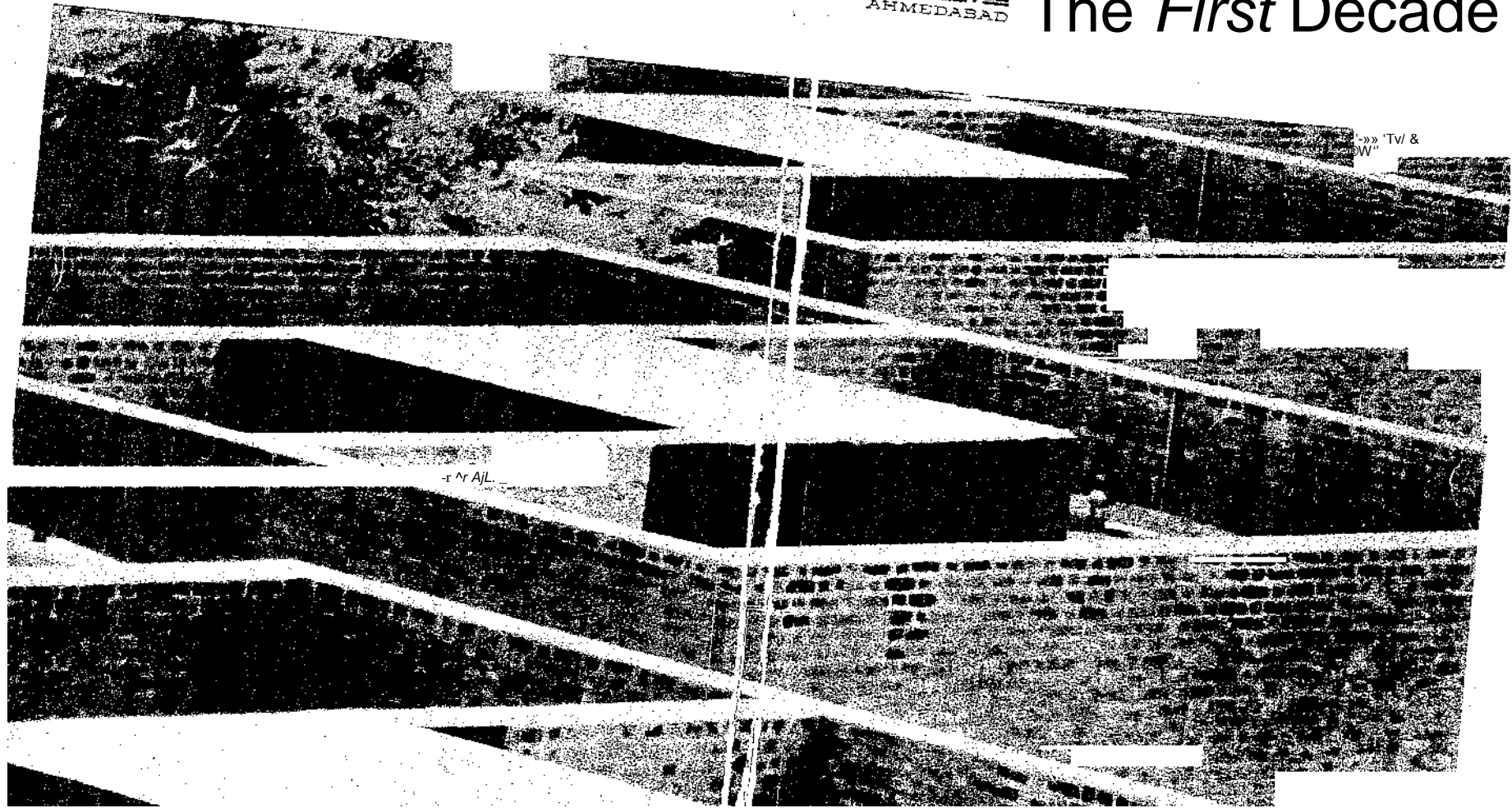




The *First* Decade



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IIMA:
The First Decade
1962-72



I I I M I
AHMEDABAD

INDIAN INSTITUTE OF MANAGEMENT
.AHMEDABAD



Dr. Vikram A. Sarabhai

Dedicated to the Memory of Dr. Vikram A. Sarabhai, the
Founder of the IIMA.

Preface

The first decade is always a memorable period in the life of any institution. The early frustrations and pains of growth, the struggle for survival, expansion and recognition, and the excitement of building something new combine to make the formative years of an organization-a memorable period. To look back and take stock of the accomplishments and failures embedded in this experience is perhaps the best way to learn from the past and determine the future directions of the organization.

In 1972, the Indian Institute of Management, Ahmedabad, completed its first ten years. As we enter a new decade, we remember with pride and gratitude the role played by the late Dr. Vikram A. Sarabhai, the founder and the honorary Director of the Institute during its initial years. This volume, which reviews the Institute's development in the first decade, is dedicated to his revered memory. It was his vision, leadership, and dedication that created the basic infrastructure for the progress and growth of the Institute.

The burden of planning and organizing this volume was borne, for the most part, by my colleague Professor D. Wijendra Tripathi. I am extremely grateful to him for his able performance of this *difficult* task. While several other members of the faculty also contributed to the timely completion of this project, I would like to make a special mention of Professor Ravi J. Matthai, my predecessor, who was most generous with his time and suggestions in preparing the volume. I am grateful to him as also to Mr. S. Sreenivas Rao for his able assistance in editing and publishing this report.

Samuel Paul

Director Indian Institute of Management Ahmedabad

November 1973

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Introduction

Institution building is an act of faith. Perhaps it is more so in the case of an educational institution. The faith underlying the development of the Indian Institute of Management, Ahmedabad, (UMA) is that education is an indispensable tool to augment and improve the managerial resources of the nation.

Realizing the significance of organizational and managerial skills for its bold programme of national development, the Government of India sponsored in the 1950s several studies to examine ways and means to develop managerial skills in the country. One of these studies undertaken towards the end of 1959 by George W. Robbins (then Associate Dean, Graduate School of Business Administration, University of California, Los Angeles) suggested the establishment of one or more national centres for management education which would focus their efforts "upon the health of the enterprise unit, whatever the ownership or industry." To provide for the maximum possibility of innovation and flexibility in developing programmes and organizational structure, the report emphasized the need for investing these centres with a fully autonomous character. The government accepted these recommendations and decided to set up two national institutes of management—one at Calcutta and the other at Ahmedabad.

The Beginning

Plans for establishing the IIMA were initiated in 1961. The Union Government agreed to provide the annual revenue expenditure; the State Government of Gujarat donated 65 acres of land; industrial interests pledged support for building programmes; and the Ford Foundation offered to underwrite the foreign exchange necessary for developing the faculty, library, and other academic facilities.

Perhaps the most crucial decision in the initial phase of the project was to enter into a five-year academic collaboration with the Harvard University Graduate School of Business Administration. The School's role under this arrangement can best be stated in the words of the report prepared by an *ad hoc* committee of the School:

The underlying premise is that it is not the School's responsibility to develop an Institute and turn it over to the Indians, but that there is a mutual creating, developing, and building of the Institute. ... In essence, a cooperative effort is looked forward to, one that depends upon a mutual understanding of goals and means rather than upon a predetermined and carefully-calculated division of responsibilities among contractual parties. .

The Objectives

■ The Institute started functioning on June 1, 1962, under the auspices of a registered society and the general direction of a Board of Governors. It had then no buildings, no furniture, and only a skeleton staff and faculty. The vision of its early leaders was perhaps the only sustaining factor. Their determination to build an outstanding institution is reflected in the following objectives of the Institute:

- . 1. To provide educational facilities for training young men and women for careers in management and related fields in any form of organization.
2. To contribute to the improvement of the decisionmaking skills and administrative competence of practising managers.
3. To develop teachers and researchers in different fields relating to management,
4. To develop knowledge through original research, both applied and conceptual, relevant to management and its underlying disciplines, and to disseminate such knowledge through publication.
5. To assist organizations in solving their management problems by providing consulting services.
6. To collaborate with other institutions in India and abroad to further any or all of the above objectives, and if necessary, to assist in institution building.

The First Ten Years

During the first 10 years of its existence, the Institute has taken considerable strides towards its goals. Its programmes for potential and practising managers in two major sectors of the economy—industry and agriculture—are well established and widely recognized; its programmes for university teachers have attracted considerable attention and appreciation; and its newly established doctoral programme is expected to help the growth of management education still further. It has developed an impressive faculty whose work in the areas of teaching, research, and consulting has won recognition from all quarters. The Institute has one of the best management libraries and a unique computer centre in Asia, and its campus, a major part of which has already been completed, promises to be an exciting educational complex for its facilities and architectural beauty.

The Robbins report, which laid down the basic framework for setting up the Institute, emphasized that the new centre “should be a specialized institution avoiding the assumptions of tasks of teaching dogmatic business routines.” The suggestion implied that the accent in the Institute’s programmes should be on education rather than on mere training. In other words, the programmes while equipping a student with the knowledge of tools and techniques and concepts should also provide him with a sense of perspective to view the organization not as a mere combination of functions but a totality conditioned by its own internal dynamics and the broad environmental forces. For, it is this kind of approach which will help a manager determine his own role and style in the context of organizational objectives on the one hand and social purpose on the other.

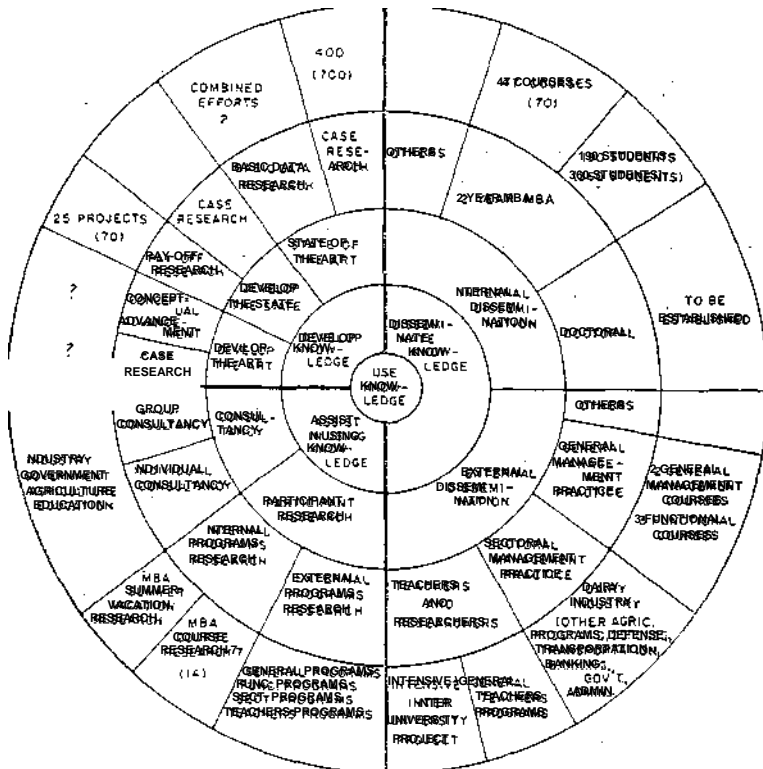
Methods of Instruction

While this overriding principle has determined the content of the Institute’s programmes, two other considerations have influenced its methods of instruction: 1) teaching should be practical and action-oriented so that the student develops the competence to apply his learning to actual management situations; and 2) teaching should facilitate active student participation in the academic process rather than encourage mere passive assimilation so that learning becomes a part of the thinking apparatus of the student.

Realizing the inadequacy of the traditional method of teaching to meet these requirements, the Institute decided to introduce the case method as the primary instrument of teaching. This method leads to learning through the discussion of actual management situations and constantly places the student in the role of manager and decision-maker. The efficacy of the method had been amply demonstrated elsewhere, but its adoption by the Institute was certainly a bold innovation in India, since the lecture was the principal pedagogical device in Indian educational institutions. However, the case method never became a dogma with the Institute, and other devices such as lectures, seminars, group exercises, role playing, management games, and syndicate discussions are judiciously blended to derive the maximum possible advantage. Irrespective of the method which an instructor may adopt in view of the nature and objectives of a course, the emphasis in teaching always is on problemsolving in situations which are dynamic as against static and probabilistic as against certain.

Strategy for Development

Needs of the Indian society on the one hand and the resources and experiences of the Institute on the other have



This chart represents the aspirations and the developmental schemes of the HMA as conceived by its Director, Professor Ravi J. Matthai, in 1966. This was his "Prayer Wheel." (Numbers in parentheses indicate targets to be achieved. Other numbers indicate the level of activity as in 1966.) determined the nature of the Institute's various programmes and the timings of their introduction. Admittedly, management techniques are useful in almost any form of organization in which organizational skills and the management of scarce resources are important. This is more so in a developing country like India. In view of the consideration, however, that management education in a country where it had never been tried before must be introduced gradually, the Institute decided to concentrate its efforts, at the first stage, on business and industry—an area in which management concepts had proved eminently effective in countries with developed management education.

To serve the needs of the industrial sector, two kinds of programmes were planned: 1) a two-year programme for potential managers known as the Post-Graduate Programme in Business Administration. (PGP), and 2) Management Development Programmes (MDPs) to provide learning experiences to practising managers. .

Unlike other institutions, at the IIMA the MDPs preceded the birth of the PGP. This was by no means accidental. Several factors dictated this approach. First, the concept that education could produce managers was yet to be accepted in India, and nothing could establish the validity of managerial education more effectively than the demonstrated advantages to those who were already in the operating systems. Secondly, the growth of the Institute demanded the effective support and co-operation of industry, and the credibility generated by the efficacy of the MDPs would facilitate the availability of such support. Thirdly, these programmes, by bringing the faculty into live contact with the world of practice, would strengthen faculty competence and improve their pedagogical effectiveness. And lastly, these programmes would create boundary relations between the Institute and industry, and facilitate the acceptance of the graduates of the PGP as they go out into the employment market.

The focus of the PGP as well as the early MDPs was on general management. With limited resources and experience, nothing else would have been possible. While the general management approach served the purpose of the PGP, it alone did not meet the needs of the practising world because a section of managers needed a greater degree of specialization in functional areas in which they had to operate. At a later stage, therefore, and after it had gained sufficient experience and confidence through general management programmes, the Institute started organizing MDPs in functional areas as well.

These experiences yielded the broad elements of the strategy for developing educational programmes. However, the Institute could not afford to remain content with programmes for industry alone. A holistic approach to the change in managerial practices needed a concerted effort and demanded the inclusion in management education of other sectors such as agriculture, banking, governmental systems, research and educational organizations, and trade unions. In view of the fact, however, that education had seldom been used as a tool for management development in these fields, it was desirable to win acceptability for the Institute's capabilities to contribute to the improvement of managerial practices in these sectors. Therefore, appropriate research activities were undertaken before formal educational programmes were launched. Thus, in addition to the nation's need and the Institute's resources, acceptance by a client-sector became a crucial determinant of the nature and growth of the Institute's sectoral programmes. But the approach to the strategy remained the same as in the case of programmes for industry—general management programmes for practising managers at the first stage followed by programmes in functional areas within the context of the sector, and if necessary and possible, programmes for potential managers, although

all the three stages have not been necessarily replicated, in all the sectors.

While these activities aimed at serving the managerial needs of various sectors directly, the programmes for university teachers were intended to create a multiplier effect on management education. Started almost at the same time as the MDPs and the PGP, the University Teachers Programmes (UTPs) were directed towards updating the teaching resources of the largest single educational system in the country. If education were to meet the enormous and ever increasing demand for managerial manpower in the country, the co-operation of the universities and other institutions in the stupendous task of producing this manpower was absolutely imperative.

Encouraged by the success of the UTPs and fortified by its experiences in various sectors, the Institute established a doctoral programme to generate a constant flow of teachers and researchers in management.

Categories of Programmes

For providing a better perspective and integrated picture, the Institute's educational programmes may broadly be divided into three groups:

1. Programmes for practising managers in business, industry, and other sectors.
2. Programmes for potential managers.
3. Programmes for teachers and researchers.

In developing these programmes the broad strategy has been to establish a strong interface between the Institute and the market and to develop links between various activities so that they reinforce each other and serve as effective instruments for the development, dissemination, and use of knowledge to resolve managerial problems.

II

Programmes for Practising Managers

The primary aim of the management development programmes is to refurbish the practitioner on the rapidly changing concepts and techniques relevant to management. During the first 10 years of its existence, the Institute organized 62 programmes involving 2,167 organizations and 3,507 participants (*Appendix I*).

General Management

The *3-Tier Programme for Management Development* held in January 1964 marked the beginning of the Institute's, educational programmes. The concept itself was unique in the sense that the thrust of this programme was towards developing organizations rather than individuals. It derived its name from the idea of participation of executives from three different levels in an organization, i.e., middle, senior, and top management. Its objectives can best be stated by quoting the first announcement:

... management development is a company wide problem and needs to be undertaken both broadly and in depth within an organization. There is clear gain if a single individual in an organization has a worthwhile training experience. But the gain from this experience is multiplied if it is shared by the executive's peers, superiors, and subordinates. . . . Single individuals can seldom initiate and accomplish change successfully. That is why the Institute . . . plans to concentrate its efforts on a gradually growing number of organizations rather than to offer courses to individuals from a wide number of companies.

The success of the first 3-Tier Programme made it a permanent feature in the total scheme of the Institute's activities, and the viability of the concept has been amply demonstrated by the successive increase in the number of participating organizations with varied forms of ownership. While the private sector patronized the programme in the early stages, participation from the public sector has been increasing in recent years.

Constant review and re-examination has been one of the cardinal elements in all the educational programmes of the Institute. The methods and content of the 3-Tier Programme, for example, have changed over the years in the light of the changing needs and accumulating experiences. The programme objectives and scope have been suitably modified and made distinct for each tier. The focus of the middle management course is multi-functional and integrative in approach. The senior executive seminar is primarily concerned with operational planning and control. The top management conference is devoted to an appraisal of the relevant factors in corporate planning in the context of organizational dynamics and environmental factors.

The 3-Tier Programme attracted participation mostly from large organizations. To meet the needs, of medium and small enterprises, the Institute developed another programme of general management. Starting a few months after the first 3-Tier Programme, it was initially known as the *Programme for Young Executives*. But its name was later changed into *Programme for Medium and Small Enterprises* to clarify its emphasis and focus.

While the 3-Tier Programme and Programme for Medium and Small Enterprises are the continuing features of the total MDP scheme, some other programmes in the field of general management have been organized on an *ad hoc* basis from time to time to serve the specific needs of certain groups.

Functional Management

Encouraged by the success of its general management programmes, the Institute

launched its *functional programmes* in 1967. Since the faculty resources were limited, only three programmes per year were offered initially. However, the number increased gradually and reached eight towards the end of the first decade.

Sectoral Management

While the general and functional management programmes were being consolidated and expanded, the Institute had already started preparation for developing programmes and activities in other vital sectors of the economy. In 1966 the Institute identified six such sectors in addition to industry: agriculture, banking, government systems, trade union, and educational and research systems. The first four of these were regarded as “operating” sectors and the last two as “servicing sectors.”

The varying characteristics of each sector required different strategies and structures. Also the timing of starting work and the rate of development in each sector varied according to the rate at which the acceptance of the Institute’s role grew within a sector. The general strategy was to allocate limited resources to activities in a given sector until the sector had accepted the Institute’s role and agreed to support its efforts.

The first to claim attention was the *agricultural sector* in view of its key position in the economy and in anticipation of the growth of agriculture-based enterprises. With a modest beginning in 1963, the activities in this sector grew largely as a result of the encouragement received from various governmental and non-governmental agencies. For practising managers, 10 programmes with special emphasis on the agricultural sector were organized during the first decade. (For a fuller account see Chapter VI.)

Collaboration facilitated the initiation of the Institute’s programmes in the *banking sector*. Although research in relation to banking programmes had begun much earlier, the formal preparation to start programmes in this sector began only in 1969, when the Institute agreed, at the request of the Reserve Bank of India, to collaborate with the newly established National Institute of Bank Management (NIBM). The IIMA received a grant from the banking industry through the NIBM for preparation of teaching materials and developing programmes for bank executives.

After a concentrated effort to develop teaching materials, the IIMA offered a *2-Tier Bank Management Development Programme* for senior and top managers. The NIBM collaborated in organizing this programme and took it over from the IIMA later. However, the IIMA has continued to offer programmes in the banking sector both independently and in collaboration with other institutions like the Bankers Training College of the Reserve Bank of India.

While some of the programmes mentioned above were undoubtedly useful to the government administrators, it was considered more desirable to organize separate programmes for them. The opportunity came when the Government of Tamil Nadu requested the Institute to organize a programme for its senior officers engaged in industrial development activities. Consequently, a management development programme for these officers was conducted in 1971-72. A little later a similar programme was conducted for the

officers of the Government of Uttar Pradesh. The success of these programmes has brought requests from other state governments also.

Practically all the programmes described above were enterprise based. It was realized, however, that workers in the industrial organizations constituted an integral part of the industrial system. It was necessary for the society to be concerned about the effective functioning of workers' organizations which must keep pace with other spheres of organized action in the matter of professionalism. It was with this end in view that the Institute organized in 1972 a *Programme for Trade Unions*. The initial request for such a programme came from the Government of Gujarat who gave all support and encouragement.

With regard to servicing sectors—educational and research systems, while no specific programmes were developed, limited teaching, research, and consulting activities were

undertaken without any specific structure. These were regarded as legitimate activities on which faculty members could work if interested. At the same time considerable effort and time were invested in demonstrating the Institute's capabilities in these sectors and persuading the appropriate agencies to accept the Institute's role. Seven years of sustained effort is now yielding results.

It is obvious from the above survey that the progress of the sectoral activities of the Institute has been rather limited. While the achievement in the agriculture sector is impressive, only rudimentary beginnings have been made in banking, governmental administration, and trade unions, and no programme has yet been organized in other sectors. In assessing these gains, however, it must be remembered that with no precedents to feed them, the efforts in the sectoral field are bound to be slow in yielding results. The growth of these attempts should not be measured by the quantum of work alone; the idea of harnessing management education for sectoral management in itself is an important innovation.



Programmes for practising managers would not have been enough to bring about change and improvement in managerial practices. It was necessary to provide educational facilities for the younger generation to ensure continued replenishment of trained manpower resources for the managerial profession. During the first decade, the Institute, therefore, developed two such programmes: 1) Post-Graduate Programme in Business Administration (PGP) and 2) Programme for Management in Agriculture (PMA).

Post-Graduate Programme

This programme which, was started on July 1, 1964, provides opportunities to young men and women to acquire knowledge and skills and develop attitudes essential for competent and responsible managers capable of eventually assuming leadership in the management profession. It was, perhaps, the boldest of the Institute's early educational plans, for, such a comprehensive educational scheme had never been tried in India before.

Lest a laudable idea should be crushed under the weight of hasty and imprudent implementation, nearly two years were spent in careful planning and patient preparation. These consisted of surveying the need for such a programme, scanning the employment prospects for its graduates, influencing the job market through executive development programmes, recruiting and developing the faculty, designing a viable curriculum, preparing the teaching materials, and evolving appropriate admission policies and procedures. Out of these, two aspects, admission policy and curriculum development, need further elucidation.

Admission Policy

Realizing the fallacy of mass production in specialized education and to ensure that its academic resources are not dissipated, the Institute decided upon a policy of selective admission instead of selective graduation. Because of the interdisciplinary nature of management education, no preference was given to any particular academic background in laying down the basis for selection. A bachelor's degree in any branch of learning was the minimum requirement for application, but several other criteria were laid down to measure the candidate's potential and aptitude for managerial education, and an elaborate procedure was evolved to ensure the selection of the best available candidates. The framework for these policies, procedures, and *criteria* were *developed* before the first batch was selected in 1964, and these were further refined as a result of continuing research in and

analysis of the admissions data. Search for merit is the basic prop of the selection process. (*Appendix II*).

Curriculum Development

Planning the curriculum for management education has been a difficult task everywhere. It has been more so in our country owing to the lack of any worthwhile indigenous experience or tradition in this field. In laying down the aims and determining the content of the programme, therefore, the Institute initially had to depend on the experience of reputable international institutions, particularly its collaborator, the Harvard Business School, which had played a pioneering role in this sphere in many parts of the world. Significant modifications, however, were made gradually in the light of the experiences gained and in view of the special needs of Indian students.

The broad aims of the curriculum, though not so clearly spelled out in the early years, have been to enable the student to:

1. Internalize -the relevance of the concepts, tools, and techniques necessary to analyse and resolve management problems.
2. Familiarize himself with a broad range of management problems and practices.
3. Sharpen his ability to diagnose problems, identify alternative courses of action, formulate criteria for evaluating these alternatives, and determine the course of action to ensure successful implementation.
4. Develop effective communication skills.

These aims called for a curriculum combining knowledge and application of the tools and techniques in functional areas—finance and control, production, marketing, and personnel—with the relevant elements of supportive disciplines such as economics, behavioural sciences, and quantitative methods within a perspective of the historical, social, political, and legal environment. To meet the practical needs of potential managers, it was necessary to include the learning of communication skills in the curriculum. The compulsions of the job market demanded that there be a judicious balance between the needs of the generalists and the specialists.

These considerations have guided the development of the curriculum over the years. The first year of the programme consists of required courses which cover both functional areas, supportive disciplines, and written communication.

These courses taken together make an integrated package of essential knowledge and skills which a manager needs.

The courses in the second year provide the student with an opportunity to continue to some extent the broad range of subjects covered in the first year, as well as for in-depth study of specialized areas. A second year student has considerable freedom in the choice of his subjects, but he is encouraged to select his courses so that his package has coherence and meaning. Also some steps have been taken to provide for concentration packages for students who wish to concentrate their efforts in a particular area. Thus, though the thrust of the programme is on general management, the curriculum has built-in provisions to prepare the students to handle the first job which often tends to be in a functional area.

The teaching methods and materials used in the programme place a heavy emphasis on the application of knowledge. To advance this aim, every student is required to work with an organization during the summer vacation following the first year. During the second year, a student may further sharpen his application ability by taking some project courses in lieu of regular electives. The project courses are related to some specific problem of an organization and give a firsthand experience to collect and sift data, analyse and identify problems, and suggest meaningful solutions with the help of the concept and techniques learnt and insights gained through various courses.

Growth of the Programme

The curriculum has emerged as a result of constant review and re-examination. Given the required nature of the package, there has been no addition to the number of courses in the first year, but several new elements have been added to make the first year programme more relevant and meaningful. The number of courses in the second year, however, increased from 21 courses in 1965-66 to 64 courses in 1972-73- (*Appendix II*).

With the growth in the Institute's resources and faculty, and encouraged by the growing acceptance of the programme by the employers, the annual intake also increased from 60 in 1964-65 to 125 in 1972-73. The limited facilities and resources did not permit the Institute to increase the intake in spite of enormous demand as reflected in the successive rise of applications from 747 in 1964-65 to 4,694 in 1971-72.

The graduates of the programme are awarded the Post-graduate Diploma at present. But the Institute proposes to acquire degree granting status through an Act of Parliament. Meanwhile, the Government of India has recognized the Diploma as equivalent to a Master's degree for employment. The Inter-University Board of India and Ceylon has also recognized the Diploma as equivalent to a Master's degree in Business Management/Administration of an Indian university. Also leading universities in the USA, including the Harvard University Graduate School of Business Administration, have recognized the Institute's Diploma as equivalent to an MBA degree for admission to their doctoral programmes.

Programme for Management in Agriculture

A new one-year Programme for Management in Agriculture was started in 1970. The

programme was planned and managed by the Institute's Centre for Management in Agriculture. The objective of the programme was to give training in management to young men and women whose basic education was in agricultural sciences and related subjects.

The experience that the Institute had gained in developing the PGP proved of immense benefit in developing the admission procedures, and curriculum of the new programme. The candidates for this programme were selected almost on the same basis and under the same procedure as in the case of the PGP. Also the nature of the courses, which were all compulsory, was more or less the same as that of the first year courses in the PGP though with contextual emphasis and focus on the agricultural sector.

The Institute admitted about 35 students in a year in this programme, and by the time the first decade ended 99 students had been awarded the certificate (*Appendix III*). It was realized, however, that admitting students with a good Bachelor's degree and extending the duration of the programme to two years would be more meaningful. Therefore, on the recommendation of a review committee, the Institute has decided to merge this programme with the PGP with the proviso that the candidates with agricultural background after completing the required first year package with the rest of the PGP students, would take a specialist package in agricultural management in the second year. The merger is expected to take effect from the academic year 1974-75.

Student Facilities and Campus Environment

In addition to curriculum planning, the creation of an environment and facilities for the overall development of the student's personality are essential for the success of an educational endeavour. The Institute from the very beginning, therefore, has given the maximum attention to the need for creating an infrastructure so that the students can interact among themselves and develop freely into responsible managers.

Financial Aid Schemes

One of the cardinal principles which has governed the development of the Institute's programmes for potential managers is that the educational objective of a person admitted to the programme should not be hampered for lack of funds. To translate this philosophy into action a comprehensive scheme of financial aid has been built up over the years.

During the early years the major source of financial help was a special fund established with the help of the Government of India. From this fund, loans were given to needy students to cover a substantial part of their expenditure at the Institute. Also the Government of India agreed to award merit-cum-means scholarships of Rs. 1,400 each per annum to 25% of the students in the PGP on the basis of their financial resources and academic performance. As the years rolled by, the Institute augmented the loan fund by persuading several companies to contribute to this fund. By the end of the first decade, 22 companies had made contributions to this scheme (*Appendix IV*). In addition, one company donated Rs. 50,000, the interest of which further increased the amount of loan funds available. Besides, the Institute helps students to secure loans from commercial banks also.

In addition to the loan assistance, the Institute has succeeded in persuading several

companies to establish scholarships of Rs. 3,000 each per annum for meritorious students. By the end of 1971-72, 17-such scholarships had been established by 14 firms.

The financial aid scheme has been of immense help to the students. Not a single student's education has ever been interrupted because of non-availability of funds.

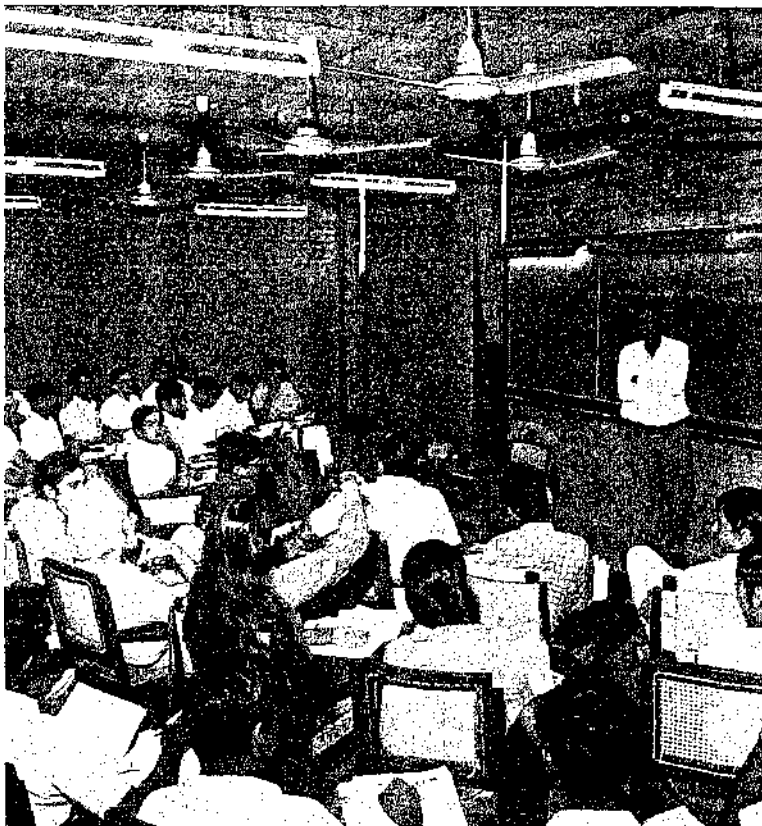
Co-Curricular Activities

To facilitate the development of the overall personality of the students, the Institute from the very beginning has developed recreational facilities including games and sports of various kinds. In addition, the students are encouraged to organize academic clubs and associations on their own initiative. As a result, the students established several academic bodies during the first 10 years of the Institute's existence. Also they started the publication of the *Indinman News*, a bi-monthly student newspaper, and the *Executive*, an annual magazine. Excepting the recreational facilities, which are financed directly by the Institute, all other student activities are, by and large, self-supporting and under the direct management of the students.

Placement

Social investment in applied education would yield low

returns if the graduates of the programmes for potential managers would not have suitable opportunities to apply their knowledge and skills learnt in these programmes. This was the rationale for organizing the placement services at the Institute under the supervision of a faculty committee. The committee whose birth synchronized with that of the PGP has helped the students in summer placement after they complete their first year and provided counsel and guidance to the graduating students about permanent employment opportunities.



The Placement Committee has adopted several measures to achieve its purpose and established several norms in consultation with the students themselves. One of the most successful of its strategies has been to persuade the prospective employers to visit the campus during the closing months of each academic year and interview the students seeking jobs. The strategy had an element of innovation in the sense that the concept of campus recruitment was almost novel in India when the Institute introduced it in 1965. In a country where job seekers far outnumber the jobs available the idea was difficult to sell in the beginning. But persistent efforts and persuasion on the part of the Institute, backed up by the quality of the programmes themselves, have resulted in the general acceptance of this concept and the number of employing organizations, who visit the Institute every year for recruitment purposes, has been constantly increasing. The success of the Institute's placement strategies is indicated by the fact that all the graduates of its degree type programmes have been suitably placed and a large number of these were placed well before completing the formal programme of studies (*Appendix V*).

While the graduates of the PMA have found employment in banks and agriculture-based organizations and firms, the PGP graduates have been placed in a wide range of consumer goods, capital goods, service industries, and educational institutions. In the beginning most of the students of the PGP were employed in the private sector. With the growth of the public sector and the reorientation of the employment practices in this sector, the number of graduates accepting jobs in this sector has increased in the recent years. On the other hand, a majority of the PMA graduates from the very beginning have gone to public sector organizations such as banks and co-operative ventures. A few of the PGP graduates have also established their own enterprises.

The Institute's programmes for teachers and researchers were born out of three considerations: 1) A single or a few specialized institutions like the IIMA alone could hardly satisfy the enormous and ever increasing demand for trained managerial manpower in the country; universities and other institutions have a major role to play in this sphere. . 2) The boundary relations of the Institute should not remain confined to managerial organizations alone; the IIMA must establish mutually beneficial co-operation with other educational institutions engaged in producing managerial resources as the Institute's activities could not grow in isolation. 3) The Institute's activities should ensure not only the production of managers but also of competent teachers and researchers who could act as change agents and create a multiplier effect in the field of management education.

At the time of the establishment of the Institute, practically no institution in the country offered a broad-based full- time educational programme in management, though a large number of universities offered commerce or part-time management courses. To create a sense of partnership with the university departments in the task of educational development, the Institute decided to adopt a two-fold strategy. It initiated short-term programmes for university teachers and participated in developing a few university departments and institutions of a specialized nature.

University Teachers Programme

The first programme of this kind was organized as early as 1965-66 for the university teachers in managerial economics. Later, the scope of the scheme was expanded to include teachers in other disciplines such as finance and accounting, personnel and organizational behaviour, operations research, and general management. The aim of these programmes has been *to* share with the existing teachers new methods of teaching and new concepts and tools in the realm of professional management. During the first 10 years of the Institute's existence four programmes of this nature were organized involving 110 teachers of 102 institutions of higher learning (*Appendix I*).

Collaboration in Institution-Building

The accent in the University Teachers Programme was on developing individual teachers. Without rejecting the validity and utility of this scheme, it was realized that developing clusters of excellence was equally or perhaps more useful. The Institute, therefore, decided to add a new dimension to its activities and move into collaboration for building university departments of management or other institutions of management learning.

The first proposal for collaboration came from the Panjab University, Chandigarh, in 1968. Having decided to expand its department of commerce into a department of management, the university asked for the Institute's help in developing the curriculum, training faculty, and organizing the critical support from local industry and business. Consequently, the Institute helped the university in setting up a local foundation for management education, provided facility for the teachers of the university department to work with the Institute's

faculty at' Ahmedabad on research and development of teaching materials and course design. At the same time, the Institute's faculty visited Chandigarh to facilitate various aspects of strategic planning.

The Chandigarh experiment has resulted in the emergence of an excellent programme in the north-western region of India, and the Institute can- derive legitimate satisfaction from it. In addition, the Institute has collaborated in varying degrees with other university departments such as Kerala, Poona, and Gujarat. In sectoral fields, it has co-operated with the U.P. Agricultural University, Pant Nagar, in developing the social science activities of the latter, and the Vaikunth Mehta National Institute of Co-operative Management, Poona, and National Institute of Bank Management, Bombay, in their initial planning..

Recently, the Institution building activity has been extended beyond the borders of India. On a request initiated by the Government of India in 1970, the Institute established contacts with the Institute for Management Development in Tanzania. In the first phase of this arrangement, three faculty members selected jointly by the Tanzanian Institute and the LIMA joined the Post-Graduate Programme as full-time students, who, after completing their studies in India, would return to their Institute to teach and develop academic programmes. This arrangement is expected to continue for a few years and other activities may be brought within the fold of collaboration on the basis of strong mutual interest.

The Institute has not been able to act upon the requests for collaboration from several other Indian and Asian- African institutions because of its limited resources. However, its determination to contribute to the growth of excellent centres for management education cannot slacken, for it views new institutions as partners rather than competitors in achieving an important social and academic purpose.

The Doctoral Programme

While the University Teachers Programmes and collaboration to develop other institutes of management have proved steps in the right direction, gradually it became ap

parent that these in themselves would not be sufficient. The activities of the national institutes of management had pointed to a wide horizon of a new kind of education for professional management, and under the direct or indirect impact of their programmes more and more universities began to either set up departments of management or broad-base the curriculum of traditional commerce education. Also new institutions both in the general and sectoral fields emerged. All these institutions obviously needed more and more teachers and researchers whereas facilities in India for advanced academic work in management were meagre indeed. To fill this important gap, the Institute started a doctoral programme in July 1971. Since the Institute has not yet been empowered to award the Ph.D. degree, this activity has been named as the

Programme of Fellow in Management.

The programme began in a small way in 1971 with the admission of four students. Unlike doctoral programmes in many Indian institutions, the curriculum represents a combination of course work and doctoral dissertation. The students are required to take a number of courses in the first two years to acquire sufficient conceptual and analytical depth both in the general field and the area of their specialization. At the next stage they engage in field and library research and write a dissertation under the guidance of a faculty supervisor.

The intake to this programme was increased to 13 in the following year and may increase further as the programme consolidates. The first batch of the programme is expected to graduate, at the end of 1973-74.

Research is one of the prerequisites for developing any educational programme because without it teaching becomes stale and static. Management development also demands that the expertise of the academic personnel be brought to bear directly on the solution of managerial problems of organizations. These considerations have led to the development of research and consulting activities at the Institute.

Research

Research at the Institute has been classified broadly into two groups: (1) studies which result in the development of teaching materials and (2) an extension of knowledge by improving concepts, techniques, and approaches relevant to management. To facilitate the task of research, the Institute allows the faculty about half of their academic time for research and self-development.

Teaching Materials

At the time of the establishment of the Institute very little indigenous teaching materials in management existed. Realizing that the texts and teaching materials developed in other countries were contextually inadequate for experience-based and action-oriented teaching relevant to Indian conditions, the Institute at the outset stressed the need for developing cases and other teaching materials. As a result during the first five years the faculty developed a large number of cases and technical notes in various functional areas and basic disciplines. These efforts continued subsequently also, though at a slower pace, with the result that by the end of the first decade the Institute faculty had developed about 900 cases and technical notes. More than 60 % of the teaching materials in the Institute's programmes in 1971-72 were of Indian origin. Some of these materials were later published in text books, numbering five, covering Finance, Production, Organizational Behaviour, and Managerial Economics. Case books in other areas are under preparation. (*Appendix VI*).

The teaching materials developed at the Institute have been immensely useful to the Institute's own programmes. They are being increasingly used by other institutes and organizations as well.

Project Research

As a result of the preoccupation of the faculty with the development of teaching materials, project research made a late beginning. Although some projects had been completed earlier, it was only after 1967 that the Institute could pay adequate attention to this category of research. The basic policy in this regard has been to ensure that the research ac-

tivities are related and relevant to the institutional objectives. Thus, “relevance” rather than the conventional dichotomy between “applied” and “theoretical” research has been the primary criterion guiding the Institute’s research programme. The focus on relevance stems from the conviction that purposive research can be nurtured only in an environment which encourages researchers to be concerned about the use and application of their findings. The Institute’s strategy for research has emphasized the importance of generating knowledge for application, although immediate application is by no means a requirement.

Between 1963 and 1973, the faculty completed 71 research projects, and several others were in progress when the decade ended. Wherever necessary, funds and research staff assistance were provided to the faculty. Many of these projects have resulted in books, monographs, occasional papers, and articles published in well-known Indian and foreign professional periodicals.

The larger research projects have invariably been supported by outside sponsors or funding agencies. In several cases the Institute first identified certain problem areas, provided seed money to develop research proposals, and located outside agencies to support the proposed project. Among the organizations which have sponsored or funded research at the Institute are the Indian Council of Social Science Research, various central and state government agencies, financial institutions, industry associations, Ford Foundation, World Bank, and other international agencies.

The problem areas which have been investigated so far cover a wide spectrum. Studies completed or in process include demand projections for selected products, organizational structure, industrial conflict, trade union systems, short-term economic forecasting, application of operations research techniques to road transport, scheduling and inventory problems, industrial worker and productivity, competitiveness of exports, cost-benefit analysis applications, information systems, implementation problems of management control systems, and entrepreneurship and growth of enterprises.

Consulting

The most important philosophical consideration which led to the development of consulting activities at the Institute is that the faculty must be in live contact with the problems of the real world of practice. Even though the faculty may come from diverse backgrounds, it was felt that all of them should be acquainted with and sensitive to actual managerial problems so that the faculty may bring into the classroom

new insights and approaches useful for the future practitioner. Consulting being an important instrument for generating these insights, the Institute from the beginning has encouraged the faculty to take up consulting, and provided a fair measure of assistance and time to facilitate it.

Consulting has a two-fold objective: 1) to improve management practices through the faculty’s work on real world managerial problems, and 2) to contribute to the professional development of the faculty. Every new project provides an opportunity to the consultant to test out his ideas and models and to improve his understanding of the real world situations. In the interest of

professional development the faculty are discouraged from undertaking repetitive type of projects, the learning value of which is minimal even though clients may have much to gain from such work.

All consulting projects were undertaken in the name of the Institute, although individuals or groups of faculty are made responsible for planning and delivering the output. While consulting provides a supplementary source of income for the faculty, limits have been put on the extent of faculty time that can be spent on it, lest this activity interfere with their primary academic responsibilities.

During the first decade, 61 consulting assignments were completed. In the early stages, private sector firms gave most of the consulting work to the Institute. But more recently, public sector organizations and government departments have emerged as the major clientele of the Institute. Assignments ; over the decade have covered areas such as corporate planning, reorganization of structures, formulation of marketing and financial strategies, demand forecasting, capital budgeting, marketing planning and policies, inventory control, pricing and product mix policies, planning of information and control systems, and organizational development. Consulting reports are treated in confidence and are not published, though they have generated many research ideas and yielded data and findings which have been used, with the ■ permission of the clients, for developing teaching materials. Far from being a purely commercial activity, consulting at the Institute has been a significant source of faculty and educational development.

The sectoral approach to management research and programmes has been a unique development at the Institute. It was realized very early that management, which as a field of study had developed in the context of organized industry and business, would need conscious adaptation to be of relevance to other sectors of the economy. Agriculture was identified to be such a sector. A group of two faculty members and one research associate was set up in 1963 to undertake research into the problems of agricultural management and develop courses for the Post-Graduate Programme with special emphasis on the problems of the sector. The group, which initially received financial support from the Ministry of Food and Agriculture, Government of India, and the Ford Foundation, became the nucleus of the Centre for Management in Agriculture. Today the Centre has a faculty strength of 13 and a research staff of 40.

Research

As the group and its activities expanded, it became necessary to devise a structure appropriate to its task requirements. The result was the establishment of the Agriculture and Co-operative Group (AGCO). All activities of the group were determined by the AGCO Committee appointed by the Director with the AGCO Leader as chairman, who was responsible for coordinating the activities in this sphere. The Group Leader was responsible to the Director for the total performance of his group and for the planning and allocation of resources as well as the output of the system. These departures from the general pattern of academic administration in the Institute were intended to generate an academic cohesiveness in the Group essential for concentration of efforts and task effectiveness.

Within a few years considerable expansion took place in the activities of the Group. Besides research, the Group organized several executive development programmes in agricultural management. In 1970 the establishment of the one-year Programme of Management in Agriculture added a new dimension to its activities. To help the Group Leader in the management of these diversified activities and programmes, several coordinators were appointed who were responsible to him for the performance of their tasks. Almost at the same time the name of the Group was changed into the *Centre for Management in Agriculture* (CMA) and the designation "Leader" was substituted by "Chairman."

The research work in the area of agricultural management is based on the view that to make an impact on a sector with its own distinctive context, intensive research on its problems must be undertaken. Though the faculty in the agriculture sector is involved in educational programmes,

its primary focus was and continues to be on research. The work done in this area on high yielding varieties programmes, fertilizer demand, area development, rural leadership patterns, farm mechanization, dry farming, commodity studies, and agricultural administration is impressive indeed. Problem-oriented approach to research, the creation of a multidisciplinary faculty group with primary interest in and commitment to agricultural management, and a time bound and well coordinated schedule of work are factors which have contributed to the productivity and growth of research related to a crucial sector of our economy. Research at the Centre has been sponsored by the Government of India, Government of Gujarat, World Bank, FAO,

UNICEF, Ford Foundation, and financial institutions.

Educational Programmes

The idea of organizing management programmes in agriculture was of a pioneering nature, since there were no precedents of such a venture either in India or abroad. The Institute could draw neither on the experiences of the developed countries nor on the teaching materials prepared by other institutions. It was, therefore, necessary to adopt a cautious approach and delay the start of educational programmes in this sector till the group research increased the faculty comprehension of problems of agricultural management and yielded a viable body of teaching materials.

Research being a slow and time consuming process by its very nature and the whole field of agriculture being relatively unexplored, it was hardly possible to develop at the first stage a general programme which could encompass various kinds of enterprises in the entire sector. It was more practical to make a beginning in a specific industry in which the Institute's research had achieved considerable success.

The first programme, therefore, was organized for multilevel executives in the dairy industry. At the same time, the Institute offered some *ad hoc* programmes in the agriculture sector to probe the market. After two years of experience, general management programmes useful to the executives in this sector, without reference to any specific industry, made their appearances. Also programmes in certain functional areas were added. The Agricultural Management Programme and the Agricultural Finance Seminar are examples of these two categories.

Thus, between 1966-67 and 1971-72, the Institute organized 15 programmes and seminars of various kinds, involving about 600 participants. Some of these programmes were organized in collaboration with other institutions such as the National Dairy Development Institute and the Indian

Institute of Technology, Kharagpur, which had expertise in specific fields.

Having completed a substantial amount of research and organized several programmes for practising managers in the agricultural field, the Institute felt the need for a programme to train young persons for careers in agricultural management. It, therefore, launched the Programme for Management in Agriculture in July 1970. However, the duration of this programme was one year unlike the Post- Graduate Programme of two years. Since the programme was open to candidates with a Master's degree or an equivalent qualification in agriculture and related subjects, it was considered desirable to reduce the duration. Thirty-five students are admitted to the programme each year. The present plans are to merge this programme with the PGP in 1974-75.

The excellence of an educational programme or institution depends a great deal on the competence of its faculty. Success in implementing its academic plans and developing the appropriate organizational culture rests very much on the selection of competent and mature persons committed to institutional tasks.

Since management education was a relatively new field in India and faculty with adequate background in this area was scarce in the country, the Institute decided to develop its faculty rather than recruit ready-made teaching personnel. Several strategies were evolved to achieve this purpose, but the basic approach was to select relatively young persons with potential for development, and provide them with the facilities and the environment conducive to their academic and professional growth. In other words, in the Institute's efforts to build its faculty, the accent has been on the development of fresh talent rather than on the redistribution of existing manpower in the country.

The Institute's faculty were drawn from three major streams: 1) practitioners of management with interest in and potential for academic pursuits, 2) management academia, and 3) persons trained in basic disciplines relevant to management.

During the first few years of its existence the Institute sponsored its newly appointed faculty members to the International Teachers Programme (ITP) of one-year duration at the Harvard Business School. This was done to create a kind of cohesiveness through a common educational experience among a faculty drawn from diverse backgrounds and orientations. Involvement in the ITP gave them an opportunity to develop insights into 'the problems of management education, gain expertise to use their knowledge and experience for managerial training, and handle new and improved methods of teaching.

The common experience gained through the ITP contributed substantially to the creation of a cohesive faculty. It was then decided to superimpose a variety of educational experiences on this base to fill important gaps in professional expertise. Participation in the ITP on a regular basis was, therefore, discontinued. Instead, the Institute started sponsoring selected faculty members and research staff for formal degree programmes in various reputed institutions abroad who, after completing their studies, were inducted into the faculty. This strategy was most useful to the faculty who had been recruited from industrial organizations and whose practical experience needed to be supplemented by academic rigour.

Another strategy to ensure faculty strength was to develop outstanding graduates of the Institute's Post-Graduate Programme into faculty. The Institute entered into informal arrangements with a number of international institutions who agreed to admit its graduates to their doctoral programmes on the recommendation of the Institute, with financial assistance if possible. Wherever financial support was not available or inadequate, the Institute provided the necessary finances.

While these strategies enabled the Institute to develop a strong group of faculty and ensure a regular inflow of personnel, there were still areas in which it was difficult to find appropriate talent. Therefore, the Institute set up the system of inviting persons from other educational institutions, both from India and abroad, and industrial organizations as visiting faculty. This system resulted in a mutually beneficial interaction between the Institute faculty and other scholars and practitioners. (*Appendices VII, IX and X*).

These strategies, coupled with the opportunities for research, self-development, consulting, and interaction with the academic and professional world, have given to the Institute a group of faculty committed to management education, and professional and academic excellence. •

than a decade, its buildings and other physical facilities are yet to develop fully. In the priorities for development, academic programmes and activities have been given the highest importance so that the Institute could rightly earn the necessary support of the government and the community for estab-

lishing the physical infrastructure. This process has resulted in the relatively slow growth of the physical apparatus but has ensured a solid rationale for developing these facilities.

The Buildings

The Institute was born in an old, rented bungalow in the Shahibaug area of Ahmedabad. It was at this place that the planning for further growth and development took place during the first two years. The offices were housed in this building, and another bungalow situated near it was taken on rent for housing the library.

With the commencement of the Post-Graduate Programme in July 1964, it became necessary to provide classrooms and students' accommodation. The Ahmedabad Textile Industry Research Association



(ATIRA) and the Institute of Engineers permitted the use of their classrooms on rent for teaching the students. For the students' hostel, the Institute rented a few houses constructed by the Gujarat Housing Board in the Ambawadi locality. While the distance between

the students' hostel and the two venues of the classrooms was by no means unmanageable, these buildings were about six miles away from Shahibaug where the main office and the library were situated. To alleviate the difficulties inherent in this situation, the Shahibaug buildings were abandoned and the main office was also brought to the Gujarat Housing Board flats.

A Campus with a Difference

Meanwhile, plans were developed for building an integrated campus to house the entire gamut of the Institute's activities and to provide an environment conducive to creative work. Sixty-five acres of land near Gujarat University had already been donated to the Institute by the Government of Gujarat. The responsibility for designing the new campus was entrusted to the National Institute of Design, Ahmedabad, which invited Prof. Louis I. Kahn, who is teaching at the University of Pennsylvania, as its consultant on the project. Prof. Kahn enjoyed and continues to enjoy, 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, Prof. B. V. Doshi and Prof. A. D. Raje of Ahmedabad.

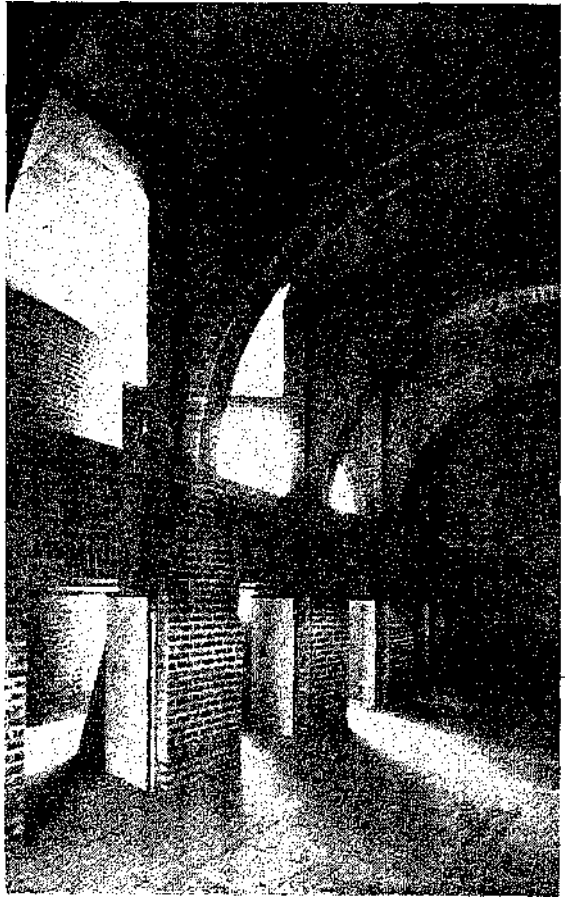
The design provides for a number of buildings with different functions: the main academic and office complex, dormitories or hostels, residential buildings for academic and administrative staff, shopping area, sports complex, executive development block, and service tower. While every building or every unit has a function of its own, it forms in the words of an expert, a part of "a harmonious whole, without the units losing their individuality."

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. 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.

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, which are placed diagonally in rows of three around courtyards with their main walls running towards the main building. The third dormitory in each row touches the site of a lake (yet *Inside the Dormitory*



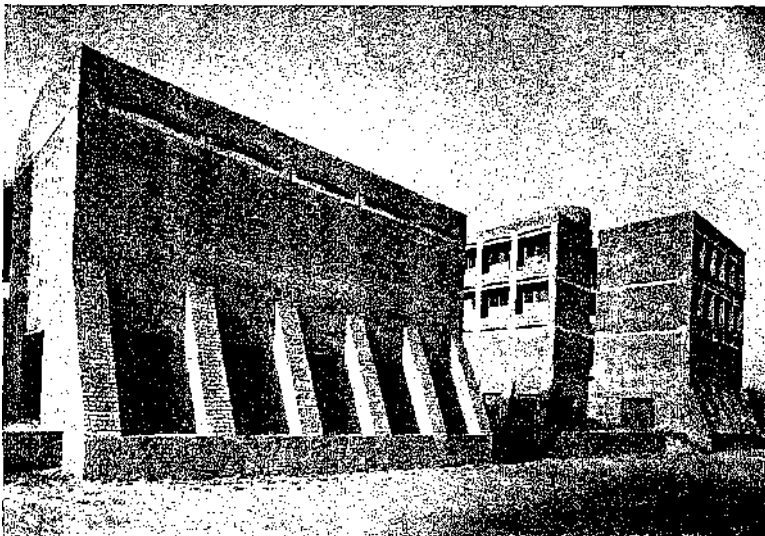
to be built) and has a club room at the court level for the students. This club room, according to Prof. Kahn, is “the space of invitation vested in each house and adds to the inter-hospitality of spirit embodied in the seminar, idea of exchange among students and teachers.” The dormitory rooms in groups 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 matters and issues and thus promote jointly their 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.

Between the rows of dormitories and the faculty houses, Prof. Kahn has planned for a lake which provides for distance with little dimension between the students and teachers so that “both the sectors will display their individuality all the more, at the same time not losing their identity.” The faculty houses are situated on the other side of the lake. They are placed diagonally around a court and retain strictness demanded by the orientation of prevailing winds and light. The faculty houses have a system in planning 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 which has a front and rear veranda, a drawing room, two bedrooms, a kitchen, and a study.

The architecture manifests Prof. 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, in the words of a Japanese architectural journal, reflects “a *truly* Indian fullness, splendour and excess.” More importantly, Prof. 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 slates for flooring, wooden panels on doors and windows, and reinforced concrete slabs, Prof. 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, but the architect’s basic concept has remained intact. When fully completed, the infrastructure,



Dormitories

according to an expert, will unfold a campus with a difference —a campus which will embody Prof. Kahn's dream of providing a house of inspiration to learn, to question, to live, and to express.

Construction Plans

In planning for construction, the Institute, unlike many other organizations, decided to construct the residential complex first and the administrative complex later. Construction of student dormitories was necessary in view of the residential nature of the programmes. The priority given to the residential buildings in the construction plan was motivated by the need to provide for maximum interaction between the student and the teacher.

By the middle of 1966 two dormitories and a few faculty houses had been completed. The facilities were in skeleton form and yet the Institute decided to move to the campus so that it could hold its first annual convocation on its own site. Students were accommodated in one of the completed dormitories and some of the faculty houses. The other dormitory was used for administrative offices. Some incomplete houses, with asbestos sheets for roofing were used to accommodate the library and to hold classes. By 1970 most of the faculty houses and dormitories were completed and the construction of the main complex started. A part of it had already been occupied by the time the first decade closed.

Library

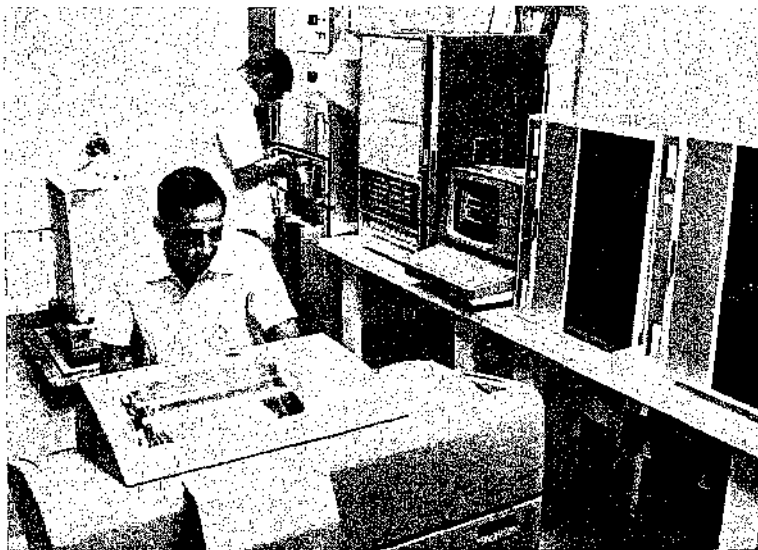
The growth of a library directly reflects the growth of an educational institution. In the last 10 years, the Institute's library has grown from a handful of volumes in 1962 to 55,000 volumes in 1972 including some rare publications. It has annual reports of important Indian and foreign firms and subscribes for more than 6,000 Indian and foreign periodicals. About 6,000 new volumes are added every year. In addition to performing its normal services, the IIMA Library (rechristened in 1971 as Vikram Sarabhai Library to commemorate the memory of the Institute's founder) provides reference, indexing, and bibliographical services in relation to management literature. Unlike many libraries in India, the Institute's library follows an open stack system. (*Appendix VIII*).



Computer Centre

The Institute's Computer Centre was set up in 1970 to help the faculty, students, and researchers in their academic work. The computer system is built

around a Hewlett Packard



2116B computer (1.6 micro-sec. speed), 2 Vermont research drum memory units (4 million characters of storage space) 2 HP magnetic tape decks, a 10-inch visual display, 18 teletypewriters, and 2 visual display keyboard terminals. Although facilities exist for running programmes in FORTRAN- IV and ALGOL, the Time Shared BASIC system permits a direct "dialogue" between the user and the computer.

The Institute's computer 'permits 16 persons to write and execute programmes simultaneously and allows immediate access to a library of hundreds of programmes. A scheme of software research and development aims at adding to the existing programmes.

Publications Division

The Publications Division of the Institute has been established to facilitate the dissemination of knowledge. Its origin can be traced as far back as the origin of the Institute when a small Case Unit was set up for the production and distribution of cases among the students and outside users. Later when the number of cases and the research output of the faculty increased, the Case Unit was converted into an expanded unit, which came to be known as the Publications. Division. In addition to the production and distribution of cases, the Division has also been publishing monographs and books written by the faculty.

For setting up an administrative structure relevant to its mission, the Institute had to search for a new model. The administrative systems and practices prevailing in most of *the Indian institutions of higher learning* could hardly induce the experimentation needed to develop managerial education, and the western models were somewhat remote from the Indian environment.

Fundamental Assumptions

Though the IIMA Society and its Board of Governors had been constituted to give general direction to the Institute, there was little clarity about the internal functioning of the Institute in the beginning. However, there was no ambiguity about the fundamental considerations which were to guide the Institute's operations. These were and continue to be the following:

1. The Institute, which aims to bring about change for the better in the management of organized activities, must itself have a culture that facilitates innovation and change.
2. To ensure the creation of an innovative culture, the Institute must provide a sufficiently high degree of freedom so that individual and group creativity may have the greatest chance of expression.
3. Lest freedom should degenerate into license, there must be a sense of discipline, but this should be selfimposed rather than thrust upon the community.
4. To reduce hierarchy to the bare minimum and to give a sense of involvement to each member in managing the system, *efforts* should be made to evolve norms appropriate to a self-regulating community rather than legislate individual behaviour.

In short, the fundamental consideration behind the evolution of the Institute's internal functioning has been the belief that freedom of action aided by an appropriate system of rewards and punishments would create a sense of responsibility and discipline, guide the individual's performance of tasks, and obviate the need for a rigid system of rules and regulations.

Though the Institute's Society and Board of Governors were responsible for the policies and conduct of the Institute, the Director as the chief executive was vested with the actual authority. Whenever necessary, he exercised this authority with the consent of the Board of Governors or consensus of the faculty. Various tasks and activities were accomplished through "management by committees." The committees consisted of not those who held academic posi

tions or had seniority of rank but of faculty members who were responsible for performing a group of activities to fulfil a need. These committees implemented policy decisions with the advice and the approval of the total faculty and the Director. In such a system of management, the initiative and responsibility for accomplishing tasks was spread widely among the faculty and other task groups. Thus the need for a hierarchical structure for academic decision making was avoided.

Academic Administration

In academic administration, the notion of full-time professional administrators, divorced from actual teaching and research, was discarded from the beginning. In the interest of protecting academic programmes and activities from the dangers of inelastic rules and regulations which non-academic administrators may tend to overemphasize, the faculty was considered to be a more appropriate agency to develop curriculum, evolve admission policies, lay down graduation requirements, manage research systems, evolve the required infrastructure, and implement the decisions taken in these matters at various levels. In other words, management of academic tasks was entrusted to the group most competent to understand these tasks. Members of committees were drawn from among those who were responsible for the performance of the tasks.

The first to evolve under this basic approach was the managing system of the Post-Graduate Programme. When the PGP was born in 1964, the total faculty used to take decisions on all major issues. However, to manage the new programme a committee known as the PGP Committee consisting of those involved in the actual teaching was set up under a faculty chairman. Also smaller faculty committees, again under faculty chairmen, were constituted to lay down the policies and procedures for admission and placement, and implement them under the supervision of the PGP Committee. Another smaller committee, known as the PGP Executive, came into being a few years later to minimize the need for too frequent meetings of the larger body. The membership of this committee included the PGP Chairman, Warden, Chairmen of the Admissions and Placement Committees, and one or two members from the rest of the faculty.

¹ To facilitate the planning of curriculum and academic activities at the grassroot level, the faculty was divided into - groups known as “academic areas.” Representing a mix of basic disciplines and functional aspects of management, six academic areas—Finance and Accounting, Production and Quantitative Methods, Marketing, Economics, Organiza

tional Behaviour, and Business Policy—were set up, each with a faculty chairman. To facilitate interdisciplinary efforts, a faculty member was permitted to be a member of two academic areas simultaneously. It is noteworthy that unlike university departments, these areas were conceived of primarily as sentient groups aimed at facilitating academic interaction and mutual learning among the faculty of similar expertise and interests, rather than as administrative units.

Managing systems similar to that of the PGP were developed later for other programmes and activities with suitable modifications, and faculty committees were set up to manage the Management Development Programmes (MDPs), Programme of Fellow in Management (PFM), and Research and Publications. These committees were, however, smaller, since the number of faculty involved in the PFM and any single management development programme was much smaller than in the PGP and too large a group for the administration of research would have been only dysfunctional.

The various committees and academic areas and their chairmen had no hierarchical relationship with the rest of the faculty, who had direct reporting relationships with the Director. Likewise, all committees, whether large or small committee chairmen, and chairmen of academic areas were appointed by the Director and were accountable to him for the performance of their tasks. But they had no ostensible authority or power except the kind, that emanates from the acceptance of a leader's role in a peer culture.

Sectoral Structure

As stated earlier, among the sectors, only the agriculture sector developed fully during the first decade. Its administrative framework evolved on the lines of the structures in the other task systems but with greater emphasis on cohesiveness than was necessary or desirable in other academic task groups. The chairman of the Centre for Management in Agriculture was the task leader of the faculty group of the Centre. Being a relatively small group, there was no formal committee for the Centre. In addition to the chairman, there were coordinators for the various activities of the Centre appointed from among the faculty.

Service Administration

The administration of the services required by various academic tasks and programmes can be divided into two parts: 1) the *supportive administration* responsible for logistic support needed in any organization, whether academic or non-academic, such as buildings, staff, maintenance, communication facilities, and accounting services, and 2) the *management of academic facilities*, such as library, computer centre, hostel, and publications division.

The supportive administration came to be centralized under the Administrative Officer (AO) who was responsible to the Director. However, to provide a link between the academic and supportive administration the AO was given faculty status so that he and his staff could remain sensitive to the needs of the Institute's basic programmes and activities. The management of the academic facilities, however, remained under appropriate faculty committees.

Organization of Students' and Alumni Activities

Consistent with its basic philosophy, the Institute emphasized from the very beginning the need for student participation in academic administration. For the Post- Graduate Programme, for instance, three elected student bodies were constituted. The *Class Representatives* discussed the problems of students with appropriate functionaries and individuals and provided feedback on the functioning of the system from the students' point of view. The *Recreation and Mess Committees*, functioning under the chairmanship of the Warden, managed related student activities. The members of these two committees and the class representatives of PGP, PMA, and PFM constituted the *Students Council*, which gave an opportunity to students to settle their problems among themselves and develop basic norms and values for students' behaviour.

An Alumni Association was established by the Institute in 1967 to provide a link between the Institute and the alumni and later a faculty committee known as the Alumni Activities Committee was constituted. This committee was responsible for planning appropriate programmes for the continued education of the alumni.

Director: The Integrating Link

The process of evolution and experimentation resulted in an organizational structure with five discrete but interdependent sub-systems, which taken together constituted an integrated whole. These are 1) the task sub-system encompassing the basic activities of teaching and research in management, 2) the sectoral sub-system covering the activities in various *sectors*, 3) the professional sentient subsystem involving the faculty and their professional areas, 4) the service sub-system covering the supportive administration and academic facilities, and 5) the product subsystem comprising students and alumni.

The integrating link between these sub-systems is provided by the Director, who, as the chief executive, is accountable to the Board of Governors for the proper functioning of the Institute. He is primarily responsible for giving a sense of direction to the activities, integrating the plans of various activities at the Institute level, and controlling and evaluating the total performance of the individuals and the groups.

The Director, however, accomplishes these tasks through consultation with the appropriate functionaries and individuals rather than by a set of rules and regulations or fiat. In a sense, thus, his actions are as much guided by the freedom of action which he earns for himself through the acceptance by the Institute's community. To achieve these tasks with the exercise of minimum authority, he uses the faculty council to guide, counsel, advise, and admonish the community and thus win their support for his roles and ideas. Even in the crucial task of evaluating performance, he enlists the co-operation of the faculty by establishing an evaluation committee. Thus the structure that has evolved is one of democratic centralism in which all concerned with the Institute system could play their role without making the system dysfunctional.

Reorganization

By 1971, the Institute completed the first phase of its growth. It was then felt that the structure which served the purpose in the past might not be adequate for the expansion of activities in the next phase. A Reorganization Committee was appointed, therefore, to examine in depth the long-term directions in which the Institute should move and to suggest the structure for academic administration best suited to accomplish the task. The committee concluded that the major framework of academic structure which had already emerged was viable and satisfactory but recommended some changes which after faculty discussion and decision resulted in the following additions to the existing structure:

1. The position of Dean (Planning) to assist the Director in planning and integrating various activities, programmes and facilities, and resolution of conflicts.
2. A Policy and Planning Committee, consisting of heads of academic task groups, the chairmen of academic areas and sectors, Dean (Planning), and the Administrative Officer, under the chairmanship of the Director to lay down academic policies and procedures for the Institute under the overall control of the faculty council.
3. A Courses Committee consisting of all area chairmen for approving courses and planning and reviewing the curricula of all degree type programmes.

Further, on the recommendation of another committee appointed to examine the structure in the service sub-system, several centres of responsibility were identified in the supportive administration. Each centre has been placed under the charge of a section head with reasonable autonomy in his respective sphere.

While these efforts on reorganization were going on, a core committee on research staff was constituted to improve the process of recruiting and evaluating the research staff. Also, the students modified the structure for their activities by creating an executive committee of the Students' Council, and the PGP Committee decided to permit selective participation of students in the deliberations of the PGP Executive on issues of vital importance to them. With these changes, the organizational system and structure of the Institute underwent a major overhaul a little after the first decade closed.

The reputation and strength of an educational institution over a period of time depends to a large extent upon the interest that the institution takes in its alumni and their continued education, the closeness that the alumni feel to their *alma mater*, and the bonds of kinship that develop among the alumni themselves. The Institute's activities and programmes for its past students and participants are directed towards these ends.

These activities originated with the first Alumni Conference organized in 1965. Those who had participated in the 3-Tier Programme for Management Development in 1964 constituted the total alumni at that time. Since then the number of alumni has increased with the increasing number of programmes including the degree-type programmes. The subsequent conferences, organized every year on a specific theme, have ably served the purpose of continued education for a wide section of these alumni. In addition, the Institute has also organized two reunions of the Post-Graduate Programme alumni on the campus to obtain feedback on the programme in the light of their experiences in the field.

Meanwhile it was felt that the establishment of a formal organization of the alumni would establish their relations with the *alma mater* on a more solid foundation. The IIMA Alumni Association was, therefore, established in 1967 with a central executive committee and chapters in important cities with viable clusters of alumni. These chapters have also organized various educational activities for the benefit of their members often with the active co-operation of the Institute's faculty.

One of these activities merits special mention. The Madras chapter promoted a scheme of providing consulting help, free of charge, to social institutions such as hospitals by its members in their spare time. This was an innovative effort in the application of management techniques to social service projects.

To keep the alumni informed of the important developments at the Institute, a bi-annual - magazine, the *IIMA Alumnus*, was started in 1970 under the auspices of the Association. This has served as a continuing link between the alumni and their institution.

The Institute's activities in the sphere of the alumni relations are still in an embryonic form but the commonality of interest that is growing between the Institute and its alumni is reassuring indeed.

The establishment of the IIMA was in response to a felt social need; its progress and growth have been the result of help, assistance, and co-operation of many organizations, agencies and individuals. This account of the growth and achievements of the Institute in the first decade would remain incomplete without acknowledging their contribution.

In a brief report, it is practically impossible to recognize all those who have played a role in promoting the kind of national endeavour which the IIMA represents. The references below are therefore confined to those individuals and organizations whose contributions have been significant by any standard.

Perhaps the first and the foremost among this group is the Government of India, who not only sponsored the project but also nurtured it with adequate financial support throughout these years without compromising in any way the autonomy of the Institute. Mr. G. K. Chandiramani, who was the Educational Adviser to the Ministry of Education during the formative years of the Institute, played a very important role in this context.

Another agency of the Government of India without whose support the Centre for Management in Agriculture would not have developed is the Ministry of Food and Agriculture. Mr. C. Subramaniam, who was in charge of this portfolio in 1965, actively supported the idea of management research feeding into the national efforts to develop the agricultural sector. The Ministry of Food and Agriculture which made the initial grant to enable the Institute to expand its research work in agricultural management has continued to support this activity throughout, and Mr. Subramaniam who was largely responsible for giving the initial grant can truly be called the godfather of the Centre for Management in Agriculture.

Credit is also due to the Government of Gujarat. The efforts of Dr. Jivraj Mehta, who was the Chief Minister of Gujarat at the time of the establishment of the Institute and the first Chairman of its Board of Governors, were to a large extent, responsible for the choice of Ahmedabad as the venue of the Institute. In addition, the Gujarat Government has given a total of 100 acres of land, 65 acres initially and 35 acres subsequently, and some financial support during the initial years.

Words are inadequate to express the contribution of the late Dr. Vikram A. Sarabhai, the founder of the Institute. It was his vision, foresight, perseverance, and persistence, which laid the solid foundation for a new academic culture based on freedom and creativity. He was a remarkable person who transmitted his own sense of zeal and inspiration to his colleagues and thus created an enduring infrastructure for further growth. That the Institute developed to the extent it did is a tribute to this facet of Dr. Sarabhai's personality.

During these formative years, Dr. Kamla Chowdhry, who, as the Director of Programmes, ably interpreted and implemented the founder's ideas and later provided an effective link between Dr. Sarabhai and his successor, did a signal service to the infant institution.

A substantial expansion of the Institute's activities took place during

the directorship of Professor Ravi J. Matthai from 1965 to 1972. During this period the Institute grew to a position of preeminence in the field of management education and evolved its internal structure and culture based on a sense of active commitment to a cause rather than submissive conformity to a system. To bring home to the Institute community that the change in leadership at an appropriate phase was as important for growth as the commitment to a cause, Prof. Matthai decided to step down from directorship and serve the Institute as a faculty member in response to his personal conviction.

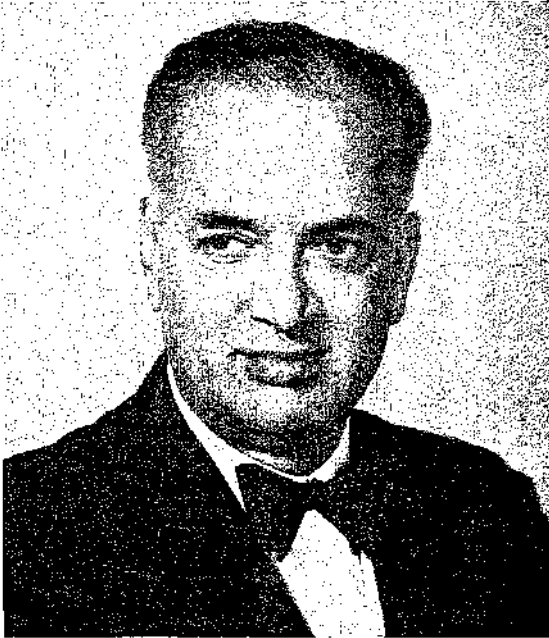
The Board of Governors has consistently given its counsel and guidance to the Institute's efforts and strengthened its boundary relations with the world of practice. Be-

Dr. Jivraj Mehta, the First Chairman





*Mr. Prakash L. Tandon, the Second Chaiman, with Prime Minister
Mrs. Indira Gandhi at the Convocation.*



Mr. S. L. Kirloskar

sides Dr. Jivraj Mehta, the two other chairmen, Mr. Prakash L. Tandon and Mr. S. L. Kirloskar, who presided over the activities of the Institute during the first decade, symbolized the Board's concern for and encouragement to the Institute in its plans of expansion and consolidation.

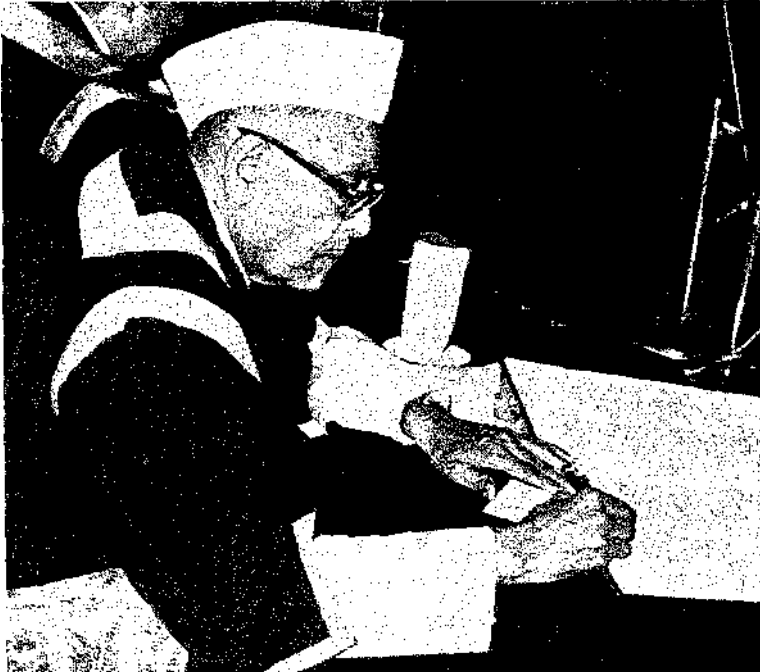
While all the members of the Board have played an important role, the contribution of Mr. Kasturbhai Lalbhai is indeed outstanding. He recognized the need for the Institute's autonomy and used his personal influence and stature in the business world to raise funds for the Institute and his vision and experience in developing the physical infrastructure. But for Mr. Lalbhai's active interest many of the Institute's plans and dreams would have remained dormant indeed. During all these years he has remained a source of inspiration and support to the Institute community.

Among external agencies, the contribution of the Ford Foundation has been of a very critical nature. Its genuine interest in developing management education in India aided the efforts of the Government of India to sponsor the project. Its several grants have helped the Institute in developing its faculty, library, computer centre, and physical structures. Dr. Douglas Ensminger, the Ford Foundation representative in India and his successor, Mr. Harry Wilhelm, have taken a keen interest in the Institute's activities

throughout these years.

The Institute's academic collaboration with the Harvard Business School during the first five years proved of immense value in developing academic programmes and activities. During these years the School provided facilities for developing the Institute's faculty, and deputed its own faculty to teach in the Institute's programmes before the Institute could build a viable group. Several individuals played crucial roles in strengthening the relations between the Institute and the Harvard Business School, but the names of Dean George Baker, Associate Dean George Lombard, Professor Harry L. Hansen, the first Project Director on behalf of the Harvard Business School, and the Late Professor Warren Haynes who succeeded Professor Hansen deserve special mention.

Mr. Kasturbhai Lalbhai



Indian business and industry have consistently supported the Institute in its various activities. They have supported the Institute with funds for building activities, established scholarships and academic chairs, and co-operated in developing teaching materials. More important, they have appreciated the Institute's efforts in promoting management education by participating in the Institute's

diverse activities.

It is difficult to exaggerate the role played by the faculty and other members of the HMA community in the development of the Institute. The determination of the faculty and supporting staff to build a first-rate academic institution has only been strengthened by the hardships and difficulties caused by the teething troubles of a new organization.'

Thus the Institute's growth during the first decade has been due to its internal strength and its strong boundary relations with the community which were developed deliberately and with vigour. There have been uncertainties at every step, and frustration and disappointment have intermingled with the joys of achievement, but the Institute's experiences of the first decade are sufficient to generate a confidence that there is no obstacle that its sense of purpose and dedication cannot surmount.

The first decade has indeed been a busy and exciting period for the Institute. During these years the Institute's programmes and facilities expanded rapidly, the demand for its products and services outstripped their supply, and an impressive infrastructure of educational and physical facilities was created. The achievements of these 10 years have given the Institute a sense of pride and satisfaction, but there are greater challenges ahead.

Before the first decade closed, the Institute faculty had extensive discussions on the nature of the challenges resulting from the changing national environment and the Institute's response to them in the context of its competence and resources. The thrust of the new directions, as Professor Samuel Paul summed up on the occasion of assuming charge as the new Director on September 8, 1972, will be "the pursuit of professional excellence informed by social purpose." 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 industrialization was limited and strengthening the managerial capabilities required to accelerate industrial growth was the need of the hour. Today the challenges facing the Institute are by no means limited to enterprise management and the industrial sector. That the Institute had a wider vision of its mission is clear from the fact that almost from the beginning, it had initiated research in other areas such as agriculture, long before others had recognized the problem.

New Directions

As a national institute, the IIMA's primary task will be to utilize its competence and capabilities to deal with the managerial dimensions of our major national problems. The problems which demand attention are numerous and diverse. The Institute must, therefore, choose carefully from among the many alternatives those which have the highest national priority and at the same time match its professional skills and resources best. Selectivity does not imply a lack of concern for the diverse problems of society. It is only a recognition of the fact that given limited resources, an institution should undertake what it can do best and resist the temptation of spreading itself too thin. The selected tasks must be mutually reinforcing and hang together as an integrated whole.

The new directions in which the Institute expects to move are threefold.

First, research on problem areas of significant national and social relevance will be undertaken by faculty groups specially assigned for the purpose. The major new areas which have been identified for intensive research and problem solving are rural development, management- of family planning programmes, and management of educational systems and government systems. Problems of rural development represent a great challenge to the nation today. The work of the Centre for Management in Agriculture provides a solid foundation for undertaking new and pioneering efforts in the area of rural development. The proposed

research on population and family planning reflects the Institute's concern for the management of public programmes in general. There is much that can be transferred and adapted from enterprise management to the entire range of public programmes though the latter are not commercial in orientation. Research has already been initiated on rural development, family planning, and educational systems at the Institute. In a sense, the new projects represent logical extensions of the work which has been done by the faculty in the first decade.

In undertaking research on government systems, the Institute will be entering a relatively unfamiliar territory. The commercial operations of government represented by the public sector have been studied by the faculty although much more remains to be done. The unexplored territory relates to the management of developmental tasks which are not necessarily commercial. It is on this segment that intensive and long-term research is called for. A beginning in this direction has already been made with a new project on agricultural administration in Gujarat. To focus attention on the problems of "development management," it is proposed to set up a separate faculty group with primary commitment to this area.

Secondly, programmes for practitioners which represent a major activity of the Institute will be planned and structured to keep pace with the new thrusts on the research front. The mix of management development programmes will 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.

There is considerable demand and scope for expanding the Institute's management development programmes in many directions. To facilitate the optimal utilization of faculty time and other academic resources of the Institute, it is proposed to set up a "Management Development Centre" on the campus with adequate residential facilities for



Continuity and Change:

Professor Samuel Paul (left) took over as Director from Professor Ravi J. Matthai

conducting programmes for practitioners. The new Centre will minimize the Institute's dependence on hotels for holding its programmes.

Thirdly, the Institute's programmes for potential managers will be expanded to meet the growing demand for their products. The endeavour will not only be to increase the supply, but also to influence the supply mix so that the managerial needs of those sectors which merit special attention can be 'met'. The proposed merger of the PGP and the PMA is an illustration of this approach. As a result of this scheme, it is hoped that a stream of potential managers familiar with and committed to the rural-agricultural scene will go out of the Institute every year to serve the nation in a sector of the highest priority. In the final analysis, the jobs which young men and women search for are a function not only of their preferences, but also of the receptivity and operating culture they perceive in their potential employers and the educational environment which influence their aspirations and attitudes.

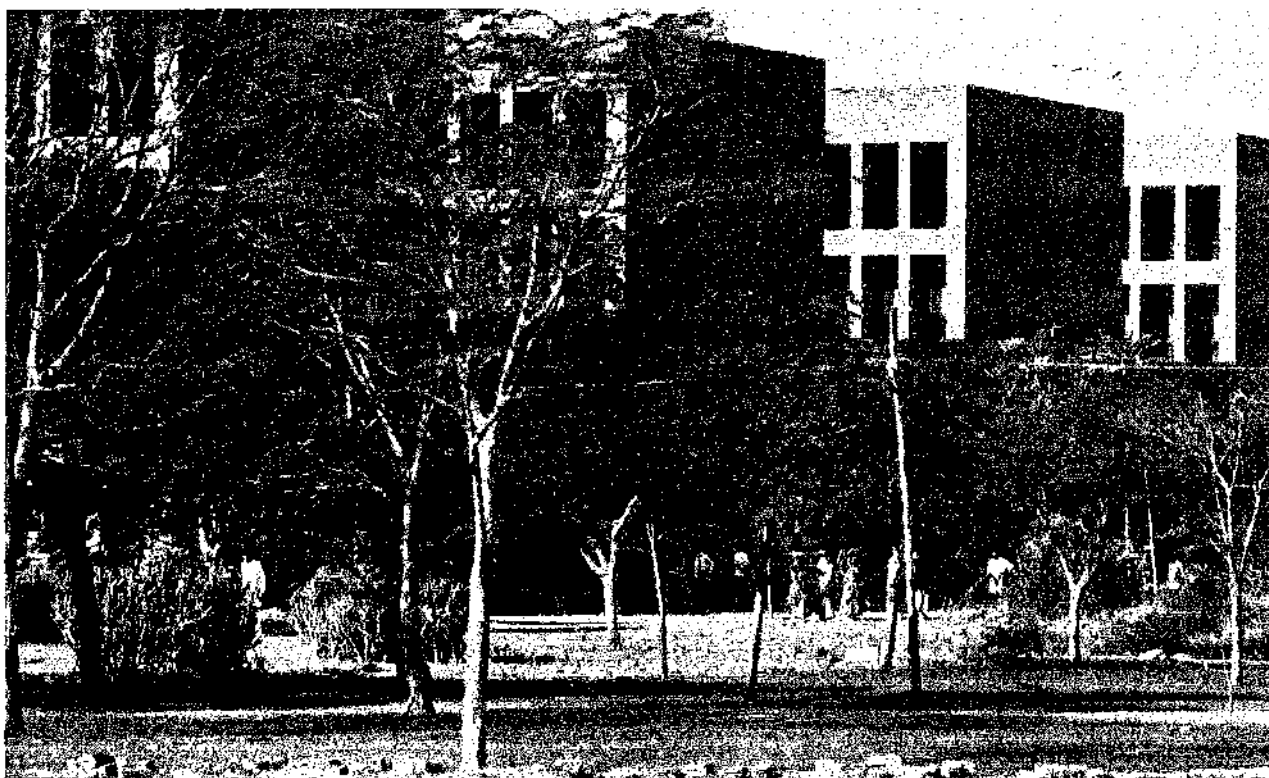
Apart from improving the effectiveness of the Post- Graduate Programme, the Institute hopes to increase the intake of students in the Fellow Programme which will be an important source of supply of management teachers and researchers in the country. Short-term programmes for university teachers of the type which have been offered by the Institute can only be a supplementary means for faculty development, and not a substitute for what the Fellow Programme can do.

. In all these areas, the Institute's endeavour will be to develop an international perspective rather than a narrow national approach. Both in programmes and research, useful links will be forged with institutions in other countries, especially in the developing world, so that the IIMA becomes a centre for national as well as international collaboration in management education and research.

Needs of the Future

These expansion plans will require additional faculty and staff. The Institute, therefore, intends to expand the size of its faculty and supporting staff. The Institute will also require additional physical and academic facilities. It is therefore proposed to increase the library holdings, strengthen and update the Publications Division, expand residential facilities, and develop a modern kitchen-dining complex and more satisfactory recreation facilities, in addition to completing the buildings already in progress.

The successful implementation of all these plans and schemes will require additional resources, both human and financial. The first phase of the Institute's growth has demonstrated the viability and efficacy of social investment in education. As it enters the second decade of its development, the Institute rededicates itself to the tasks ahead and hopes that it will continue to earn the support of the society which it serves.



Administrative Complex

APPENDIX I

PROGRAMMES FOR PRACTISING MANAGERS AND UNIVERSITY TEACHERS

Year	MDPs -			*CMA Pro-grammes	UTPs	Alumni Con-ferences	Organizations			Total	Participants				programme Man-days
	General	Functional	Sec-toral				Public Sector	Private Sector	Educa-tional Institutions		Public Sector	Private Sector	Educa-tional Institutions	Total	
1964 ...	2	—	—	—	—	—	14	53	—	67	34	116	—	150	2,510
1965 ...	2	—	—	—	1	1	20	81	34	135	44	152	36	232	3,617
1966 ...	2	—	—	—	1	1	30	98	31	159	75	184	34	293	5,105
1967 ...	2	3	—	—	1	1	58	182	17	257	89	322	19	430	7,304
1968 ...	2	5	—	—	1	1	97	218	20	335	132	310	21	463	6,308
1969 ...	1	3	1	1	—	1	55	225	—	280	92	349	—	441	5,475
1970 ...	2	5	1	1	—	1	122	227	—	349	268	356	—	624	7,831
1971 ...	2	8	2	1	—	—	134	224	—	358	200	310	—	510	7,562
1972 ...	1	5	2	1	—	1	115	214	—	329	160	314	—	474	6,599

* Conferences and seminars conducted by the CMA have not been included. ** Number of participants X number of programme days.

APPENDIX II

POST-GRADUATE PROGRAMME
IN BUSINESS ADMINISTRATION

Student Data					Course Data		
Year	Applicants	Students p Admitted	Students who left in the 1st year	Graduates	Year	1st year (all courses compulsory)	2nd year*
1964-66	747	58	10	48	1964-65 ...	8	
1965-67 ...	922	95	5	76	1965-66 ...	8	21
1966-68 ...	1,682	89	5	83	1966-67 ...	17*	35
1967-69 ...	1,704	112	7	101	1967-68 ...	17}	44
1968-70 ...	2,321	119	5	106	1968-69 ...	17}	69
1969-71 ..	3,014	122	10	110	1969-70 ...	18}	56
1970-72 ..	2,899	125	3	121	1970-71 ...	18	66
1971-73 ..	4,694	121	10	110	1971-72 18	77
					1972-73 ...	18	64

* Includes both regular and project courses.

Year	Student Data			Courses (all compulsory)
	Applicants	Students Admitted	Graduates	
1970-71	150	35	32	16
1971-72 ...	275	34	33	18
1972-73 ...	250	35	34	18

LOAN FELLOWSHIP AND SCHOLARSHIP DONORS APPENDIX IV

LOAN FELLOWSHIPS

■ *

1. Binny Ltd.
2. Brooke Bond India Ltd.
3. Century Spinning and Manufacturing Co. Ltd.
4. Chesebrough-Pond's Inc.
5. Coca-Cola Export Corp.
6. Esso Standard Eastern Inc.
7. Goetz (India) Ltd.—Subsidiary of Escorts Ltd.
8. IBM World Trade Corp.
9. India Tobacco Company Ltd.
10. Indian Oil Corp.
11. Indo-Burma Petroleum Co. Ltd.
12. Industrial Cables Public Charitable Trust
13. International Tractor Company of India Ltd.
14. Kirloskar Oil Engines Ltd.
15. L. D. Charitable Trust (Two fellowships)
16. Larsen & Toubro Ltd.
17. Madras Rubber Factory Ltd.
18. Seth Purushottambhai Maganbhai Memorial Trust
19. Shardaben Bhagubhai Mafatlal Public Charitable Trust
20. Tara Vati Ram Gopal Mehra Foundation
21. The Bombay Burmah Trading Corp. Ltd.
22. United Commercial Bank
23. Warner Hindustan Ltd.

SCHOLARSHIPS

1. Air India
2. Devidayal Cable Industries Ltd.
3. Dunlop India Ltd.
4. First National City Bank
5. Godfrey Phillips India Ltd.
6. Godrej Trust
7. Hindustan Lever Ltd. (Two scholarships)
8. Hindustan Steel Ltd.
9. India Pistons Ltd.
10. Mahindra & Mahindra Ltd.
11. Mandelia Parmarth Kosh
12. Pfizer Ltd.
13. Shree Ram Scholarships (DCM) (Two scholarships)
14. Travancore Rayons Ltd.

PLACEMENT OF PGP AND PMA GRADUATES

APPENDIX V

Year	Graduates	Graduates Placed		Average Salary (Rs.)	Pro-gramme
		Public Sector	Private Sector		
1967	76	3	73	825	PGP
1968.....	83	17	66	860	PGP
1969	101	13	88	920	PGP
1970	106	14	92	950	PGP
1971	110	26	84	1,002	PGP
	32	16	16	825	PMA
1972	121	13	108	951	PGP
	33	18	15	810	PMA

Data for 1966 is not available.

RESEARCH, PUBLICATIONS, AND CONSULTING

APPENDIX VI

Year	Cases Completed	Research Projects Completed	Articles and Book Reviews	Books	Consulting Projects Completed
1963-64 ...	100	—	—	—	—
1964-65 ...	200	1	—	—	—
1965-66 ...	100	•15	—	—	—
1966-67 ...	100	—	50	4	—
1967-68 ...	150	7	63	3	—
1968-69 ...	100	13	94	5	24
1969-70 ...	100	11	59	13	16
1970-71 ...	25	9	84	16	17
1971-72 ...	31	15	120	9	4
Total	906	71	470	50	61

PERSONNEL GROWTH'

APPENDIX VII

Year	Faculty	Visiting Faculty	Research Staff	Staff
1962-63 ...	5	4	5	24
1963-64 ...	13	12	13	45
1964-65 ...	27	13	15	81
1965-66 ...	35	17	15	125
1966-67 ...	34	15	21	149
1967-68 ...	35	16	38	184
1968;69 ...	41	20	- 45	195
1969-70 ...	43	20	. 54	210
1970-71 ...	46	27	71	233
1971-72 ...	55	■ 27	75	231

•Cumulative totals are given.

EDUCATIONAL FACILITIES

APPENDIX VIII

Year	Library Books Added	Building Area (thousand sq. m.)
1962-63	2,000	
1963-64	7,000	
1964-65	4,000	
1965-66	9,000	9.37
1966-67	5,000	4.08
1967-68	7,000	3.19
1968-69	6,000	3.01
1969-70	6,000	2.62
1970-71 ...	4,000	5.61
1971-72	5,000	8.07
	■	
Total	55,000	35.95

PRESENT MEMBERS OF THE INSTITUTE APPENDIX IX
FACULTY AND ADMINISTRATION

DIRECTOR
Samuel Paul
Ph.D. (Syracuse)

FACULTY

- | | |
|----------------------------------|---------------------------------|
| V. N. Asopa | Dip. Bus. Adm. (IIMA) |
| Ph.D. (Illinois) | M.S. (Northwestern) |
| K. Balakrishnan | M. S. Krishnaswamy ■ |
| A.T.C.W.A. | Ph.D. (Kansas State) |
| M.B.A. (Harvard) | J. G. Krishnayya |
| Cert. I.T.P. (Harvard) | E.E. (MIT) |
| (At Harvard, D.B.A. Programme) | Suresh C. Kuchhal |
| L. R. Bhandari | M.Com. (Allahabad) |
| Dip. Bus. Adm. (IIMA) | G. R. Kulkarni |
| (At Columbia, Ph.D. | (M.Com., LL.B. (Bombay)) |
| Programme) | (on leave) |
| S. K. Bhattacharyya | M. Meenakshi Maly a |
| F. C.A. | M.Sc. (Aberdeen) |
| J. C. Camillus | Ravi J. Matthai |
| D.B.A. (Harvard) | B. A. Hons. (Oxon.) |
| K. K. S. Chauhan | Subhash C. Mehta |
| Ph.D. (Ohio) | M.A. (Panjab) |
| D. K. Desai | M.D.P.A. (IIPA) |
| Ph.D. (Illinois) | Cert. I.C.A.M.E. (Stanford) (At |
| GSFC Professor of | University of Missouri, D.B.A. |
| Management in Agriculture | Programme) |
| Gunvant M. Desai | P. N. Misra |
| Ph.D. (Cornell) | Ph.D.(Delhi School of |
| V. R. Gaikwad | Economics) |
| Ph.D. (Saugar) | Sasi Misra |
| Pulin K. Garg | Ph.D. (California) |
| Ph.D. (Berkeley) | Arun Monappa |
| P. S. George | M.A. (Madras) |
| Ph.D. (California) | M.Sc.(London School |
| A. Ghose | of Economics) |
| Ph.D. (Muenster) ■ | V. L. Mote |
| C. Gopinath | Ph.D. (N. Carolina) |
| Ph.D. (IIT, Kharagpur) | S. K. Mukherjee |
| V. Govindarajan | Ph.D. (Berkeley) |
| A. C.A. | C. N. S. Nambudiri |
| G. S. Gupta | M.B.A. (De Paul) |
| Ph.D. (Johns Hopkins) | Udai Pareek |
| V. K. Gupta | Ph.D. (Delhi) |
| M.Com. (Lucknow) | H. N. Pathak |
| M.S.S. (The Hague) | M.Sc.Econ. (London) |
| Akkanad M. Isaac | C. K. Prahalad |
| Ph.D. (Lehigh) | (Dip. Bus. Adm. (IIMA) |
| Nandini U. Joshi | (At Harvard, D.B.A. |
| Ph.D. (Harvard) | Programme) |
| Amarlal H. Kalro | Keshav Prasad |
| Ph.D. (Minnesota) | M.A. (Patna) |
| Mohan Kaul | M.B.A. (Harvard) |
| Ph.D. (Paris) | M. Raghavachari |
| Rakesh Khurana | Ph.D. (Berkeley) |

C. Rangarajan
Ph.D. (Pennsylvania)

Mirza S. Saiyadain
Ph.D. (Kansas)

Shreekant Sambrani
Ph.D. (Cornell)

J. K. Satia
Ph.D. (Stanford)

Suresh A. Seshan
A. I.C.W.I.A.
M.B.A. (Harvard)

B. G. Shah
M.Com. (Bombay)

A. C. Sbamihoke
Ph.D. (Delhi)

Girja Sharan
Ph.D. (Cornell)

Baldev R. Sharma
Ph.D. (Michigan State)

N. R. Sheth
Ph.D. (MSU)

P. M. Shingi
Ph.D. (Illinois) -

U. K. Srivastava
Ph.D. (Lucknow)

Dalip S. Swamy
Ph.D. (Pennsylvania)

Dwijendra Tripathi
Ph.D. (Wisconsin)

K. L. Varshneya
M.B.A. (Delhi)
Cert. I.C.A.M.E. (Stanford)

Pramod Verma
Ph.D. (Manchester)

M. N. Vora
M.B.A. (Pennsylvania)

C. D. Wadhva
Ph.D. (Yale)

PERSONS BEING TRAINED FOR FACULTY

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M. Stat.
Dip. Comp. Sc. (ISI)
(At Johns Hopkins, Ph.D.
Programme)

A. K. Banerjee
M. Stat., Dip. S.Q.C. (ISI) (At
Wisconsin, Ph.D. Programme)

B. M. Desai
M.A. (SPU)
(At Cornell, Ph.D. Programme)

N. Dholakia
■ Dip. Bus. Adm. (IIMA)
(At Northwestern, Ph.D. (x-
Programme).

V. Jaikumar M.Sc. (Delhi)
A.I.C.W.A. (At Columbia,
Ph.D. Programme)

J. L. Saha
M. Stat. (ISI) (At Case Western
Reserve, Ph.D. Programme)

R. K. Sarin Dip. Bus. Adm. (IIMA)
(At UCLA, Ph.D. Programme)

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Financial Adviser
Gujarat Industrial Investments
Corporation

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Voltas Ltd.

M. D. Shah
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Kanti Swarup
Professor
Indian Institute of
Public Administration

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Co. Ltd.
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Chandravadan Ramanlal The
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General Manager
(Staff Organization) Voltas Ltd.
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67. Shri Surindar Singh Personnel
Manager Warner Hindustan Ltd.
Hyderabad

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Mr. Prakash L. Tandon	(1964-69)

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<i>(Honorary)</i>	

Prof. Ravi J. Matthah	(1965-72)
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R. Balachandra	S. M. Patel
Malathi Bolar	Surinder P. S. Pruthi K.
G. K. Bhattacharyya	V. Ramanathan
Kamla Chowdhry (Hindustan Lever Professor of Management Practices)	C. P. Rao
R. L. Chaddha	S. K. Sheth*
B. C. Dalal	(Librarian)
Ishwar Dayal	R. Sen
Shukla Dutta	P. L. Sharma* Tarun
Ved P. Gandhi	Sheth M. Siddappa
R. C. Goyal	M. K. Subramaniam
Subhash Jain	(Administrative Officer)
	S. Subramaniam

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Neil H. Bordon	Northwestern University 'S.
Harvard Business School	Kannappan
Philip Bordon	Michigan State University
Harvard Business School	Henrietta M. Larson
Allan Cohen	Harvard Business School
Harvard Business School	Martin V. Marshall
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Harvard Business School	Robert L. Masson
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Harvard Business School	Carl L. Nelson
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Warren Haynes*	California University
Harvard Business School	Denis Thomas
Rossal J. Johnson	Harvard Business School
	A. N. Turner
	Harvard Business School
	Robert Williams

*Passed away.

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K. K. Anand	Ahmedabad
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Organization Manager	Secretary
Larsen & Toubro Ltd.	Reserve Bank of India
Bombay	Bombay
M. V. Arunachalam	N. N. Pai
Managing Director Carborundum	General Manager (Finance)
Universal Ltd. Madras	Batliboi & Co. Pvt. Ltd, Bombay
B. V. Bhatt	V. N. Patankar
Deputy General Manager (Textile	Regional Director
Division) Calico Mills	Sarabhai Research Group Baroda
Ahmedabad	S. M. Patel
Subir Chowdhury	Director
Head, Operational Research ICI	Co-operative Executive
(India) Ltd.	Development Centre Ahmedabad
Calcutta	Vinay Bharat Ram
B. C. Dalal	Managing Agent
General Commercial Manager	Delhi Cloth & General Mills Co.
Gujarat State Fertilizer Co. Ltd.	Ltd.
Baroda	Delhi
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Reserve Bank of India	D. V. N. Sharma
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N. K. Jaiswal	Ahmedabad
Institute for Defence Studies and	Tarun Sheth
Analyses	Training Manager Hindustan
New Delhi	Lever Ltd.
Easo John	Bombay
IBM World Trade Corpn. Bombay	R. Subramanyan†
Shrenik Kasturbhai Industrialist "	Corporate Development Manager
Ahmedabad	Hindustan Lever Ltd.
Phiroze B. Medhora	Bombay
Deputy General Manager ICICI	K. N. Taneja
Bombay	Financial Controller
Freddie A. Mehta	Sarabhai Group of Companies
Economic Adviser Tata Industries	Ahmedabad
Pvt. Ltd. Bombay	J. N. Thadani
N. C. Mehta	Deputy Controller
Director	Delhi Cloth & General Mills Co.
National Institute of Bank	Ltd.
Management	Delhi
Bombay	S. R. Thakore
A. D. Moddie	Assistant Director
Resident Director Hindustan	Physical Research Laboratory
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Consultant	
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Ltd.	
Bombay	
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Marketing	
Brooke Bond (India) Ltd. Calcutta	
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Advocate Supreme Court	

†Passed away.

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G. R. Kulkarni (1966-72)

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Samuel Paul (1966-69)
C. Rangarajan (1969-71)
Samuel Paul (1971-72)

Finance and Accounting

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Marketing

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Kamla Chowdhry (1965-
B. K. Hegde (1965-70)

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