

THIRD ANNUAL CONVOCATION

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DIRECTOR'S SPEECH

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INDIAN INSTITUTE OF MANAGEMENT

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Mr. Chairman, Madam Prime Minister, Your Excellency, Honourable Chief Minister, Ladies and Gentlemen:

We are most grateful to you Madam, for being with us today. Your presence greatly encourages us in all our activities. Such achievements as we might have been able to accomplish in the very short period of our existence ^{are} ~~is~~ due to the efforts of the faculty, the research staff and the administrative staff of your Institute.

To give you some indication of the growth of this Institute : the number of students in our Post-Graduate Programme, which is a full time residential programme, in 1964 was about 50. Today, it is 190, and by July 1968 it will be approximately 220.

^{has} The number of courses taught in this programme ~~have~~ increased from about 20, three years ago to 62, now being taught.

Last year we ran four programmes outside the Institute for practising executives and teachers. This year we ran seven. We now have about 1,400 alumni, of which, by the end of next month, over 100 will be university teachers.

In the collection of our teaching material, which is most important, and in this I reflect your sentiments, Madam, we are trying to build an indigenous institution and, therefore, it is very necessary for us to build our own teaching material. This collection of teaching material has increased rapidly. We have now over 700 cases which have been released or are in process.

It is also a most important policy of this Institute to work in close collaboration with other educational institutions, the regional universities, agricultural universities, and research institutions.

The variety of our research work, Madam, has also grown. To give you some indication of this, we are working on problems such as, "How does bureaucracy react to crisis?". We chose the Bihar famine as our focal point. We hope lessons can be learnt from this. We are studying the building of institutions, the problems of youth, the organizational structure and personnel policies of public and private sector enterprises and the banking system. We are studying the management of finance, of accounting and control systems, of taxation, of entrepreneurship. We are studying problems of tourism. We are studying problems of the implementation of national agricultural policies, in terms of the High Yielding Variety project, cattle development, and the dairy industry, the management of inputs like fertilizers, irrigation, seed, credit and the management of outputs such as the processing and distribution of foodgrains, the management of blocks, and the management of cooperatives.

This variety, Madam, is indicative of a fundamental aspect of the approach of our Institute, and that is that these management ideas can and should be applied to industry, to agriculture, to government administration, to education, banking, power, transport - any sector of activity in which planning, the making of decisions and implementation are involved. Our faculty would not have been able to accomplish this if it were not for the very considerable support that we have received.

We believe, Madam, that in the growth of institutions, a most important factor is trust. This we have received in large measure. We are grateful to our Chairman, our Board, our Society, the Ministry of Education, Mr. G.K. Chandiramani and his colleagues, to the many in industry and other institutions, both government and private on whose support we have so heavily depended.

If I may borrow a phrase from a person, whose opinion I hold with very great respect, "The establishment of an educational institution is an act of faith." The trust we need is the trust required of such an act of faith. This trust is translated into the freedom given us. The freedom to do what we think is appropriate; the freedom to do it the way we think it appropriate; the freedom to experiment and innovate; the freedom to plan and determine the rate and direction of our progress. This is the source of our motivation and our creativity.

We believe, Madam, that it is important for educational institutions to produce knowledge. We believe it is also as important for such educational institutions to help people use that knowledge. With the former alone we could tend towards the ivory tower. But with the latter also, our feet are on terra firma and yet our faculty are tall enough to see far.

If this is granted, then it will follow of necessity that such a form of education is more expensive than the general and more passive forms of education. But more important, we have the faith that this form of education is correspondingly even more effective. We hope that the trust and confidence shown us and the freedom given us will continue and will grow.

We are also most grateful to you, Madam, for being here to witness the graduation of our latest additions to the new generation. This is our third batch, and like the two previous batches, these students have been through two years of one of the most rigorous educational processes - an educational process in which the emphasis is not on the students listening to the teacher teach, but rather on the teacher listening to the students learn. With such an emphasis, we are confident that our boys and girls can think independently, can make decisions, and can act.

It is perhaps such a group as this which could say, "This generation is ours." A poet friend of mine, named Aswita, has expressed the voice of youth in a quatrain of beautiful simplicity :

" Seenayé né mai sādā méri hai,
 Ismé kūch tarzé ādā méri haiñ,
 Bāg téra hae sāhi, e' gulchi,
 Phūl méré haiñ, sābā méri hai. "

' The sound of the flute is mine, the time and the style are mine; the garden may be yours, oh! gardener, but the flowers are mine and the breeze is mine. '

With such an expression of the new generation, it is not intended to wrest authority. Instead they would say, "Let us do things according to our vision. Let us be admitted to constructive ^{discussion} ~~decision~~. Allow us to hear you and allow us to be heard." To this generation that is now entering the garden, I would say, "Express yourselves, but listen to and understand the generations that entered before you." And to those generations that went before, I would say, "Give them wise counsel, but listen to what the new generation has to say."

We are most grateful to you Madam, to you Your Excellency, to you Honourable Chief Minister, for being with us. I assure you your presence does mean a very great deal to us. To our departing students - "you go with our blessings and our very great affection, and as, I believe, they say in Gujarat, 'Aav jo' "