individual houses with a courtyard and a garden. His idea was that people should have something to do with nature and find an occupation outside any kind of assigned work.

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Sketch of a faculty house

which has a front and rear verandah, a drawing room, two bedrooms, a kitchen, and a study. Kahn decided on simple house plans, their low profile and staggered rhythm, as according to Doshi, "he felt houses should be dumb looking so that the families and children can have their own say".

Between the rows of dormitories and the faculty houses, Kahn had planned for a lake providing for distance with little dimension between the students and teachers so that "both sectors will display their individuality all the more, at the same time not losing their identity."

The architecture manifests Kahn's consistent desire to make an opening and an enclosure in brick so as to distinguish one function from the other, and gives rise to groups of monumental shapes, which reflects "a truly Indian fullness, splendour and excess" ("The world of Louis I. Kahn," *The Kokusai - Kentoku*, XXXIV, I Jan. 1967 P. 56). More importantly, Kahn decided to use the cheapest and most readily available indigenous materials - bricks - which require little maintenance. Unadorned by plaster and paint and with the use of simple materials -

like Kotah stone slabs for flooring, wooden panels on doors and windows and reinforced concrete slabs, Kahn's design is one of austere dignity.

The architecture embodies sprawling lawns between the rows of faculty houses, evergreen trees on both sides of the main roads and the brick pavements, a children's park and various other facilities and landscapes to add colour and coolness to the hot climate of Ahmedabad.

The design underwent some minor modifications in the process of construction e.g., the idea of the lake was abandoned but the architect's basic concept has remained intact. The campus which according to the architect, Arun Ogale is a 'campus with a difference' embodies Kahn's dream of providing a house of inspiration to learn, to question, to live, and to express.

In an effort to have the views and comments of the students, and residents of the faculty and staff houses on the functional and practical aspects of these buildings, we decided to meet some of them. Following are some of the reactions which we received :



Suresh Ankolekar (FPM - 1982, Faculty IIMA) informs that there are two extremes of opinions regarding the school building and the dorms. While one group of students hold a very positive view, the

others find the buildings too austere and psychologically dull. However, Ankolekar who views the architecture to be distinctly different, finds its simplicity appealing and aesthetic. He feels the simplicity and the vast spaces provided are a fine blending of both the aesthetic and the functional aspects. "The classrooms particularly 1 to 6", according to him, "are very well designed and the layout is ideal for our kind of pedagogy where stress is on interaction and everyone participates in the discussion including the faculty. Though the ventilation could have been better, the lighting and sound absorption are fine. However, the MDC classrooms, which have a different layout, do not have the same appeal." The library, he says is perhaps one of the best in terms of space. The dorms too are spacious with the services ideally located. The proximity of the dorms to the classrooms, unlike other hostels - particularly IIT Bombay - helps in the sense, that going to class is not a task to be performed, it is a part of living. All the activities are inter-connected and each activity is a natural extension of the other, there is no compartmentalisation.

The architect, says Ankolekar has been sensitive to the needs of the place. Sitting spaces provided at various points where one could just sit and discuss, justify the Institute's theme of interaction. The LKP was designed as a focal point of activity where students as well as faculty could meet and interact over a cup of tea. It used to be an institution where many a heated discussion took place and differences thrashed out. How-

SPECIAL REPORT

ALUMNUS, MAY 1987



1969-2018 YEARS OF BONDING

SPECIAL REPORT

"Lou wanted to create informal places for learning and interaction"

Mr. Kulbhushan Jain and Mrs. Mina Jain, practising architects, teachers at the School of Architecture, Ahmedabad, and consultants to the National Institute of Design, were Prof. Kahn's students at the University of Pennsylvania, Philadelphia and later worked with him at Ahmedabad. Mrs. Mina Jain also worked on the IIMA site for a few months. Both of them talked to Alumnus about Louis Kahn and the Institute.

What kind of perspective did Louis Kahn have for an educational institution?

If you examine the final project of IIM or read Louis Kahn's early statements where he talked about a school functioning under a tree, you will notice that his basic idea of a school, was that it could function under a tree where a learned man is surrounded by a group of people who are curious and desirous of learning. Though the final product of IIM, appears to be extremely formal and well structured, if you just break down that formality you will find that he wanted to create a lot of places which would perhaps not be labelled as discreet zones but could have some sense of inspiring people to exchange knowledge. He wanted to make places which are really not labelled or structured in a typical sense. The lobbies, corridors and the spaces between the dormitories are all such spaces which he wanted to make informal places for learning and interaction.

Since you worked with Louis Kahn could you give us some perspective on the kind of person he was to work with?

Well, I think it was fantastic working with Louis Kahn. When you get an opportunity to work with a well known person you are apt to get overwhelmed. But the most wonderful thing about him was that very soon he would make you feel relaxed. We had just finished our Masters from the school and joined his office, but he soon dissolved the gap between a fresh graduate and a well established person and made us feel comfortable. Secondly, there was no strong hierarchy in his office which is prevalent in most of the offices. Most of the time one was working directly with him and he would personally get involved in each and every detail. That was, I think, the most wonderful experience that one did not get lost in an organisation. One could meet him every day. Besides, working with him we learnt the whole idea and process of design development from sketches to final design. In most offices the experience of sketches to final designs is shrunk tremendously because of the vast expenses involved.

In one of their meetings with Louis Kahn, the students had wanted to know about the significance of the "large circles". What were his design concepts on this form?

The question of circular openings in the walls is a question of how you are tackling surfaces and that is purely an architectural attitude. In a conventional building there would be a corridor and it is the edge of the corridor that would become a parapet. So, normally in any dormitory there will be rooms and a corridor. If it is a double loaded corridor with rooms on both sides, this kind of a parapet or a railing and so you end up with a building which has horizontal bands. Kahn did not want these types of bands to be a strong element on the facade. He looked at it from an altogether different angle. This attitude of his is reflected in many of his other buildings as well. He wanted to have the surface there and so he made it solid. In order to generate light and ventilation he punctured the surface. So what happens behind is one thing and what happens to the surface in relation to the outside world is another thing. The idea of making a circle is that when you have this kind of surface and you punch it with a circle you do not lose the surface. If you make a square opening you will have girders and beams. But here you still have a sense of surface and an opening in the surface. He has done the same thing in Dhaka to the Assembly building where these circles are 60 ft. diameter. It is purely an architectural way of handling things.

Local material - bricks - have been used mainly for the construction. How is this functionally relevant?

The usage of this material is going to cause a lot of problems in future because the sand content in this brick is very high and it will start disintegrating within a few years. Louis Kahn took it for granted that the quality of the brick would be good. It must not have occurred to him at all that there could be bad quality brick because if you compare this with the brick he had been using in America, then there is absolutely no comparison. Besides, Kahn did not anticipate that the construction could be poor and there would be water penetration into the walls causing the steel to rust, as some of these walls are reinforced steel walls. In our climate these things do not work. Seen the concrete will start chipping and falling, and bricks disintegrating and things will become so difficult that you would not know how to repair the institute building. In a few years the Institute might have to take a decision to plaster the whole building inside out and the whole brick facade might be lost.

We will end with our final question. If you were Louis Kahn and you were coming back to visit the campus, how would you feel about your dream or vision about this place?

Well, we will be terribly disappointed to look at the general maintenance. The other day while walking around the place I noticed that in all the lounge areas under the dormitories which open towards the supposed lake, you can see ledges and sills and other things which look extremely dirty. A lot of details are disappointing because they do not work so well. The point is that there is too much dust in this area and this problem has not been tackled fully.

Maybe, Louis Kahn did not visualise all this and it could be said that, perhaps, he was not advised properly, as in the case of planning. He oriented all these houses because it seems that the wind direction was projected to be a very important aspect of the whole concept, forgetting that it is also a very severe sun direction. I would say that it was, partly, his fault that he did not check all these details properly, and did not make proper efforts in orienting the building side.

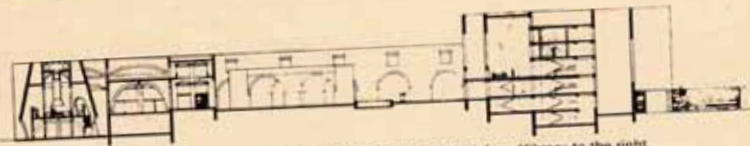
It is said that Kahn liked to look at ruins. So, maybe, he will like the campus.

10

ALUMNUS, MAY 1987



1969-2018 YEARS OF BONDING



IMS. 29 Longitudinal section, eleventh version, showing kitchen to the left and library to the right.

ever, with the shifting of the Retreat, the LKP has lost its significance. Similarly, certain other later additions like the A. C. cooling tower have nullified, to some extent, the original effect and the architect's basic concept.

Commenting on the brick dorms, arches and circles which could be confusing to a newcomer, Ankolekar says, "while these may bewilder a stranger, they do prompt him to explore the place. I, myself, got lost when I was new to the place but the 'getting lost feeling' was interesting and I enjoyed it as a part of looking at the architecture. However, getting lost in the MDC is serious because there is no opening outside and one feels enclosed and cornered."

Regarding landscaping, Ankolekar feels a little more greenery, similar to the faculty residence centre would be welcome, particularly at the entrance.



To Harish Bhat (PGP - 1987) the "first impressions of Louis Kahn's architecture were those of an abundance of geometric shapes and figures, majestic buildings and huge open spaces placed in a maize of red brick - it was confusing, and looked crazy. It took considerable time to master the many paths, staircases and corridors. I remember a particularly daring first expedition to the faculty and staff residences region, and the helpless hour spent attempting to trace one's way back to the dorm.

"When confusion cleared and the campus took shape, two aspects struck me most: first, the red brick looked decidedly unfinished, waiting for its first coat of paint (since then,

many visitors have expressed a similar feeling); second, all buildings were strikingly unsymmetrical, violating my sense of symmetry and balance. Yet, today, these impressions have given way to much appreciation — the unique front of the Vikram Sarabhai Library, flanked by the faculty wings and the classroom wing (as viewed from the Plaza), is among the most impressive pieces of architecture I have seen.

"Classrooms are very functional; the semicircular rows of chairs facing the wall are very conducive to student participation and discussion. The small 'plaza' near D-2/D-4 serves as an ideal site for in-between-the-classes discussion and a cup of tea. The dorms — yes, they do provide one a good deal of privacy; the rooms are compact and well-ventilated; the blackboards, in keeping with the academic orientation of the campus succeed in bringing a bit of the classroom into the dorms. Yet, the red bricks convey monotony without a break, and it would have been a relief to have had brighter colours keep one company.

"The dorms convey a distinct feeling of extravagance — huge structures, yet housing only 20 to 30 students (perhaps this is a hangover of my days at BITS, Pilani, where a single hostel housed upto 200 students). Amidst such extravagance, an essential feature I felt missing was an auditorium, conspicuous by its absence on campus. A few features of the architecture still continue to puzzle me — for instance, the wide gaps in the walls surrounding the roof terraces in the dorms.

"The impressions Louis Kahn's architecture have left behind in me are: unique, impressive, extravagant yet

functional. Whenever I see red bricks, I am sure to recollect these buildings, and the two years spent in them."



Ms. Padma Srinath (HRD-1987), M. K. Raju Consultants, Madras observes: "It must have been a vision. It must have been a dream. A dream for posterity. Louis Kahn created a campus — unique

and magnificently influencing — wherein the dream was to be fulfilled. A dream that in turn created dreams and dreams in the minds of many an aspirant across the length and breadth of this country.

Entering the campus, one experiences a feeling that the buildings are overbearing. This feeling disappears quickly and a curiosity about the buildings is kindled. For a new comer, from thence on, there is a mini quest — why this niche, why that beam. As is true with many other things — either you give up or you find answers by continuing the quest. The journey is wonderful — if you venture.

The class room is an auditorium. To one who lacks the corporate experience of an exquisite board room and does know the segmented dimension of school and college class rooms — concrete cells as they appear — it is an ideal. The semi-circular arrangement of chairs, gallery style, the 180 degree movement that the chair permits, the acoustical dimension, ensures the necessary posture for favourable intake.

SPECIAL REPORT

ALUMNUS, MAY 1987

11



1969-2018 YEARS OF BONDING

IIMA At Twenty Five

Objectives

Provide educational facilities for training young men and women for careers in management and related fields in any form of organization.

Improve the decision making skills and administrative competence of practising managers.

Develop teachers and researchers in different management fields.

Create knowledge through research, both applied and conceptual, relevant to management and its underlying disciplines, and to disseminate such knowledge through publications.

Assist organizations in solving their management problem by providing consulting services.

Participate in and contribute to the formulation of public policy.

Collaborate with other institutions in India and abroad, especially in developing countries, to further its objectives and to assist in institution building.



The Shahibaug Bungalow

From humble beginnings in an old rented bungalow in the Shahibaug area of Ahmedabad, and then to the Gujarat Housing Board houses in the Ambawadi locality; from a barren stretch of land with barely two dormitories, a few faculty houses, and facilities in skeletal form, when the Institute moved to the campus in the middle of 1966, the Institute can today boast of an exciting educational complex for its facilities and architectural beauty. The campus comprises of a number of buildings with different functions and houses the entire gamut of the Institute's activities.

Starting from a base collection of 7,000 books and 400 periodicals in 1963-64, the IIMA library (rechristened in 1971 as Vikram Sarabhai Library to commemorate the memory of the Institute's founder) at present, has a collection of books and bound volumes of periodicals numbering

about 1,20,000. It subscribes to about 700 current management periodicals published all over the world; the average number of books acquired in a year is more than 3000. Unlike many libraries in India the VSL follows an open stack system.

When the Institute was founded, enterprise management was the focus of its mission. This was an appropriate starting point at that time because the country's experience with industrialisation was limited and strengthening the managerial capabilities required to accelerate industrial growth was the need of the hour. However, with the changing national environment, challenges facing the Institute remained by no means limited to enterprise management and the industrial sector.

A small group called the Agco group was set up in 1963 to work on the

problems of the agricultural sector and the cooperatives.

"Pursuit of Professional excellence informed by social purpose", as summed up by Prof. Samuel Paul on the occasion of assuming charge as the new Director in 1972 became the thrust of the new directions. Hence, the Institute's primary task was geared to the utilization of its competence and capabilities to deal with managerial dimensions of major national problems. Rural development, management of family planning programmes and management of educational systems and governmental systems were identified as the major new areas for intensive research and problem solving. The Agco group, redesignated the Centre for Management in Agriculture in 1971, provided a solid foundation for undertaking new and pioneering efforts in the area of rural development.



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Construction work on the campus. Inset-picture of Louis Kahn



Prof. Ravi J. Matthai handing over to Prof. S. Paul.

The research on population and family planning reflected the Institute's concern for the management of public programmes in general.

The formation of the Public Systems Group in 1975 to improve management practices in systems where ownership, direction and control are predominantly governmental or public in nature, marked a further shift from the Institute's earlier focus. It was felt that efforts in public management are likely to have only a limited value if focussed at the enterprise level only.

Around the same time, recognising the importance of the role of computers in enterprise management and planning and monitoring of the national development effort, the group which had been working in computer related teaching and research activities since 1970 broadbased its activities and was called the Information Systems and Computer Group. This group aimed to work in the area of

integrating computer applications to a wide variety of disciplines and functional areas.

Today, the group has come a long way since its modest beginnings in the early seventies. In 1980 the old computer was discarded and in its place was installed PDP 11/70 Time-sharing system. The group manages a well-equipped computer centre which recently acquired 20 IBM-PC compatible micro-computers and a modern 32-bit supermini VAX 11/75 system.

Programmes for practitioners which represent a major activity of the Institute have kept pace with the new thrusts on the research front. The mix of management development programmes provide increased opportunities for the training of managers and administrators of public programmes such as rural development agencies and other relevant segments of government. A step in this direction

has been taken with the new programmes which were specifically developed for government administrators with the support of the Department of Personnel, Government of India.

To facilitate the optimal utilization of faculty time and other academic resources of the Institute, "Management Development Centre" was set up on the campus with adequate residential facilities for conducting programmes for practitioners. The Centre minimized the Institute's dependence on hotels for holding its programmes.

The Institute's programme for potential managers has been expanded to meet the growing demand for its products. The annual intake to the PGP has increased from 60 in 1964-65 to almost three fold today. However, the endeavour has not merely been to increase the supply, but also to influence the supply mix so that the managerial



1969-2018 YEARS OF BONDING



The Management Development Centre



The Library

needs of those sectors which merit special attention can be met. The merger of the PGP and the PMA is an illustration of this approach. As a result of this scheme, it was hoped that a stream of potential managers familiar with and committed to the rural agricultural scene would go out of the Institute every year to serve the nation in a sector of the highest priority.

The PGP curriculum has emerged as a result of constant review and reexamination. Several new elements have been added to make the first year programme more relevant and meaningful. A course on computers and Data Processing Systems was added to the first year curriculum. A couple of years ago, it was felt that a closer look need be taken at the underman-aged sectors and more work undertaken for preparing people to work for social and voluntary organisations. The committee for the integration of

the first year courses had a comprehensive look at the PGP package in 1975-76 and as a result two new courses, ISPE and LAB were introduced in the first year.

A comprehensive review of the PGP has been recently undertaken by the PGP Review Committee (1985-86) which looked at the academic design, workload etc. of the programme. Suggestions on course content, new directions and other learning experiences have been made.

Realising the need to ensure constant flow of researchers in management and related areas, a doctoral programme (FPM) was started in 1971. While the PGP and other MDPs are meant for the potential existing practitioners, the FPM aims at preparing teachers and researchers or those who would be useful in non-academic posts requiring a high degree of analytical skill and research. Over the years, there has been an increase in

the intake to this programme which initially began in a small way with the admission of four students.

The experience with the short-term programmes for university teachers offered by the Institute since 1965-66 indicated the need for a comprehensive programme for management teachers. To satisfy this need a faculty Development Programme was started in 1979, which provides a unique opportunity for self-development in a conducive academic environment.

In all these areas, the Institute's endeavour has also been to develop an international perspective rather than a national approach. Both in programmes and research, useful links have been forged with institutions in other countries, especially in the developing world. Today, IIMA has become a centre for national as well as international collaboration in management education and research. A

ALUMNUS JANUARY 1987



CANADIAN PM TALKS TO WIMWIANS

**Trudeau visited IIMA Campus to deliver talk on
Education & Investment Opportunities**

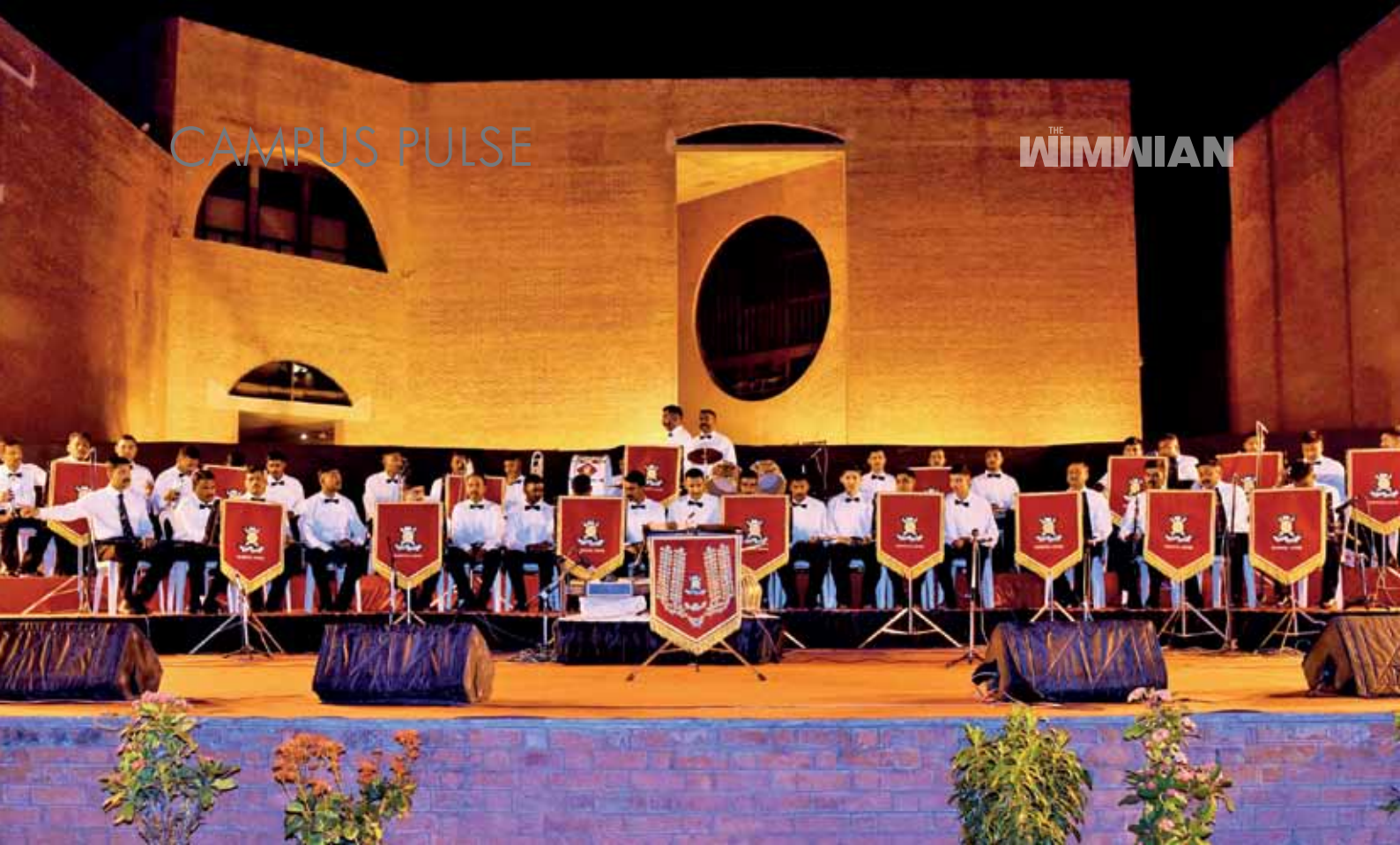
With the RJM Auditorium filled up to its capacity, the IIMA welcomed Canadian Prime Minister Justin Trudeau into the Campus on February 19, 2018. He was here to deliver a talk on 'Education and Investment Opportunities'.

Trudeau spoke about gender balance, and the strengths of having a heterogeneous society. He emphasised how differences can become a source of strength –“something that India and Canada have done fairly well” and “can do better”.

Calling himself a “feminist”, Trudeau also said “we as a society” are under-performing as women are not being given an opportunity to contribute to their full potential. He elaborated, “I am a feminist. It is a word with certain connotation, loaded with meaning, but at the very root of it is very simple. If you think man

and woman ought to be equal, and ought to have same opportunities, and if you recognise that there is still a lot of work to do to get there, you are also a feminist,” Trudeau said.

He stressed that understanding that empowering women is not just the right or nice thing to do, but “it’s the smart thing to do”, is extremely important. “Any comments about how a man looks isn’t even an eyelash worth of the systemic discrimination women face. As a man in business and politics, I had lots of advantage but I didn’t go near discrimination, sexism, superficiality and judgement that women go through daily.” He added, “We are under-performing as society because we are not giving women the opportunity to contribute, we are not allowing them the opportunity to fulfil their full potential. We cannot have a successful society or



ARMY SYMPHONY BAND IN CONCERT AT LKP ON FEBRUARY 17, 2018. It presented tunes of renowned composers like Bankim Chandra Chatterjee, Michael Mann, Pascual Marquina Narro etc.

economy if you have 50 per cent of population not contributing as fully as they should.”

On achieving a heterogeneous society he emphasised that, “The new reality of the 21st century is going to be more and more heterogeneous community and society, and the biggest challenge we are going to have as species is doing something that India and Canada have done fairly well- that is to understand how differences can become a source of strength,” he said.

“India as a pluralistic place has always done reasonably well, and can always do better like we (Canada) can do better, particularly with our indigenous people,” he further elaborated.

Speaking at IIM-A, the Canadian PM stated that while the **Indo-Canadian bilateral trade** stood at \$8 billion in goods and \$2 billion in services, it had the potential to grow, especially in the farm sector.

Talking about **peace and non-violence**, the Canadian PM invoked Mahatma Gandhi and said, “It takes a tremendous amount of strength to be strong, without having to be aggressive, without having to pick fights, instead of looking to better understand each other, to better question yourself.”

Talking about refugees, Trudeau said, the universal



beacon of hope must be maintained and upheld with calm firmness. The refugees, he said, end up working extra hard for the country that takes them in. It is more necessary than ever to show compassion to them.

On politics: He insisted that, one should stay hopeful, “Be most afraid of Cynicism. It is easy and lazy to be cynical. It is harder to be hopeful and strive for the best for the society. You have the gift of education but we have to make sure everyone has that.”

IIM-A TO GET FIRST OVERSEAS CAMPUS IN DUBAI

The Indian Institute of Management, Ahmedabad is on its way to making its global debut, having inked an agreement with UAE-based BRS Ventures to establish its maiden overseas extension centre in Dubai.

The proposed centre will begin with executive education programmes that are relevant to the region and will include both open learning and customised training programmes. With the synergy, this partnership is expected to benefit both the organisations, besides benefiting the UAE regional business and governance.

The IIM-A will provide the academic and training expertise, while BRS Ventures will facilitate all the required support, including infrastructure, industry links and logistics.

The IIM-A-BRS combine would consider rolling out other programmes in the UAE of longer duration after assessing the response to its initial offerings and other factors. These programmes will be globally relevant to ensure that the cohort being trained is not restricted to any region and the learning environment is in an international cultural setting.

ALUMNI OFFICE GETS NEW HEAD

Mr Anurag Choudhary joined the Institute as Head- Alumni and External Partnerships on November 15, 2017.

He has earned his dual Degree (MBA in International Business & MA in International Trade and Investment Policy) from George Washington University, One year Post Graduate Diploma in Management for Executive from IIMA and BA (Honours) in Psychology from University of Delhi. HE can be reached on e-mail – head-aep@iima.ac.in

Before joining IIM Ahmedabad Mr Choudhury was working as CEO of Vikash Educational Charitable Trust. He has formerly served as Member of the Chief Secretary's Apex Committee on Crime and Criminal Tracking Network and Systems, Home Secretary's State Level Purchase Committee, and Director

General of Police's Empowered Committee of Odisha working on developmental systems, policy design and implementation; as Advisor to Odisha Police; Consultant to State Crime Records Bureau, Department of School Education and Literacy (MHRD), Food Safety and Standards Authority of India, Employees State Insurance Corporation; General Manager at National Institute for Smart Government, and Treasury Head at Rain CII Carbon.

Mr Choudhury has 21 years of experience in making education accessible to the underprivileged, and social development as Co-founder and Trustee of Vikash Educational Charitable Trust. He has over 17 years of experience in management consulting and general management in multiple domains across North America, India, Asia Pacific & Caribbean.

NEW ASSOCIATE PROFESSOR IN ORGANISATIONAL BEHAVIOUR AREA

Dr Amit Nandkeolyar joined the institute as Associate Professor in Organisational Behaviour Area on February 02, 2018. Before joining IIMA, he has worked as an Assistant Professor at the Indian School of Business, Mohali and Hyderabad campuses.

He has received his doctoral degree in

Organisational Behaviour and Human Resources from University of Iowa, USA in 2008. He earned his MBA in Strategic Management from the Nanyang Technological University, Singapore. His research interests include Personality and Individual Differences, Multi-level Modelling, Abusive Supervision and Cross-Cultural Negotiations.

WE MISS YOU

Jalaj Malhotra – Reminiscences & Regrets

By Piyush Mittal (PGP '86)

My introduction to you was on a hot dry day in the summer of '84 on the second floor of Dorm two. You were to be my next door neighbour - my roomy. A tall, well-built guy with thick glasses and hair falling across your forehead. Hair I would later tease you about – once we became friends - as a “Sadhna cut” after a well-known feminine hair style. Ribbing which you mostly handled well, in your very genial style.

Over the next few days I learned more about you – and our many shared similarities. A common engineering background. Love for music – mainly Western, Pop and Rock. Fondness for athletics in general and running in particular. And just a general, very easy-going attitude to life. Or at least I thought so. I was to learn, unexpectedly, a few months later, that that last one was probably a head-fake on your part. There was a lot more to you below the surface not immediately apparent, a facade within which there

was a core that you kept hidden, that no one ever knew about.

- - -

You and I used to go running nearly every evening. The short, very popular and accessible route through the Textile Research complex. Usually in our favorite red t-shirts. And we would then stretch and cool down in the field in front of the MDC behind D-15. That was a great way to ease the stress of the day. And to prepare for the evening, when after dinner we would go back to the dorm, have sundry conversation with our floor mates, and then hit our respective books and case studies, priorities which never strayed too far from our minds.

- - -

After a term break when you returned from home you brought a card - very elegantly and lovingly calligraphed by your sister - with the enormously popular lyrics from the Police on them.

Sometimes when we listened to music we used to

hum those lines.

... Every step you take ... every move you make .
.. I'll be watching you ...

- - -

You certainly had a mischievous side.

Early evening one day, walking back from our daily jog, still in our shorts and t-shirts, we went past a wedding reception. And you were unable to contain your craving for the delectable cuisine laid out at the event. You persuaded me to join you, and after some back and forth, and cautions and conditional ultimatums from my end, we walked into the celebration. I was a bit petrified but tempted enough to follow your lead with the goodies – *chaat*, *dahi-vadas*, *bhel*. And after that I figured we needed to leave and gestured as much to you. But no. You also had to have ice cream. So we ventured over to that stall and partook of that frozen treat.

And after that I tried to point you towards the exit. But you had other plans. To my horror, you turned around, walked over to the newly-wed, and congratulated them. My mind completely gob-

smacked, I followed meekly. While I could only smile and mumble at them awkwardly, you were perfectly at home. In your shorts and t-shirt and sneakers, amid the well-dressed of the area, in that festive moment, you were very comfortable, almost as if you belonged there. I could only marvel at that assuredness and self-possession. I was definitely quaking internally and was grateful to eventually exit that place without a rumpus.

Surprisingly though, extremely inappropriately dressed that we were, almost everyone at that event was exceedingly polite and nice to us. Later we thought about it and eventually figured we were so blatantly out-of-place in that party, that everyone thought it improbable that we did not belong there! Or perhaps they were too courteous or embarrassed to check with us and ask what we were doing there.

Afterwards we would often bring that day up and joke about it, conjuring up alternate scenarios where we could be called out or challenged by someone at the event, and how we would extricate ourselves from that jam!

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I, Victor Pereira, hereby, declare that the particulars given above are true to the best of my knowledge and belief.

**Ahmedabad,
February 2018**

**Victor Pereira
Publisher, The WIMWIAN**

A cool crisp February morning I was running late as usual. With barely enough time to spare for breakfast and then to hit the first class in the morning, I dashed into the bathroom before heading for the cafeteria. You were standing in front of the mirror, your toiletries on the sink in front of you.

But you were not in a hurry. You were intently looking at yourself in the mirror, deep in thought. And I coaxed you. "Get moving, buddy, it's getting late for class". And I dashed out again, without a second thought, looking towards my watch, trying to figure out if there was enough time for breakfast.

A bare couple of hours later, you were gone. Inexplicably. Forever.

... Thinking back ... through the dim foggy lens of time ... was the weight of the world on your shoulders that morning ... maybe it is just my own, very faulty, very tentative perception ...

... When I think back to that day ... which – with the passage of time - is not as often nowadays ...
... I am usually reminded of Eliot's words ... For this

cry for help?

Small gestures were replayed and expressions revisited. Did you reach out and I missed it? Did it mean something or did it not? And on and on and on.

And there was grief, lamentations, and complaints!

... If only ... you could have been more explicit and transparent about any dark thoughts ... if only ... you could have verbalised any torment that existed ... if only ... you had screamed and yelled and let it all out ... if ... if only ...

- - -

A few weeks later while preparing to leave for Mumbai for the usual management internship after year one, I was offered the chance to meet your family. But it was too close in time to when you left us. Things were too raw. And I was not sure what I would say to them, your family. How do you tell a mother that you were a great friend to her son but still had no window into his soul? That you could not foresee a tragedy and were unable to prevent it? And I hesitantly declined the offer to meet.

“

I am usually reminded of Eliot's words ... For this is the way the world ends ... Not with a bang but a whimper ...

”

is the way the world ends ... Not with a bang but a whimper ...

- - -

The next few days were a blur.

I do remember the kindness and support of my class mates and seniors.

Of working with the admin folks and police and making a statement.

Of grappling with the fiends and specters in my brain, and that last image of you.

But mostly, of dealing with my own very convoluted thoughts.

Over the past three decades I've begun to better understand the finer nature of subtlety and nuance. But back then. More than thirty years earlier. I was too callow. Still an apprentice in the workshop of life. And not fully ready to yet be mature and responsible about life. And I could not stop brooding.

Was there something I had missed? Was there a cryptic statement you made to me that was a desperate

Thinking back, I should have made that visit. Probably I could have shared anecdotes and moments about you with them, and perhaps helped lighten their burden, somewhat. And probably they could have enlightened me about you and who you really were. To help me understand why someone who had everything going for him would choose to throw that all away?

- - -

... Time does heal ...

... Its wheels keep moving ... and define ever newer landmarks and milestones ...

... And life goes on ... we adapt, adjust, and move on ...

... And occasionally ... though more infrequently now ... these words come wafting to me ...

... Every breath you take ... every move you make ... I'll be watching you ...

... Not sure if you are watching us, Jalaj ... but this world is sure missing a very talented guy ...

... If only ... if ... only ...



Every word, every movement of theirs' was a dictionary from where unknowingly, subtly our hearts and minds picked up life skills and life itself! And that light entered into us without our knowledge.



Let there be light!

A memoir of how his life took a U-turn enlightened by his Professors

By Dr Venkateswarlu Barla PGP '82

“**M**y name is not Madam, my name is Indira” – said Professor Indira Parikh, our faculty of OB, when we used to call her Madam way back in 1981 in the campus and outside as well. That summer was indeed a “U” turn for our batch of Section B. And the sense of humor from Professor Pulin Garg, the Boss of OB, was unfathomable.

He used to say, “Indira ji, what is that scar on your waist? Is not like a human bite?” – Then Indira ji bursts into laughter! That free atmosphere, that dedication of “real teachers” was mostly responsible for our blooming as fluid personalities. Every word, every movement of theirs' was a dictionary from where unknowingly, subtly our hearts and minds picked up life skills and life itself! And that light entered into us without our knowledge.

That was the time when we gathered at Ubrath, a resort in Gujarat for our PGL course workshop. Away from the campus. No classes, no WAC assignments, no exams! A free environment, all Zing Bang of Guys 'n' Gals as a team.

The Personality Growth Laboratory (PGL), as we

look back, is vastly responsible for our self-unfoldment. And we developed there on. But the first ignition, the initial spark was given there. Professor Pulin would unfold the inner persona of each of us like how the car mechanic opens up the engine. He would then repair it, grease it and reassemble. Indira ji would add silver linings to it all.

It made lot of us cry! As we uncover and discover how clumsy our inner self was!

Shy as we were, Indira ji would ask us to hug each other. No matter girls or boys. She would even hug the most shying girl or boy - to unfold his or her “inner self”. There we lost all our fear, our hesitations, all ifs and buts of dealing with people and it truly helped later in life, lifelong.

And thus we had the light! The light of life!

Just can't forget it even now after 36 years!

“Our batch mates experience it all along in life, because that entered into our DNA. We can't be anything different” – I said to Dr Indira ji Parikh in 2016 when she said, “yes, those were the formative days we can never forget”. The same madam Indira.



IIMA ALUMNAE FLAG OFF CONCLAVE ON WOMEN IN MANAGEMENT

Women's participation in management has been on the rise. However, they face a variety of challenges as they get into leadership positions. Flagging off the way to figure out practises of improving diversity in the workforce and

Anita Bhogle PGP 1985, saw panellists like **Abanti Sankarnarayanan** PGP 1992, **Dilnavaz Variava** PGP 1966 and **Sonali Dhawan** PGP 1998 discussing 'Leadership Challenges faced by women in workforce'. The discussion focussed on issues relating to gaps

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To enhance alumni engagement, the IIMA plans to create special interest groups or communities among IIMA alumni. Creation of IIMA Women Alumnae Community has initiated this process.

”

ensuring a level-playing field in management, in a first initiative of its kind, the IIMA organised a meeting of its women alumni in Mumbai, on February 18, 2018.

The event saw about 65 IIMA Alumnae taking part and sharing their ideas to encourage more women in higher management roles and to enlarge and expand their roles. A panel discussion anchored by

between progress, potential and performance on account of gender roles and needs. The ways to help narrow and eventually remove these gaps and what organizations are doing in this context was also discussed. The panel and the participants actively discussed inter-related questions like: How can one help build more effective women leaders? What companies,



work places and women and families need to do in order to make this happen? Which stakeholders need to come together to address these issues? What role can be played by IIMA and Women Alumnae of IIMA in this endeavour?

The panel discussion was followed by brainstorming on future activities and focus areas for the Women IIMA Alumnae Community. Given this outlook, the discussion focussed on deciding what activities would provide value to the members of Women Alumnae of IIMA

so on?

Mentoring at different stages of the work/life cycle of women came out as an important need and it was decided that the Institute would facilitate this process. The participants also emphasized the need for research in this area to identify ways of making organizations inclusive and sensitive to the needs of women employees. The alumnae also felt that IIMA should take the thought leadership role for identifying ways of 'ranking' organizations for their inclusive

The event saw about 65 IIMA Alumnae taking part and sharing their ideas to encourage more women in higher management roles and to enlarge and expand their roles. A panel discussion anchored by Anita Bhogle PGP 1985, saw panellists like Abanti Sankarnarayanan PGP 1992, Dilnavaz Variava PGP 1966 and Sonali Dhawan PGP 1998 discussing 'Leadership Challenges faced by women in workforce.'

Community? How does one initiate and proliferate such activities? How can the Community be leveraged for creating learning opportunities on Campus? What is the feasibility of lectures, courses or course modules, case writing opportunities, research collaboration and

practices with respect to women,

To enhance alumni engagement, the IIMA plans to create special interest groups or communities among IIMA alumni. Creation of IIMA Women Alumnae Community has initiated this process.



BACK TO THE BRICKS

MEMORIES FLASHBACK AS PGPX 07-08 CELEBRATE TIN ANNIVERSARY

By-Nitin Beohar (PGPX '08)

People by nature are social animals, thus fifth, tenth and fifteenth etc. are marked as landmark years after people move off from one another. These years give us a reason to meet again, rejuvenate memories and to relive some of the messy fun.

Though we chat every day, though we see each other every day on various social platforms, though we often meet in various cities, we found a good solid reason to meet again – within the closed boundaries of reddish bricks! It was our tenth anniversary post the graduation day. We are all spread across the globe. Some are leading big businesses, while others are building their own; some have quit corporate life to live their passion. But a single phone call was enough to convince us to go back to the bricks. Forty of the

batchmates agreed to spend two days on campus and to noisily slip into the New Year.

PGPX reunions are always different. The family members are the inseparable part. And it is their presence that makes the event extra-joyous, extra-colorful and extra-cheerful. Through our greying hair-what a joy it was to see the now grown-ups, who were once toddlers on the campus.

We reached the campus on morning of December 30, 2017. T-Shirts and shorts replaced the usual formal office attire and in no time from corporate czars we became the same old stupid friends. The carefree shouts, louder laughs and the childlike enthusiasm spread like fire on campus.

As we recreated the convocation ceremony to start the reunion, convocation hat became the most sought-



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“ We realised our appearances have changed-some have grown horizontally while some have shrunk horizontally, some are preserving hair while some are coloring hair-but what remains the same is the strong bond we created ten years ago. ”

after prop! When we entered the classroom, millions of memories flashed by in the sparkling eyes. The chain of recallings touched another level when two of the kids took over controls and played a nostalgic clip capturing the enchanting moments of our stay – ten years ago. We realised our appearances have changed-some have grown horizontally while some have shrunk horizontally, some are preserving hair while some are coloring hair-but what remains the same is the strong bond we created ten years ago. We believe, we are one giant joint family.

The day progressed in interactions with professors and simulation of a classroom environment. Good to see that the inquisitiveness (often termed as CP) was still at peak and we really admire the patience and dedication professors have to address the queries. Professor S. Manikutty hypnotized us with his strong story telling ability and again gave us some deep insights about life. Professor Jayant Varma picked the nerve and started discussing about Blockchain/Bitcoin and suddenly, all were so engrossed, engaged and enlightened that it appeared as if all will become billionaires just after the session!

As we came out of trance, we headed towards the 'Memory Wall' where the magic was recreated. Boys were dressed in Blue, Ladies in Pink and Kids were in Red. We captured the togetherness in camera... probably to use it on memory wall for the fifteenth

year reunion.

In the evening, after a lavish dinner, we gathered in the amphitheater. It was a cultural event back in 2007 that brought us together, and in the amphitheater this time, was waiting another such event to take our association even further. Dressed in traditional attire, among the serenity of music, we sang and danced. At the end of day one, the last thing we wanted to do was to lay asleep.

Next morning, the PGPX 07-08 flags were raised and we started the campus march. There was no discipline at all in this march. Children were shouting, ladies were screaming and 'boys' were howling. In our march, entropy reigned supreme.

We continued the same zeal till we got back to amphitheater in the evening to usher in the New Year. The arrangements were done, DJ was on, but in reality, it was the exuberance, buoyancy and verve - purely driven by the fact we were together, that subdued the louder music coming out of those four tall speakers.

On the morning of January 1, 2018, while packing the bags to back to our respective places, we all were grateful to the Institute. It is this place which helped us in shaping our goals, it is this place where we met extraordinary 72 people, it is this place where we built a thought process that may define the success of country. Ten years ago – we were a part of it. Today, IT is a part of US!



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THE ALUMNIAN



SOME THINGS NEVER CHANGE...

PGP 2007 celebrates its TIN Anniversary on Campus

By Aditi Krishnakumar PGP 2007

I was going to start this by saying some things never change, but that isn't true. Everything changes. The Ahmedabad I saw in 2017 wasn't the Ahmedabad I remembered from 2007, or even from my most recent visit to campus in 2012.

It started when the Uber driver took us through the new campus gate. In the two years of the PGP, I never entered or exited through the new campus gate. It felt almost like an alien landscape. I had spent a couple of days before the trip wondering if the entire thing was going to prove a washout and a waste of three precious vacation days, and the first sight of all the poured cement made me think I'd been right and the

wisest thing would be to ask the car to turn around and go right back to the airport.

The location wasn't the only difference about this visit. The traffic was far worse than I remembered. The flyover in front of the main gate has significantly reduced the aesthetic appeal of the approach to IIM Ahmedabad. The red bricks are crumbling, the library is being renovated, and there are several new cafes dotted around campus. It isn't unrecognizable, but it isn't the same.

I alighted from the cab, trying not to think too hard about the cement or the fact that I was going to have to spend rather a lot of time doing baby-related stuff, which definitely was a change from my PGP days.

I had barely found my bearings when I was greeted

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by a good friend who had arrived that morning with her daughter, and was on her way out to lunch. That was an encouraging sign, and so we registered, settled into our room and then went down to the IMDC dining hall.

The door opened on my classmates: people from my section, people from my dorm, people I had barely known but with whom I had the inevitable intersections of our shared experience at IIM Ahmedabad. It took only seconds for my doubts to vanish in the infectious excitement of that moment as I joined in the laughter and greetings. It didn't matter that I hadn't spoken to some of them since Convocation on that distant March day. We were all there, and all of a sudden I was very happy to be there.

With nothing planned for the afternoon, we made our way to the old campus. Most of my memories of IIM Ahmedabad are of the old campus. The new campus is representative of first term classes, summer placements and finals, but the old campus is where we had IIMACTS rehearsals. It's where we walked barefoot on LKP eating popsicles at three in the morning instead of preparing the next day's cases. The old campus has Vikram Sarabhai Library, with all the nights spent

curled up on a comfortable red couch reading amid the delicious book-smell that no Kindle can replicate. The old campus has – I could go on, but I think I've made my point. Other people probably have other fond memories, but these were mine, and I'd found them.

I met one of my dorm-mates on LKP. We visited Rambhai for tea and bun-maskaa, taking our husbands with us. We'd both probably praised him too highly in the past, giving rise to expectations of nectar and ambrosia instead of what was supplied, which was tea with far too much sugar and a bun that appeared to have an entire stick of butter slathered on it.

It was perfect.

My friend told me, as we strolled through the faculty quarters noting all the new names on the gateposts, that she felt a sense of peace on campus. I don't think there's a better way to describe it.

Most of us are ambitious, working hard, getting places, doing things, always looking towards the next goal. It seems counter-intuitive that being among classmates, several of whom are over-achievers, would lead to a feeling of peace. But, for me, that's precisely what happened. Maybe it's because the reason we



were there together wasn't our achievements after the PGP. It was what we shared, and survived, during those two years. Whatever the reason, that feeling of calmness, like it's all right to stop, and breathe, and take a few moments for yourself, is the thing that makes IIM Ahmedabad home.

The faculty dinner that evening gave us a chance to catch up with the professors who'd taught us. Many of them, even some of those who'd since moved on, were present. I was pleasantly surprised by how many of them had personal memories of us. You'd expect

daughter did her first independent stair-climbing from the well to the upper level of CR8. I had a sandwich at CT and ice cream at the Amul café. We had the ten-year batch awards, which were as absurdly fun and full of in-jokes as anyone could have expected.

None of that is really important. This was the day when the most people were present, and that's what matters. I had thought, before landing in Ahmedabad, that we would all have grown sufficiently unlike that it would be like a first meeting with a bunch of strangers.

I couldn't have been more wrong. We *had* grown

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Some things never change. They may seem like they have, and they make look and feel different, but the truth is that a place you've once called home can never not be home, no matter how many years and miles have passed.

”

that after a point every batch of students fades into a sea of faces demanding remissions and complaining about sub-grades, so it was nice to know we'd made an impression.

Being accompanied by a one-year-old meant I couldn't go to the DJ event that followed. I'm sorry I missed it – I'm sure it was fun – but the time alone allowed me to think. Solitude informed my experience of IIMA to a large extent. No matter how many friends you have, no matter how many study groups you're a part of or parties you go to, there are always moments when you're alone. Those moments are equal parts peace and growth and reflection. That, ten years later, was still true.

The first event the next day, remarkably early, was the inauguration of the Faculty Club, to which part of our batch's donation had been given. I can say, without the risk of self-praise, that I'm proud of our batch donation. I was a very small part of it – since I'm following a policy of not naming anybody, I won't, but the people who were in charge did a brilliant job, as did the organisers of the reunion itself.

I'm not quite sure, when I look back on it, how exactly I filled in the hours that day. There was a lot of going over old ground, literally and figuratively. Pushing the stroller around made me appreciate all the effort one of my classmates had put in to make the old campus accessible, something that I'd never really thought about before. We took pictures everywhere. My

unlike, and perhaps in any other setting that would have made things difficult. But on the IIM Ahmedabad campus, strolling on the Tower Lawn or finding our seats in our old classrooms, it didn't matter how unlike we'd grown. We weren't, and couldn't possibly be, strangers.

Our departure the next day wasn't as sad as I'd expected.

Our last night in 2007, saying goodbye after our convocation, had been a mixture of excitement about what lay ahead and real regret for what we were leaving behind.

Nothing in the world outside could ever provide the sense of peace and camaraderie that IIM Ahmedabad had. Where else could you be certain, at any time of the day or night, of finding one of your friends online on DBabble if you wanted to chat? Where else could a phone call have also parathas delivered to your room at three in the morning?

This time, sorry though I was to leave, I also felt like I'd gained something important. I'd met old friends again, and I'd realised how natural it felt to renew old bonds.

As I sit now, writing this two weeks later and wondering what the fifteen-year reunion will be like, I know I was right the first time. Some things never change. They may seem like they have, and they make look and feel different, but the truth is that a place you've once called home can never *not* be home, no matter how many years and miles have passed.

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WIMWIAN



Drinking the water of the well, you never
forget those who dug it
Chinese proverb



OLD MEMORIES RELIVED ACROSS LKP

**PGP 2002 batch remains a brick in WIMWI's wall
celebrating their crystal reunion**

By R. Varadharajan PGP 2002 (urf Cocu)

Possibly the most in-glorious batch of WIMWI (the only batch to have seen floods, earthquake and the 2002 Gujarat riots), the 2000-02 batch celebrated their crystal reunion with a lot of gusto. With lean frames and cherubic faces giving way to double chins and bulging waists, the '02 batch tided over mid-life crisis with a few lovely days accompanied by spouses and children, reliving old memories across LKP.

As many as 70 batch-mates and over 25 spouses had turned up from various parts of the world. It was wonderful to see so many folks who barely knew

each other on campus talk to each other and learn from each other and appreciate each other for their perspectives and achievements. The first evening was spent welcoming everyone back, visiting various old haunts for dinner and just catching up.

The second day started off with a fun filled introductory session where people talked about their passions and their "*tadaps*". One couldn't help but feel a sense of gratitude to the spouses and children for having put up with the eccentric WIMWI-ians. Apparently, one even chose to correspond with his wife in the form of detailed, formal, numerically tagged memos over e-mail. While some people had



matured as leaders in their chosen fields, a few led by yours truly had significantly regressed mentally and otherwise, and may need admission in an asylum ala “one flew over the cuckoo’s nest”. The second part of the day was spent in us listening to the life stories of some of the entrepreneurs of our batch – Sutta/ Babitha and Nirma. It isn’t easy to create something and persist with it. We truly are inspired!

The second evening was capped with group photographs, some friendly banter and a dinner with professors. A few of the professors of yore – Professor G.S. Gupta (“Gas” Gupta), Professor Bibek Banerjee (who is setting up a new institute in Ahmedabad), Professor Venkat Rao and Professor Rakesh Basant - lightened up the evening. The dinner was capped with a “free-spirited” conversation at NR and TANSTAFL café (completely unrecognizable from our times).

The third day was about self-reflection and giving as the morning started off with a session with Professor Rakesh Basant and Professor Errol D’Souza updating us on the happenings in the institute over the last 15 years. It was amazing to see the institute grow in infrastructure, stature and in student population. It was also inspiring to listen to the ambitious vision of growth and world-class stature that the Director and Dean laid out before us. However, with the Autonomy Bill close to approval, and IIMA having already completed 14 years without any Government funding, we realised there is a need for new sources of funds. That calls for all those plants which have been fertilized in WIMWI’s soil to give back. And give back, the batch certainly did. Thanks to the persistent efforts of people like Chaila, Shweta, Dhiraj, Ninja, Sandhya, Shruti and dozens of others, a bunch of folks went about setting a new benchmark inspiring the rest of us to open our hearts. On last count, the batch

“ With lean frames and cherubic faces giving way to double chins and bulging waists, the ’02 batch tided over mid-life crisis with a few lovely days accompanied by spouses and children, reliving old memories across LKP. ”

has already raised more than INR seven crores, with more than 120 contributors, for the twin causes of an IIMA Endowment Fund and for our ever smiling sardar Guddi Singh, who is bravely fighting to recover from his medical condition. The batch’s prayers are with him and we sincerely hope and pray that you will be with us for our next reunion in full spirits, Guddi! We also miss our batch-mate Preeti Agarwal who is no longer with us. RIP Preeti!

Special mention must be made of all the people in the Organizing Committee who made the event such a great one, including Shweta (IC) who was the spark who ignited the re-union fire, Shef without whose commitment nothing would have happened, Big Madhu (who baptized everyone with holy water) and Banjo (who was the Freud who found out our “Tadaps”), Tarki (our creative genius), Casio (who spent many days getting cross-eyes over reservations & cancellations), Pritish (who made it a delicious weekend), Puncture, Sutta and our very own Saccy! Special mention for Ritu (who organised all the activities for children and kept them engaged and busy). And a vote of heartfelt thanks to the Alumni cell, student volunteers and Himanshu-ji for making us feel welcome.

Lastly, we hope our “unencumbered” commitment to the institute in the form of an ongoing Endowment Fund will set new standards for other alumni to give-back. We earnestly hope that the most “in-glorious batch” will be able to trigger a massive movement of Alumni Giveback where every single batch from here on is able to raise not only seven crores. but much higher amounts, taking our great institution to even greater heights. As one of the people said on the batch whatsapp group “Never felt more proud of our batch”. If there’s one message that this reunion had, it was “There’s no greater joy than to give back”.

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WE ALL BELONG TO WIMWI & BEYOND

PGP batch of 1997 meets in Goa to celebrate 20 years of togetherness. It's been 20 years since we graduated from IIMA. Professor Basant, Dean AER, joined the two-day celebration.

By Shameeli Sinha PGP 1997

Gosh!! When did we all grow up so much? God knows, it certainly doesn't feel it's been that long when we met up!

We are the Batch of 1997. And in December 2017, about seventy of us headed to Goa for two days, to celebrate the fact that we have now known each other for more than half of our lives!

Why Goa? Well, we went back to Insti for our fifteenth, and we're going back for sure for our twenty-fifth. We figured, this time, it would be nice to take our teen/tween brat pack to a place where they'd find plenty to do on their own, and therefore leave us alone in peace!

Our batch has had a reunion from the tenth year onwards, once every five years. In the past, the organisation has happened over email and sometimes, we couldn't get word out to some of our batch mates adequately in advance. But this time, Whatsapp made the whole process something else.

We are blessed with several Enthu Cutlets, who set out to create a batch Whatsapp group at the beginning of the year, a good twelve months before the planned reunion. People who had not been in touch for years, were tracked down laboriously, and added to this group.

One of our enthu-est cutlets came up with the idea of a batch "Spotlight", where every two days

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the focus was turned onto a specific batch mate, who would provide us all with a set of fun-facts on himself/herself, including their work coordinates, their family, and most importantly, a recent picture, to aid all our fading memories! Other people shared anecdotes, gossip and accomplishments about the “Spotlightee” from our years at Insti, and later. The Spotlight was a roaring success and kept everyone connected and going for the better part of the year. It was like getting to know everyone in the batch, all over again!

After a year of planning and organising, the day of the Reunion was finally upon us. The excitement was palpable as people shared flight details and arrival/departure dates and times. Several folks planned to stay back to connect in smaller groups once the formal reunion was over.

To be honest, at Goa, we did miss the red brick walls. However, we were fortunate to have Professor Basant grace us with his presence for one morning. Loads of ideas were exchanged, from building visibility for Brand IIMA in an international context, to giving back as a batch, and raising money for several areas that needed funding. We have a very committed group from our batch, working on this as I write, and while we may not quite be there in comparison to how Alums of International B-schools give back, I think our batch's contribution is beginning to look pretty good.

And yes, we discovered during Professor Basant's talk that the back-benchers were still the back-benchers (some of them prominent CEOs now), while the CP Kings and Queens continue to reign supreme to this day! Well, you know what they say about tigers and their stripes!.

After giving Professor Basant a resounding send off with a full-throated Tempo Shout from one of our batchies, who is particularly talented in this department, we stopped pretending to be well behaved grown-ups. After all, it was party time!

The rest of the day was spent resurrecting Insti favourites from our era, like Frisbee and Volleyball. We did have a casualty, but he turned out to be a great sport in more ways than one, and insisted on staying on and having a good time, with his leg in a brace! One sporadic episode of dunking was reported, but alas, it didn't catch on. If you dunk, you shall be dunked. And I guess people were afraid of starting a war. Sadly,



it seems there is some difference between being 22 and 45!

By evening, everyone's spirits were high and it was time for the Finale. No WIMWI event for us could ever be complete without a Ramp Party, and we were more than ready to shake a leg! One of our batch mates, a Partner at a Consulting Firm, is surprisingly also a DJ'ing enthusiast and he brought the evening to a fever pitch crescendo, with songs from our Ramp Party days.

In those final few hours, the past twenty years seemed to dissolve into nothing, as though time had stood still, and we had magically gone back to being the youngsters that we once were.

I remember, at one particular moment, looking around and feeling very emotional.

While some people found their life partners at Insti, others had discovered lifelong friendships, and business associates along the years. What had started as a cohort of Marketing, Finance, Ops and Tech professionals, has grown into a much richer and varied set of people over the past twenty years. We have a renowned author, a couple of filmmakers, a world-class Physicist, an IAS officer, several highly successful and budding Entrepreneurs, many who have dedicated their lives to making a Social Impact, Homemakers, even some people who have gone down the path of Spirituality, ... and yet, somehow, each one of us miraculously fits in.

This is our tribe.

We're all connected to each other through Red Brick Walls, Harvard Dinners, Tempo Shouts, Ramp Parties, late night group meetings, endless cups of tea, a WIDE (!!) range of CGPA's spread across a Bell Curve....and yes...we all belong!

To WIMWI and Beyond.



IT WAS LIKE ONE LARGE FAMILY

PGP 1983 Batch gets together in Kerala

By **Salil Agrawal PGP 1983**

The batch of '83 had their 35-year reunion in a beautiful resort called Estuary Island in Poovar, Kerala from the December 15-18, 2017. We had 130 people – 64 alumni, 50 spouses and 16 children. Many attended a get together for the first time but we all bonded beautifully and it was like one large family. The three days were planned with a mix of structured events and free time for chatting and catching up.

The colour-coordinated peach shirts for men, and burnt-orange kurtis for women, were very graceful and beautiful, leading to a wonderful group photo session.

It was great putting this event together and a big thank you to each one of us because without us this event would not have happened. And a special thanks to all who helped Jatinder, Sanjit, Anita, Meera, Ravi Kacker, Pallavi and many more. I believe we are one large family and I did it because I wanted to and I loved doing what I did. Vinni supported me and never complained. I am overwhelmed with all these messages of love, appreciation and thanks. The fact that the event went off without a hitch is the fruit of the pudding.

I do hope we keep meeting as often as we can.

Here are the messages shared by some of those who attended. These messages say it all.

Anil Maheshwari: The three days at Poovar was a

blissful experience. Buffet breakfasts and lunches were delicious and were a great time to catch up with friends in a leisurely manner by the ocean side. Every dinner had a different theme and on a different location within the same resort. One dinner was in a garden setting. Another was a traditional sit down Sadya meal in the dining hall. The third dinner was on the sands with dance and music. Many of us chose a antakshari-filled half-day bus trip to the southern tip of India, Kanyakumari. Many took out time for boat rides in the back waters, massage in the local spa, swim in the lovely pool, local sightseeing and visits to temples. Lots of spirits accompanied the *teen patti* sessions late into the night, quizzes and spiritual discussions. Congratulations to Salil for leading a spirited year-long effort to get this unruly bunch of super-traveller cats together in one place and for all his on-site coordination and bubblyness. Congratulations to Jatinder for pulling off a nice new book. Commendation also to Ravi and Django who chased us. Congratulations to Sanjit for keeping Salil in control and for coordinating the liquids etc, Congratulations to Meera for being a charming quizmaster so much that Pun (Chan)duji practically ceded the stage to her like a well-trained hubby of course.

(Parts of this article have been edited out due to space crunch. To read in full log on to our e-version at wimwian.iima.ac.in)

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THE SEVENTY NINERS IN SERENDIP

PGP 1979 push the boat out in Colombo on 38th year Reunion

By Girish Moorthy PGP 1979

When '79 gathered near Galle
Being hell-bent on making 'dhamaal',
One by one did they reach
That hotel by the beach
And they all had a whale of a ball.

That ought to suffice for our trip report, but for those who want more, read on.

The PGP batch of 1977-79 recently celebrated their 38th - year reunion near Colombo in the town of Waskaduwa. Overall, there were almost 50 PGPs, and spouses included, the tally nearly 90. Special mention must be made of Renu Khurana (w/o Ashok Sethi), who, despite fracturing her ankle just before the meet, went straight from the hospital to the Delhi airport to fly down. Now that shows some spirit.

Citrus Waskaduwa is a spacious and airy resort situated on Sri Lanka's Western coast right on the Indian ocean. It lies an hour's drive south of Colombo on the road to the Galle district. It was a fitting locale for such a meet: while providing the necessary requisites for group events, it was large enough and offered sufficient latitude for people to do their own things, be

it hanging out by the pool, walking on the adjoining beach, quenching their thirst at the well-stocked bar, or simply indulging in bull sessions.

The organisers, led by Pradeep Mathur and assisted by the committee of Srinivasa Gopalan, M. K. (Bonny) Singh, Rajiv Dhar, Pradeep Koppikar, K. Badrinath, Prahalad Agiwal, Anand Ladsaria and Nishith Arora had planned this event meticulously for the past several months. And it is because of their tireless and unwavering efforts that the resultant experience was very smooth for the rest of us right from the time our flights touched down at BIA airport in Colombo up to the point where we left the island with sweet memories and wistful yearnings for the next such gathering.

The event kicked off with a heart-warming (and side-splitting) speech by Pradeep Mathur who gave us the batch highlights, comprising both the accomplishments as well as the sad news. Since the past reunion, we have lost three of our dear class-mates: S. Anantharaman, P. Raghava Reddy, and most recently, N.N. Srinivas (known to us as Vasu). Awards were given out to various people for things that ranged from noteworthy career accomplishments to volume of CP

in the Yahoo group and (more recently) the WhatsApp forum.

The next day saw a group outing. It started with a visit to the mask factory where we watched artisans patiently working on crafting beautiful pieces with intricate designs. This was followed by a boat ride down the Madu Ganga River with a stop on a mangrove islet where we witnessed the production of peeled cinnamon, that fragrant spice, reminding me of Bishop Reginald Heber's famous (or infamous) lines about the island:

*What though the spicy breezes blow soft to 'er Ceylon's isle,
Where every prospect pleases, and only man is vile.*

Fortunately, the vile spectre of terrorism has receded from Sri Lanka, and the economy seems to be growing again, tourism and tea being the twin engines that nurture it. We also observed smooth and well-constructed highways, and every town we drove through was devoid of litter. India can certainly take a leaf out of Lanka's book.

And then there were the break-out sessions: Yoga in the mornings, led by Padmini Mathur (w/o Pradeep) and Lata Laddha (w/o Shyam) in the large Oceanside hall, a truly idyllic setting for meditation and exercise. On the theme of Eating for Health, Shiela Moorthy (w/o Girish) conducted a session that was very well received with lots of CP. And Deepak "Partner" Sethi taught the group how to think using a "systems" method, the idea being not to react reflexively to situations, but to reflect analytically, an approach that is supposed to lead to the desired outcome. Both these so-called "optional" presentations were not just standing room only, but probably violated every fire code in the book dealing with maximum occupancy, so great was the interest!

On the last night there was a special entertainment and dinner programme in the hotel's ballroom. We were treated to ritual flame-throwing dances followed by a grand dinner to the accompaniment of karaoke with **Ashank Desai** leading the charge. I could go on and on, but I recall reading an article in *The Economist*, which stated that a skilful poet can express in fifty words or less what a prose stylist might take a page to cover. And so, I shall sign off here and end by describing the sentiments of this reunion, best captured in these lines excerpted from a poem composed by our very own Shantha Kumar.

All the pre-reunion angst:

Am I more wrinkled, have I lost my wit?

And dare I confess that I did not 'make it'?

And what do I bring to the table

That won't sound like babble?

All of that melted in the warmth of old friendships.

What also merits remarking on is the second innings of many of our classmates, who are involved in initiatives that we believe will make a difference. A little time was devoted to talks on these:

- **Sambandh** (founded by Sanjay and Rita Seth) is focused on anti-tobacco, and is also doing great work on mental health (led by Rajiv Agarwal)
- The IIMA Alumnus Hyderabad chapter (Ram Kaundinya, S.V. Ramanamurthy) has opened a school, **Udbhav** (the journey) for the underprivileged
- **Srinivasa Gopalan** works closely with the founders of **Jeevan Public Stem Cell Project** on strategy, also assists the **Ekam Foundation**, who work in Child Healthcare, and lastly is personally working on an idea to launch an affordable care general hospital – the mission being to deliver high quality care at 20% to 25% of the cost at **Branded Multi-Speciality Hospitals**
- **Light of Life Trust** (Pradeep and Vinita Koppikar) which helps with career counselling, **Jagruti** (encouraging job choices while allowing people to remain in the villages), and mobile hospitals (vans)
- **S. Ramesh** running a school for poor children in a small village in Tamil Nadu
- **R. Sundar** teaching basketball to underprivileged children, fostering sports excellence
- And so on

One last point: I wanted to include a brief note about the add-on tour in Sri Lanka that a few folks attended immediately after the reunion. To provide some context, **Pradeep Koppikar (Kops)**, who was one of the organizers, suddenly had a life-threatening medical emergency, requiring immediate neuro-surgery. We are all extremely relieved to learn that he is on the mend, and ought to be back to normal in a few months. The add-on trip is best described in an extract from an open letter from **K Chandrasekhar (Chandy)** to Kops.

Dear Kops,

It is so nice to hear from you and know that you are well on your way to a full and speedy recovery.

All of us missed you and Vinata throughout the Sri Lanka trip. Thanks to your efforts and thoughtful planning and organising, all of us had a truly enjoyable add-on trip. Badri stepped ably into your organiser's shoes, and was somewhat like a benevolent monarch making sure that all his subjects had a great time but cracking the whip ever so slightly when he needed to. All of us felt that with his exemplary showing on the add-on trip, he has proved his mettle.



TOGETHERNESS & EUPHORIA IN MUSCAT

PGP '72 meets in Oman

By Vasuki G S (PGP '72)

A motley group of seven alumni and their better halves arrived in Muscat for a “reunion to remember”.

It started with a few members signing up at the previous reunion organised so wonderfully by K.V.Ramana and Vijay Sagar at Hyderabad in December 2016. The great feeling of being together once again led to great euphoria and, after tributes to dear departed batch-mates, it was resolved to have reunions as often as possible. After a brief discussion, Vasuki G S offered to organise the next reunion at

Muscat in Oman. There were immediate sign ups, but finally, Prakash Telang and Anjali, Bharat Lakhkar and Dr. Leena, Varkey Mathew and Miriam, Satyanarayan Dangayach and Amita, B.S.Sachidanand and Padma, joined Suryanarayan Bajaj and Padma, Vasuki and Asha for a five- day programme of fun and camaraderie in Muscat.

The programme began with an Opera at the grand Royal Opera House on day one; an extensive city tour on day two, covering the traditional souq (market) in Muttrah, a drive through picturesque old Muscat past the Al Alam Palace; day three began with a cruise in

YESTERDAY ONCE MORE

WIMWIAN



the Sea of Oman amidst frolicking dolphins followed by a visit to the Al Zubair museum; day four started off with a visit to the exquisite Sultan Qaboos Grand Mosque and a long drive out to the city of Nizwa which was once the capital of Oman. The group got a glimpse of the fort-based Omani life of yore, the unique silver and pottery crafts in the souq. The tour took the group to Barkat Al Mouz oasis to see the falaj system used over ages to convey water up and down hills to provide water to villages and farms using unique hydraulic principles like siphons and locks. Day five started with a visit to the Amouage perfume factory known for producing some of the most expensive perfumes based on Oman's priceless frankincense that brought international merchants to Oman from the

days of Queen Sheba. This was followed by a drive over pebble strewn Wadi Abyadh on an adventure-filled trip through water streams to get an experience of how water comes down from the Hajar range. The final event involved adventure of driving up and down huge sand dunes at steep angles, past Bedouin camps amidst their camels and livestock to finally arrive at the Al Nahdha Dune resort, which was the last point of the reunion. Every event over the five fun-filled days was interspersed with lunches and dinners at exquisite fine dining restaurants that provided unique cuisine.

The entire tour arrangements were organised under active supervision by Vasuki's son Ashwin and daughter-in-law Monika who were at hand to ensure the full enjoyment of the group.

ON ROAD TO RESEARCH

Indian Antecedents to Modern Economic Thought

Authors: Deodhar Satish Y. | **Type:** Working Paper | **Publication Date:** 15-Jan-2018

The history of economic thought begins with salutations to Greek writings of Aristotle and Plato. While the fourth century BCE Greek writings may have been the fount of modern economic thought that emerged in Europe starting 18th century CE, there has been a general unawareness of the economic thinking that emanated from the Indian subcontinent. Pre-classical thoughts that had appeared in Vedas dating a millennium prior to the Greek writings had culminated in their comprehensive coverage in the treatise Arthashastra by Kautilya in the fourth century BCE. In this context, the paper outlines various ancient Indian texts and the economic thoughts expressed therein, delves on the reasons why they have gone unnoticed, brings to the fore the economic policies laid down by Kautilya, shows how these policies exemplify pragmatic application of the modern economic principles, and brings out in bold relief, the contribution of this Pre-Classical literature in the history of economic thought.



Top Row: Biji Kurien, Inderpal Singh, Pradip Desai, Ravi Sarathy, Kiran Karnik, Ravi Menon, D.C. Anjaria, T. N. Ramaswamy, Bala Iyer, **Second Row:** Nayanendu Vyas, Seethapathy Rao, G. K. Jayaram, Siddharth Kumar, Arun Dhabolkar, Vinod Bharati, Vijay Palkar, **Third Row:** Peter Pinto, Lata Siddharth, Minny Jayaram, Harbinder Singh, Aradhana Dhabolkar, Suniti Karnik, Jyoti Kurien, Sharmila Palkar, Ela Mehta, S.Madhavan, **Fourth Row:** Sagarmal Agarwal, Lorna Pinto, Brindha Ramaswamy, Mohana Iyer, Pushpa Agarwal, Gargi Desai, Karnika Anjaria, Shashi Bharati, Fatima Zanzibarwala, Sudha Menon, Kamini Vyas, Zanzibarwala

‘68 BATCH CELEBRATES TURNING 50 IN GOD’S OWN COUNTRY

By Kiran Karnik PGP 1968

Alumni of PGP1968 batch got together at Kochi from January 29 to 31, 2018 for their Golden Jubilee reunion. Although the Batch had, at the invitation of the Institute, attended the Convocation in March 2017 as the Golden Jubilee batch, they had been desirous of celebrating the actual fiftieth year of their graduation. This they did in Kochi.

Twenty one of the batch-mates travelled to Kochi for the Reunion, four of them from outside India and 17 of them with their spouses. Three of the four Gold

Medalists from the Batch were amongst those attending. Four of the 21 were attending a Batch Reunion for the first time. For them it was an opportunity to meet their old buddies for the first time in 50 years. Everyone had many things, from the silly to the staid, to reminisce and talk about. Some were catching up on one year’s developments, some a few years’ and some starting all the way from the days spent on a construction site in Vastrapur that was then the IIMA campus.

In addition to meeting and enjoying each other’s company, participants also got to experience the



PGP1968 batch got together at Kochi from January 29 to 31, 2018 for their Golden Jubilee reunion. They got to taste some authentic Kerala cuisine in the form of an exquisite *Sadhya* specially arranged for them – attired in traditional Kerala-style sarees and mundus.

sights, sounds and tastes of God's Own Country. They visited various places that reflected the historical glory of Kochi and Kerala, both by land and by sea; they enjoyed an evening entertainment of *Singarimelam*, a classical ensemble of drums performed in unique Kerala style by a group of lady drummers, itself a refreshing change from the age-old practice of

watch together while having their valedictory dinner.

It was not all fun and frolic though. There were serious items on the Agenda too. They remembered and paid homage to their dear departed, both classmates and faculty. There were discussions on a few important subjects, some of which touched on relations

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Everyone had many things, from the silly to the staid, to reminisce and talk about. Some were catching up on one year's developments, some a few years' and some starting all the way from the days spent on a construction site in Vastrapur that was then the IIMA campus.

”

drumming being a strictly male bastion; and they got to taste some authentic Kerala cuisine in the form of an exquisite *Sadhya* specially arranged for them – attired in traditional Kerala-style sarees and mundus.

There was also an astronomical bonus on January 31, in the form of a rare combination of blue moon, red moon and super moon which the batch was able to

between alumni and the Institute.

Conclusions may not have been reached on every topic, but the discussions themselves were interesting, intense and often animated. Class participation, that enduring legacy of IIMA, had not been forgotten. On one thing though, there was unanimous and emphatic agreement – that the Batch of 1968 will continue to have their reunions every year.

IS YOUR MIND REALLY YOURS?

**Authored by Ajay Sachdeva, PGP 1980,
reviewed by Salil Agrawal, PGP 1983**

I have known Ajay for a few years and in the course of our various conversations had inkling about the book he was writing. I had the privilege of receiving an advance copy and I found that the subject has been handled very simply and in a style that is non-intrusive. It is obvious that the book is an outcome of some serious thinking and reading of what other people have to say on the subject. I am also happy that an IIMA alumnus has chosen to apply his mind to the subject of understanding life and sharing this learning with others.

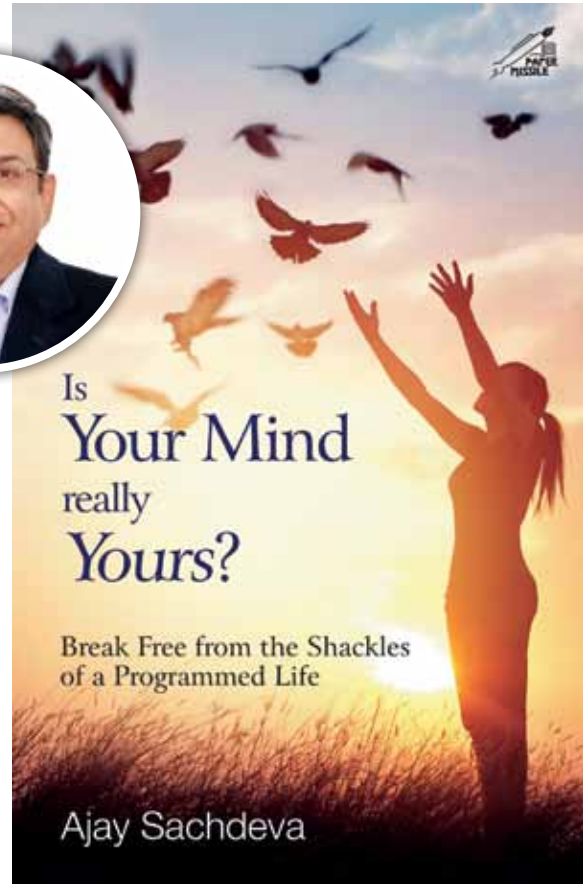


The book resonates with a lot of what I have learnt in my life, going through its ups and downs. Some of the key messages are:

- Be yourself – don't wear a mask – be in the company of people with whom you do not need the mask
- Follow your heart – the mind is programmed based on years of relentless conditioning but the heart is clean and will always show you the correct path
- Clean your hard disk – choose to forget things that do not matter – specially the unpleasant experiences and the wrongs that people did to you – don't carry this as a burden – learn to forgive
- Manage your ego – while the ego is important one must learn to feel good about oneself and respect others
- Express yourself authentically – don't say what others expect you to say. Learn to say no when your heart does not want to say yes

The world is full of unhappy people and the path to happiness can only be discovered on one's own.

The book is intended to stimulate the readers to dispassionately revisit their life's journey. It invites them to carry out an honest exploration of who they really are and the relationship they have with themselves. It is only in the knowing of one's true self that one can liberate oneself from the shackles of an illusory and caged existence, which becomes the cause of one's misery. The relationship that one has with one's self determines the relationship with one's external world,



comprising spouses, families, friends, workplace, and so on.

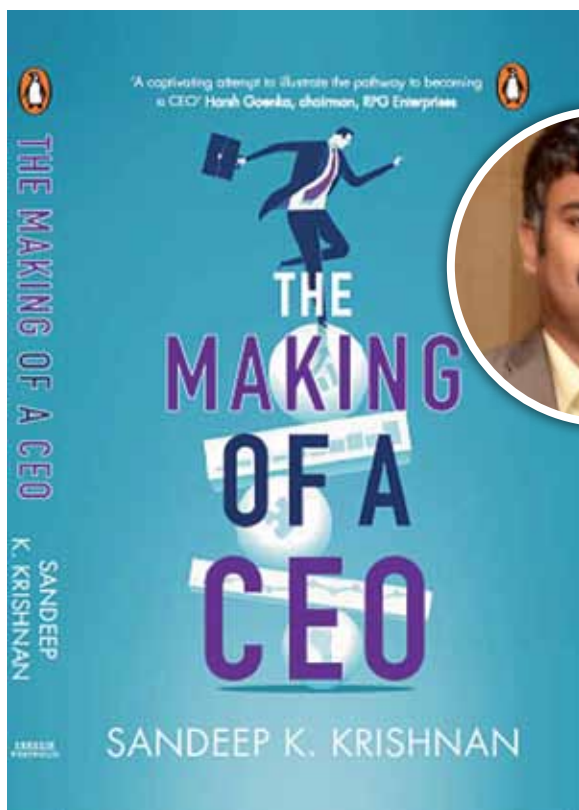
The book makes no pretensions about injecting its readers with doses of any new dogmas, sermons, laws or prescriptions about how they need to lead their lives. Instead it provokes them to re-examine and question various belief systems they may have closely guarded and held.

At the end I would like to compliment Ajay for presenting a complex subject in a way that is very readable and not condescending. He raises some fundamental questions and provides food for thought.

I would like to join Ajay to invite readers to explore their lives, realise the vast potential of their real self, awaken to their true nature and embrace their liberating journey of life.

MAKING OF A CEO

Authored by Sandeep K Krishnan, PGP, Reviewed by
Vijay Pasupathy & Hitesh Gossain, PGP 2005



The Making of a CEO is an illuminating result of interviews and analysis of top level CEOs across various sectors. The book explores nuances of leading in different contexts like start-ups, large corporations, family businesses, educational institutions, not-for-profits, public sector and the government. The journey to the top involves three key aspects—building professional credibility, managing your career and managing yourself. Easy to read and dotted with insightful interviews, this book is a must-read for anyone who aspires to be in the top job or is already there.

Reviewed by Vijay Pasupathy, Director, EY – PGP 2005

Sandeep K. Krishnan has addressed a very interesting topic in his book, Making of a CEO. In my consulting career, I have worked with CXOs across the spectrum. If there is a one single element that could make the maximum impact in the organisation's success, it is the CEO. The book addresses this question – What

makes a successful CEO?

The most enticing part of the book is, Sandeep has blended multiple ways to share a concept. Interviews of CEOs, research based insights, and his own experiences. The book is also written in a very simple and narrative manner that appeals to a senior professional or even a graduate straight out of the MBA school.

The other interesting aspect of the book is that it covers the wide-spectrum of contexts that a CEO will be operating. The book covers leading in established firms, Start-ups, NGOs, Family Businesses, Public Sector/Government, or educational institutions. I have not seen a book that so succulently covers a very pertinent topic. Practical and at the same time grounded on research, I found the book an easy yet effective read. The other interesting aspect is that the book covers some of the IIMA's very successful entrepreneurs. It is a moment of pride for Alumni of IIMA to read about them in the book.

Review 2: By Hitesh Gossain, Founder Onspoon.com, PGP 2005

I was delighted to get a copy of the book, Making of a CEO, from Sandeep who is a batch-mate from IIM Ahmedabad. I have known Sandeep as a very passionate student in the area of HR and Leadership during his days at IIMA. He has followed up the passion with rich experience of working with various organizations and also teaching at IIMs. The book is a deep and interesting peep in to his expertise.

The most appealing part of the book for me, was the chapter on the leading Start-ups. Being a founder of a start-up myself, I could relate to most of the insights that he shared in the book. Leading a start-up from an idea to a valid business enterprise is daunting yet challenging task. There is nothing more exciting than the same. Sandeep has shared this journey in a very easy to visualise narrative. The interesting stories of successful and upcoming entrepreneurs are worth reading and sharing.

I would recommend this book for its simplicity, rich narratives, and above all the insights the author brings to the table.

TOP 25 WORKING PAPERS BY FILE DOWNLOADS 2018

Rank	Working Paper	2018 01	3 months	12 months	Total	2018 01	3 months	12 months	Total
1	Indian Antecedents to Modern Economic Thought Satish Y. Deodhar	40	40	40	40	3	3	3	3
2	Mathematical Modelling for Time-of-Use Pricing of Electricity in Monopoly and Oligopoly Nidhi Kaicker, Goutam Dutta, Debamanyu Das and Subhashree Banerjee	12	27	38	38	1	6	10	10
3	Vertical Integration, Market Structure and Competition Policy: Experiences of Indian Manufacturing Sector during the Post Reform Period Rakesh Basant and Pulak Mishra	10	18	52	52	4	14	22	22
4	Airport Privatization in India: Lessons from the Bidding Process in Delhi and Mumbai Rekha Jain, G. Raghuram and Gangwar Rachna	8	14	41	219	19	34	99	658
4	Marketplace Options in an Emerging Economy Local Food Marketing System- Producers' Choices, Choice Determinants and Requirements Aashish Argade and A. K. Laha	8	8	8	8	7	7	7	7
6	Food Subsidy in India: Trends, Causes and Policy Reform Options Vijay Paul Sharma	7	28	144	802	107	367	1,674	7,281
7	Modeling Travel Demand in a Metropolitan City: Case Study of Bangalore, India Prem Pangotra and Sharma Somesh	6	7	30	158	10	16	75	432
7	The Logistics Sector in India: Overview and Challenges Pankaj Chandra and Nimit Jain	6	21	165	1,599	20	75	990	7,977
9	Farmer Producer Organizations as Farmer Collectives: A Case Study from India Nalini Bikkina, Rama Mohana Turaga and Vaibhav Bhamoriya	5	15	67	122	19	51	190	292
9	Food Insecurity in India: Causes and Dimensions Dand Sejal A and Sujoy Chakravarty	5	19	70	716	81	247	863	6,225
9	Exports of Agri-Products from Gujarat: Problems and Prospects Ravindra H. Dholakia	5	8	23	135	32	94	296	1,475
9	The Transformation of Microfinance in India: Experiences, Options and Future Mankal Sriram and Rajesh Upadhyayula	5	12	36	213	12	30	98	685

Rank	Working Paper	2018 01	3 months	12 months	Total	2018 01	3 months	12 months	Total
13	A Study of Factors Affecting the Renewal of Health Insurance Policy Ramesh Bhat and Nishant Jain	4	7	19	121	7	16	58	431
13	Fruit and Vegetable Marketing and its Efficiency in India: A Study of Wholesale Markets in the Ahmedabad Vasant P. Gandhi and Namboodiri N V	4	8	31	234	20	48	313	1,786
13	Container Train Operators in India: Problems and Prospects Rachna Gangwar and G. Raghuram	4	14	54	240	24	71	253	1,153
13	Is "Make in India" constrained by Indian Labour Market Regulations? Ajeet N. Mathur	4	8	29	85	4	10	51	156
17	A Practical Note on Predictive Analytics Usage in Marketing Applications Arindam Banerjee and Tanushri Banerjee	3	4	16	99	3	5	37	94
17	Indian Railways in the Past Twenty Years Issues, Performance and Challenges G. Raghuram and Gangwar Rachna	3	10	56	519	10	32	248	2,411
17	Government Role in Road Toll Collection: The Coimbatore Bypass Experience G. Raghuram and Kheskani Deepa	3	4	17	90	6	11	55	392
17	Recommendations of the Task Force on Revival of the Co-operative Credit Structure: Implementation Issues Mankal Sriram	3	8	16	98	10	51	197	947
17	Factors affecting Child Labour in India Maheshwari Mridul and Manjari Singh	3	9	43	289	41	133	484	2,732
17	Institutional Quality and International Differences in Firm Productivity Issar Akash, Jamus Lim and Sanket Mohapatra	3	6	19	19	3	7	27	27
17	Issues and Concerns in the Implementation and Maintenance of HRIS Manjari Singh and Sandeep Krishnan	3	6	29	333	11	23	204	1,699
17	A Study of the Evolution of Nature and Narration of Brands in an Emerging Market Abraham Koshy and Priya Narayanan	3	9	31	31	5	12	45	45
17	An Insight into the Growth of New Retail Formats in India Piyush Kumar Sinha and Sanjay Kar	3	7	12	197	3	11	44	842

Statistics updated 2018-02-05

YOU ARE MISSED

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Rest In Peace



Remembering Pani

A memoir for Bikas Kumar Panigrahi, PGP 1981

By Murgie Krishnan, (PGP '81)

I met Pani on my first day at IIM-A and spent two years next door to him. We were in several groups together in the first year, and in a couple in the second. He is among the people most responsible for my happiest memories at IIM, and has had an influence on me, that neither he nor I would have guessed.

Early on he quizzed me about financial accounting. I was happy to tell him what I knew, but his style of questioning made me re-examine my own knowledge, and forced me to learn some things better. "Why do you do this, what is the purpose, who benefits?" These are all questions that reflect a natural curiosity from a user perspective, while my undergrad at the University of Madras -- as unfortunately most

undergrad programs round the world to this day do -- had only supplied a preparer perspective on financial accounting. His questions have also affected some of what I've done as an academic, and to ask if there is so much arbitrariness in accounting that it is essentially "cheap talk."

In the first month we had a linear programming case, Redbrand Canners, and the four members of the group besides me were Pani, Kataria, Arya(?), and perhaps Rajiv Kapoor. The other four had all seen linear programming as IIT undergrads, and only spent a little time arguing over exactly how the decision variables had to be defined. I struggled a bit with it by myself, and then was essentially taught linear programming by Pani and Kataria. Then Pani

suggested I present. I thought it was illogical given the other four clearly knew the subject matter much better. Pani convinced me that except for looking at output from a computer-based algorithm, I knew as much as the rest. I said I might bring the whole group's grade down. But he showed more confidence in me than I had in myself, and that ended well for all of us.

Pani once wrote a paper that was literally like a telegram. I was shocked, and concerned for him. But he showed me the instructions for that report, and asked me, "Which instruction have I not followed?" And when I had to admit that it met the letter and spirit of the instructions, even if not my cultural expectations, he merely said, "Why waste words?" In the thirty years that I've been a professor, teaching all levels from freshman undergrads to MBAs to PhD dissertation students, if there is any comment I have made a lot to my students (and with some difficulty, in examining my own work), it is "Why waste words?"

Pani and I went together to Professor Pulin Garg's house for Holi. Everyone needs to understand that having *thandai* with *bhanga* is a strictly north Indian tradition, and that south of the Vindhya this custom doesn't exist. For a Bombay-bred Madras like me, to hear Professor Indira Parikh welcome us at Pulin's, and then tell us, "This is *thandai* with *bhanga*, this is plain *thandai*, now enjoy," was a small cultural shock. I wanted to try the *thandai* with *bhanga* but I was also afraid. Pani gently suggested I try a little bit of each kind. They tasted the same. He logically argued that therefore I should freely try either kind without fear, and noted that we came there together and would go back together, so I should feel safe. And we both enjoyed ourselves. I have had *thandai* with *bhanga* a few times since, but the memory of that first experience, when thanks to Pani I grew up a little bit, is still the best.

Later that morning in our dorm (D-2) a second-year SPA student on our floor (his name escapes me) yelled and screamed and danced like a freak. I was afraid that the *bhanga* which did nothing to us had done something to him. Pani was logical even in small matters. He said: "If he was really high and out of control, given the number of sharp corners here, he should have hurt himself by now. But he's very careful not to hurt himself. He's just pretending to be high. Ignore him." In a few minutes attempts to seize our attention ceased.

From our IIM days, I want to note a couple of small things that the speakers at yesterday's memorial service in New Jersey may not have been aware of. We once had a SPIC-MACAY concert on campus, where the *rudraveena* exponent Ustad Asad Ali Khan (??) performed, to an audience of maybe 10-15 people. Pani's brief comments were: "I felt like a maharajah, with this obvious genius performing just for us. Sad so many are just worried about tomorrow's case, and missed a rare opportunity." The tone did not have a trace of disparagement or value judgment. It was just a "this is how it is" tone.

Pani visited me once when I was doing my PhD at Penn in the early '80s. I was living strictly hand-to-mouth in those days. But as I had just cleared one set of qualifiers, I wanted to celebrate with Pani, and bought a bottle of wine. We went for a movie, and after the movie I realised that given my lack of experience carrying a bottle of wine in a back pack, the bottle was broken, my back pack was a mess. Pani, gently: "These things happen sometimes." And then we used some of the coupons I had saved for a fast-food joint near campus, and it was still a celebration.

Much was said yesterday about Pani's tendency to be brief and pithy, like an algorithm, even in casual non-professional settings. It is important to be very clear what this means. If you hear this of someone, and don't know him, you think he's an automaton or a robot. But to all of us who knew Pani, this reflected an innately logical and disciplined mind, a superior intelligence that had the capacity to reduce many complex ideas to their simplest form. This allowed him the bandwidth to spare on deeper questions, and to think about what was even more important.

Over the next few days and weeks, months and years, many of us will recall some more Pani stories, reminding us of his gentleness and complete absence of malice, understated competence and remarkable intelligence, a sense of humour that never hurt anyone. But there is a larger picture in all these vignettes. The whole is definitely much bigger than the sum of the parts. It is said that more useful than cursing the darkness is to light a lamp. But Pani is a person who quietly made himself the lamp, by example. He made people around him better, and he made them want to be better people. He has made the world a better place.

(To read in full log on to wimwian.iima.ac.in)

NEW TRENDS IN THE ALUMNI CONTRIBUTION

**Batches being extremely organised contributors:
Head of Development Office, Ajit K Motwani**

“...there is an increasing trend towards almost all alumni reunion participants contributing irrespective of the amount. The wider participation in the batch funding helps strengthening the Alumni bonding with the institute besides adding to the team spirit within the batch.”

Last few years Alumni Reunions have thrown up pleasant surprise of new records and trends being set in Alums contribution to Alma Mater; 2017 didn't miss to re-emphasise this new trend. The batches lately have not only been extremely well organised in contributing to Alma Mater but even in planning every single logistics on Google doc ranging from the kilometers travelled by the batch mates to the food & beverages preference.

The Ten Years reunion of the 2007 batch last December produced the highest ever contribution by any batch at the Tenth reunion stage. This contribution of over INR One Crore is now being utilised to support the upgrade and 25-years maintenance of IIMA Faculty Club and another important campus initiative that is in discussion with the batch representatives.

The 2002 batch has started a new and interesting journey to create the unencumbered funding of over INR Five Crore within the next quarter by the majority of the batch contributing to this new initiative. Besides, the batch expects select individual donors committing to fund with other initiatives with naming rights taking the total batch contribution to about INR 15 Crore.

This batch also saw the breaking of the past record of the individual highest contribution to a batch's common cause reaching INR One Crore; previous highest was last year with INR 50 Lakh each by the two Alums of the 1982 batch. Overall highest individual contribution continues to be held by an Alumnus of the late '80s who added another one crore of donation to

take his personal donation to INR 11 Crore.

Professors Deepti and Subhash Bhatnagar, Alum-Faculty couple also made a unique gift/donation to the IIMA this January by supporting upgrade and maintenance of IIMA Staff Recreational Club. Their motivation to contribute was guided by the desire to recognise the contribution of the junior most staff and support activities/facilities that they often like to use. The IIMA staff, especially the group C&D, are invisible when they make meaningful contribution to maintain institute's branding but are an integral part of IIMA ecosystem.

The 1997 batch wanted to create a new paradigm in the research support at IIMA and have decided to support the Networks Conference or another conference subject that evolves to be contemporary over the next 25 years. The 1997 batch also set a new trend in reunion spread over two cities; while not missing the Alma Mater experience at Ahmedabad and ending with family holiday at Goa. The last year's 20th reunion of the 1996 batch has resulted in support for the research on campus by funding upgrade and long-term maintenance of the Research and Publications office.

Individual contribution amounts, as a part of the batch donations to IIMA, have seen very significant rise in the last three-four years. Also, there is an increasing trend towards almost all alumni reunion participants contributing irrespective of the amount. The wider participation in the batch funding helps strengthening the Alumni bonding with the institute besides adding to the team spirit within the batch.



Indian Institute of Management, Ahmedabad

GIFT to IIMA FORM

Name : _____

Complete Address : _____

Phone : _____ Fax: _____ Email : _____

For IIMA Alumni: Diploma/Certificate _____ Programme _____ Year _____

Gift Utilization Purpose/Gift Programme/General Donation to IIMA:

I would like to gift undermentioned amount to IIMA for the purpose as above:

Currency: INR/US\$/Euro €/Pound£/ Singapore SGD/others _____

Amount : _____

I enclose Cheque No. _____ dated _____ to be used by the Institute.

Ways to remit funds to IIMA in different geographical regions:

FOR DONORS IN INDIA :	
<p>Through Cheque: Cheque payable to "Indian Institute of Management Ahmedabad" Mailing Address: Development Office, RJM Auditorium 1st Floor, IIM Ahmedabad, Vas-trapur, Ahmedabad-380 015. Email: dean-aer@iima.ac.in and dohead@iima.ac.in</p> <p>Donation can also be made online through website : https://web.iima.ac.in/institute/giving-to-iima-donations/giving-online.html</p>	<p>Online Transfer : Account Holder: INDIAN INSTITUTE OF MANAGEMENT AHMEDABAD Current Account Number: 10307641013 Bank's Name& Address: State Bank Of India, IIM Branch, Vastrapur, Ahmedabad – 380 015, India Branch Code: 2653 Swift No.: SBININBB412 MICR Code: 380002019 IFSC Code: SBIN0002653 PAN of IIMA: AAAT11247F Please inform through email to dean-aer@iima.ac.in and dohead@iima.ac.in mentioning the purpose of the donation, PAN information, full name with mailing address and If possible, do attach a screen shot of the transfer.</p>
• Contributions to IIMA are 100% exempt under section 80G of Income Tax Rules, Government of India.	

FOR DONORS IN UNITED STATES & CANADA :	
<p>Through Cheque: The cheques should be drawn in favour of "IIM-A Alumni Association" with a covering letter clearly specifying the purpose of the donation, the full name and the address of the donor: Mailing Address: Samar Das, 1418 Via Sangro Place, Winter Park, FL 32792</p> <ul style="list-style-type: none">• Please inform Samar Das through email sdas@c3research.com with copy to dean-aer@iima.ac.in and dohead@iima.ac.in mentioning the purpose of the donation, full name and mailing address and If possible, do attach a screen shot of the transfer.• The contributions would be to 501 c (3) USA (Tax ID No.: 22-3749107) Charity for tax purposes.	
<p>FOR DONORS ELSEWHERE IN WORLD: To IIMA Foreign Currency Account: Online payment should be made in favour of: Account Holder: INDIAN INSTITUTE OF MANAGEMENT AHMEDABAD – F.C.Account Current Account Number: 10307641080 Bank's Name& Address: State Bank Of India, IIM Branch, Vastrapur, Ahmedabad – 380 015, India Branch Code: 2653 Swift No.: SBININBB412 MICR Code: 380002019 IFSC Code: SBIN0002653 PAN of IIMA: AAAT11247F</p>	<p>FOR DONORS IN UK: To avail of the tax benefits under Gift Aid, donations through cheque should be sent to IIMA Alumni London Ltd, which is a registered charity with UK charities commission # 1117664 & HMRC Tax id: XT3019021. https://www.gov.uk/donating-to-charity/gift-aid Online payment should be made in favour of: ICICI Bank UK Plc 45 South Road, Southall UB1 1SWA Current Account Number: 76231759 Bank Sort Code is: 30-01-28 Donors will be required to send in a Gift Aid declaration for tax incentives to be claimed.</p> <p>After online payment please inform: Vikas Nanda: svnanda@gmail.com and Swastik Nigam: n.swastik@gmail.com and dean-aer@iima.ac.in & dohead@iima.ac.in</p>

Date: _____

Signature: _____



EXECUTIVE EDUCATION INDIAN INSTITUTE OF MANAGEMENT AHMEDABAD



April 2018

Design Thinking	April 9-11, 2018
Performance Management and Competitive Advantage	April 16-19, 2018
Medico Legal Issues in Healthcare Management	April 16-20, 2018
Uncertainty, Complexity and Risk in Projects	April 30-May 4, 2018

May 2018

Revenue Management and Dynamic Pricing	May 7-11, 2018
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June 2018

Developing Commercial and Financial Skills for Strategic Business Decisions	June 18-22, 2018
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July 2018

Strategic Analytics: Weaving Analytics into Decision Making	July 9-13, 2018
Advanced Quality Management	July 16-21, 2018
3TP: Emerging Leaders' Programme	July 22-August 18, 2018



Professor Arvind Sahay
Chairperson, Executive Education

As you browse through this edition of the Alumnus magazine, I invite you to consider our executive education programs scheduled at IIMA over the coming months for possible participation by yourself and by other managers and leaders in your organisation. IIMA continues its tradition of being the leading executive education provider. We are now also a globally ranked executive education provider (FT rank 63 for open programs and FT rank 66 for custom executive education in 2017). As you can see we have a bouquet of offerings available including many new areas like blockchain, design thinking, neuroscience in marketing, AI and Machine Learning in business, etc. We are also happy to customise programs for your requirements.

Do reach out to the Head, Executive Education
(head-ee@iima.ac.in)
or
Chair, Executive Education
(chr-exed@iima.ac.in)
for further information



For further details, please contact Executive Education Office;

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