Sometime in March of 1996 while I was still teaching at Indiana University Northwest (near Chicago), I received a surprise e-mail from my good friend and former colleague Prof. P.R. Shukla at IIMA. He was inquiring if I would be interested in becoming a part of a new challenge! This challenge was to head a new private b-school that Nirma Group of Industries was setting up in Ahmedabad. Well, one thing led to another, I quit my permanent job in the US, and headed to Ahmedabad to be the first employee (director, clerk, peon, janitor, all in one) of then Nirma Institute of Management (NIM).

I was with NIM for five years from 1996 to 2001. In many ways it was the most rewarding and challenging period of my professional life. The biggest challenge of directing NIM was finding and developing qualified faculty. Some 13 years and 2,000 plus b-schools later, the challenge still remains for b-school heads in India! Almost all of them struggle to recruit and retain qualified, competent and committed faculty.

Well in 2001, I returned back to the US. Destiny. What else? The issue of lack of qualified management faculty in India continued to remain on my mind. During my frequent visits to India (about twice a year) and conversations with colleagues, this concern was constantly shared by b-schools heads. The irony was that this serious HR problem was faced by all, yet hardly addressed by a few. This was how AIMS International was born!

So, what is AIMS International? What does it stand for? What purpose does it serve? These were and still are some obvious questions. We are very clear in our mind about its mission. We want to do what we can that would develop the management faculty in India. This is our fundamental goal. After about seven years of existence, there is ample evidence to suggest that AIMS International has made major headway in achieving its goals. We of course realize that we have a long way to travel.

What has AIMS International accomplished? What it plans to do in the future to carry out its mission? Well, AIMS International Conferences are here to stay; one every year, rotating from one school to the other in different parts of India. The seventh annual conference is at IIMB in 2009 followed by the next at IIMA in 2010. AIMS International launched its flagship research journal, AIMS International Journal of Management in 2007. It is already attracting research papers from scholars in India and all over the world. We have also organized several research and teaching workshops at several b-schools for faculty development.

The Management Faculty—its premier issue—the one that you are reading is one more step in achieving our mission. It will publish short papers with ideas that will help faculty to become better teachers and researchers. A new test, AIMS International MBA Comprehensive Assessment Test (AMCAT), has been recently developed to help faculty to evaluate their programmes and learning of students. We are also considering several structured educational programmes for faculty to enable them to fill in the wide faculty shortage. The organization is now finally ripe to reach out to faculty in every nook and corner of the country through its chapters.

All this has been possible with the support of innumerable friends and institutions. It is impossible to mention them all. I personally owe them big thanks and would like to express my heartfelt gratitude. We are also open to suggestions for improvement and look forward to hearing from you. Thank you very much for all your support and wish you all the best in your endeavors.
As Assistant Director, Corporate Affairs and Placement Bureau, I always interact with the industry people closely and organize a formal feedback session once the interview is over. In my college, few of the top-notch companies visit every year for MBA placement; Oracle, Emerson Network, Caritor, Ceasfire, Cafe Coffee Day, ICICI, Wockhardt Hospitals, and Diffusion Knowledge Solutions (KPO) name a few. Feedback focuses on three board areas: communication, confidence level & positive energy, and wide gap between industry and class room learning.

Typically over the years B-schools have been trying to address these issues. Soft-skills programmes have been a part of curriculum to improve the communication skills and develop a pleasant personality. Most of the B-schools have language centres as well. The last two areas are really hard to improve upon. Having low confidence is not solely an outcome of a poor attitude. It is much more. It links to the third point. Most of the questions asked in interview are fundamental and have relevance to industry practices. Few companies have now started giving case studies in interview to judge their analytical skills and industry-readiness.

These challenges lead us to answer one question, “How to bring industry in the class room?” There are many ways to address this concern; industry experience mandatory for recruiting teachers (minimum 5 years), strong industry-academia interface through guest lecture, common knowledge sharing forum, CEO Interaction, panel discussions, industry internship, consultancy, industry visit name a few.

At PG level students can study at their own whatever is there in books. What matters most is how teachers can bring real-life experiences into classrooms? Towards this direction, most of the business schools have now adopted case study based teaching and lots of other activities like business games, role play, syndicate exercises, panel discussions, student associatship programmes, learn while you earn and all these have bridged the gap to some extent. Teaching thorough simulation has become very fruitful, and many Business Schools have already established BSL (Business Simulation Lab).

My experiences while interacting with the students have brought out many areas of concern (for detailed discussion refers my book “Teaching –Learning process in Management Education, IUP, ISBN: 978-81-314-2071-3). Some of them are: students expect teachers to quote real business examples, teachers not to restrict to syllabus, activity based learning like case study, role play, management games, internet based exercise etc, and syllabus based teaching is boring.

I personally think that for a teacher to teach management subjects at least 2-3 years minimum industry experience is must. Without having any industry experience how can one really connect and draw attention of the students, is really a big question? That’s why students don’t concentrate in the class. They know that they can study at home the same thing and there is nothing new. But no governing body has made industry experience as mandatory for the teachers and still a lot of importance is given to Ph.D. qualification. Many Ph.D. holders also don’t have any industry experiences and their classes also become very boring.

To bridge this gap management colleges have initiated various measures such as providing consultancy services under the guidance of senior faculty members, sending teachers to industry in lean period to get some exposures, publishing at least 2 articles/papers every year, writing book is another area where teachers can update their knowledge and share their knowledge with others, making few years of industry-experience to join MBA program mandatory, and applying the new model “earn-while-learn.”

Part-time MBA and E-MBA has become very popular now-a-days. Corporate executives having industry-experience join this kind of programmes and are immensely benefited out of it as they can easily relate with the concept. Regulatory bodies, from time to time, have put many restrictions on the validity of the courses, eligibility for the faculty, HOD etc. But this has lost the relevance. Success stories of Indian School of Business- Hyderabad, IIPM and many more prove that. Co-operates too don’t bother whether you have passed from any affiliated/approved college or some other college, as long as students meet their requirements, deal is fine. Let all the things be left to the market forces and make management education so competitive that not only student, industry, but also society can get benefits out of it.

Time has come to look into these areas of concern and redesign the educational process. Infrastructure alone doesn’t define the quality of the education. Teachers are the backbone of any institution and they need to be looked after properly, nurtured properly. Students are the hearts of the institutions, they need to be taught properly, groomed properly to meet the challenges of the corporate world. Having done these, ultimately society, country and ultimately humanity will get benefits.
Academia-Industry Interface

Dhananjay Keskar
ICFAI Business School Pune

It is very essential for the faculty members in any Business Management School to have strong industry interface. A faculty member with good insights into the working of the corporate world can certainly make his class session far more interesting, informative and of value addition to the students. A faculty member with adequate, continuous and ongoing exposure to the corporate world will certainly bring in the benefit of his familiarity with the real life business situation to his class room.

Business School faculty often have opportunities of establishing and increasing their industry interface. Projects and assignments given to the students could be based on real life situations related to some companies which would benefit the students and faculty. The summer projects undertaken by the students are compulsory course requirements in most B-Schools. Faculty supervising and evaluating such projects should interact with the companies in which students do such projects. Interactions with the student’s supervisor and key management personnel of the company are certainly possible for which the faculty member has to show such initiative. Such interactions lead to faculty getting familiar with the company thro a firsthand knowledge. Faculty finds oneself in a better position to guide the students & also offer valuable advice to the company. The summer project should ideally be an immersive experience to the students as well as faculty.

Faculty conducting Executive Development Programs for company executives and offering consultancy on one hand imparts knowledge, a role of a trainer, advisor or consultant & on the other hand can certainly gain a lot of valuable insights into the problems and processes of the companies they deal with.

Faculty has ample opportunities to develop articles, research projects, research papers and case studies through the industry interface. I am glad to share this with you based on my experience at IBS Pune, a leading Business Management School in India. While guiding a student for his project, I was able to develop an article & later on a management case on a company which was introducing a new product in the market. Their marketing mix & problems faced by them made a very interesting case for classroom discussion. The marketing mix in fact resulted into a number of mix-ups.

There are a number of such examples where faculty has produced articles, papers, cases, books based on their industry interface.

The industry interface would also result in faculty offering some consultancy to the companies with whom they are in contact. Faculty engaged in consultancy to a number of reputed companies is certainly able to bring in additional inputs to the classroom. Such reputed faculty consultants enhance their own reputation in the management field & also enhance the reputation of their Business School.

Note: Readers are welcome to share their experiences and views on “Academia-Industry Interface.” Please do state what you expect to be the nature of such Industry Interaction, How can the business faculty and managers in the corporate world enhance the interface to their mutual benefit? Specific instances, cases, success stories as well as failures could be illustrated, which could be beneficial to the faculty, students and the corporate world. Short articles for the section should be e-mail to Prof. Dhananjay Keskar keskar@ibsindia.org. General guidelines for published in The Management Faculty are applicable.

Role of Students in Management Education

Deep Agrawal
NMIMS Mumbai

Can management be taught? Or is it something which comes naturally? This is a question which has been a subject of discussion since long. Over the past few years, a number of new B-Schools have mushroomed across the breadths of India. Although the pace and the quantity haven’t really been replicated in other countries, there has been a visible impact on the number of students enrolling for post graduate management programs. Amid this changing scenario, there is an apprehension whether the quality of the education will be hit. Also, management education is incomplete if it cannot be utilized effectively by managers to deal with everyday challenges and issues. Hence, management teaching, methodology needs to be updated on a regular basis in order to keep up with the ever-changing requirements and environment.

So, who are the stakeholders for a post graduate management course? When I conducted a random poll among some of my acquaintances, the results were not too unexpected. Students were ranked as among the most important stakeholders in management education. However, is the voice or opinion of students really being taken into account while designing the pedagogy, the course content, etc.?

We are not sure about this. Individual faculty members, institutions have taken steps to accept and incorporate the feedback. Nevertheless, concentrated focus towards involving students and considering their perspective is missing. It is this gap we intend to fill in this section.

Change is something which is constant – and the earlier we recognize this fact, the better equipped we would be to convert it into an opportunity. This column will be targeted towards inviting articles primarily from students with their perspective on the present scenario of management education and their suggestions to improve it. So, are we happy aping the processes and methods being followed by the Western schools? Or is there a need to change them? The space is now open for some insightful discussion.

Students are invited to send their views and short articles on issues that concern management students to Deep Agrawal (agrawal.deep@gmail.com) for publication consideration. General guidelines for published in The Management Faculty are applicable.
Indian Management Wisdom

Subhash Sharma
Indian Business Academy, Bangalore & Greater Noida

Corporate India is setting new trends through expansion and extension of their corporate boundaries as seen through new acquisitions and mergers. Moreover, Indian Business is breaking a new ground facilitating the arrival of the idea of Indian Management. Yoga, Ayurveda and Indian Management Wisdom (IMW) are the three rivers of knowledge from India that are drawing a new attention at the global level.

When we look at the emergence of Indian Management Wisdom (IMW) as a new thought current, we find its roots in the following seven ‘streams of consciousness’ of ‘Indian Wisdom’ represented by crystallization of experiences in the form insights, imaginations and visions:

1. Ancient Wisdom Foundations: The essence of ancient wisdom is captured by 3 Viz. Valmiki, Vyasa and Vivekanand. It may be indicated that the Ramayana, the Mahabharata and the Complete Works of Vivekananda capture the essence of Indian mythology and philosophy. Impact of Valmiki, Vyasa and Vivekananda on Indian consciousness is immeasurable. From the viewpoint of the impact on Indian consciousness, three periods of mythology and history could as well be viewed as Rama period, Krishna period and Ramkrishna/Vivekananda period. Implications of such a perspective for management thought are interesting as Rama represents good governance, Krishna represents leadership and strategy and Ram-Krishna combination represents spiritual approach to management.

2. Arthasastra Foundations: Written in the context of the Kingdom, Arthasastra is a well known book dealing with management of Kingdom. It has many useful lessons for leadership and management that can be applied to ‘Corporate Kingdoms’. Its secular character is very appealing and its pro-people orientation has interesting lessons for management of organizations.

3. Freedom Movement Foundations: India’s freedom struggle also provided a backdrop for the emergence of the idea of Indian Management and Indian Management Wisdom. Freedom movement was also a social movement, which led to the liberation of the nation. Indian Business played a significant role during freedom struggle. The concept of trusteeship was the product of the freedom movement with freedom movement led to a broadening the concept of management. It implied that the idea of management should not be merely restricted to Corporate Management but should also include marginal sections of society. In essence management should be ‘development oriented’ in nature. This is an important lesson from the freedom movement foundations of Indian Management.

4. Indian Business Foundations: Indian business’ acumen is known from ancient times. Later it found its expression in community entrepreneurship e.g. Marwari entrepreneurship, Gujarati entrepreneurship, Chettiar entrepreneurship. ‘Vyapar Sastra’ provided the conceptual foundations for many trading practices. As the medium size businesses developed in to corporate structures, new lessons were learnt. Such experiences of the development of organizations led to development of a corpus of knowledge and wisdom in the form of case studies of ‘Business Maharajas’ and ‘Corporate Rishis’.

5. Cultural Foundations: It is now recognized that cultural dimension is also important for development of management philosophies, theories and concepts. This has been the concern of many Indian scholars such as Prof. SK Chakraborty, Prof. J B P Sinha, Prof M B Athreya, Prof Virmani and Prof Rajen Gupta. Japan developed Japanese Management rooted in its culture. Similarly, Indian Management as an idea has been emerging from the influence of the civilizational and cultural experiences. Further, ‘integrative indigenization’ of modern management theories and practices led to development of many new Indian Management concepts. In fact, Indian managers learn about American and Japanese management concepts, tools and techniques in classrooms and in Management Development Programs, however in practice they intuitively integrate this learning with ground realities and thereby evolve their own ‘Indian blends’ that integrate American and Japanese theories of management with indigenous cultural context. This has been a reason for their success and it has led to development of new Indian Management Wisdom through ‘India Blend’ approach to management.

6. Subaltern/ Social Movements Foundations: Indian Management Wisdom has also been influenced by subaltern forces as manifested in several social movements. This led to demands of involvement and empowerment. Empowerment of the weakest is equally important in contrast to the survival of the fittest. Subaltern and social movements led to the idea of ‘Duty of the Fittest’. This implies that Corporations have a duty towards the society and the corporate model should incorporate this idea in its operating philosophy.

7. Capillary Action Foundations: Many grassroots institutions driven by the philosophy of ‘loksangraha’ (well being of members) have made an impact on the social consciousness. SEWA, Lizzat Papad, Dabbawalla, AMUL and many other organizations are shining examples of the capillary action approach to development. AMUL model suggests the need for a linkage between the capillary action and corporate action. During recent years e-chaupal of ITC has also created a new linkage model wherein grass root action is combined with corporate action.

8. New Age Spiritual Movements: New age spiritual movements originating from India, such as Transcendental Meditation (TM) of Maharishi Mahesh Yogi, Vipasana meditation, Brahma Kumaries spiritual university, Art of Living movement etc, have emerged from Indian spiritual traditions. These movements are influencing the corporate world leading to emergence of a new integration of Yoga and Management. In fact, Yoga, Meditation and Spirituality (YMS) are emerging as new areas of research in the field of management. In due course, this may be acknowledged as distinctive contribution of ‘Indian Management’ to the world of management. With this acknowledgment, ‘Indian Management’ would acquire its distinctive identity.

9. New Institutional Initiatives: Application of Indian Management Wisdom has found institutional support in the form of several initiatives e.g. Management Centre for Human Values (MCHV) at IIM Calcutta, Women’s Institute for Studies in Development Oriented Management (WISDOM) at Banasthali University in Rajasthan, Indian Business Academy (IBA) at Bangalore and Greater Noida, Yoga and Management Division at Swami Vivekananda Yoga Anusandhan Samsthana (SVYASA) University at Bangalore. These

...Continued on page 5
Soft Skills: A remedy to the challenge of teaching

Binod Mishra
HSS, IIT Roorkee

Teaching, as many say, is the easiest and the noblest of all professions. But if it’s taken honestly, it’s the most challenging of all jobs. With the rise of various professional courses, institutes have mushroomed in every nook and corner. The growing number of colleges faces the faculty crunch and often a compromise is made with the lot that is available. The faculty, thus appointed to teach the products of the highly technical and competitive world, often feels his worth at stake when he faces numberless eyes with radiant dreams ready to achieve their golden mansion once they register themselves in a good institute.

A teacher’s task in a professional institute becomes much of an ordeal. He has to forge a balance between his content and presentation keeping into consideration the class control and maintenance of decorum in a way. We have to understand the fact that the majority of students want to listen to the lecture and the numbers of those who are disinterested are the ones who have joined the institute just for fun and fashion.

Challenges
Teachers who find their classes either unattended by large number of students or find them opposed to listening have first to identify the problems that block their minds. In most of the cases students in technical or management institutes (if private/self-financed ones) comprise the lot of those who come from sound families lacking in exposure to the crass commercial and educational competitiveness. The result is that students find such institutes as a resort to expose all their inflated dreams to be beautiful. Thirdly, their inflated dreams too, block their thought processes to understand the nitty gritty of their courses. Moreover, their noises, too, are interpreted negatively by their teachers. But I feel that certain amount of patience and perseverance on the part of teachers to understand theses inviolable truths may result in showing them remedies. To my mind using soft skills may be the best remedy to answer these challenges.

Remedies
There is nothing in the world that is without a remedy. A modern day teacher’s job becomes rewarding only when he uses his soft skills in his classroom. Most often it so happens that the teacher in management/technical institutes find themselves in the same boat as that of students. Teaching, which they join as a second option makes them over-enthusiastic and they try to pour all the manna of their knowledge in their classroom. To my view, if they make use of soft skills, they will prove to be better teachers.

Soft Skills as an umbrella term comprises various skills viz. Effective Communication Skills, Attitude, Adaptability, Team work, Problem solving skills, Time & Space besides Cultural considerations. As a teacher one has to ensure that one’s effective communication skills becomes a medium through which he can pour contents like a doctor who knows the dosage of medicine his patients require. A successful teacher will find to his delight that his voice and vocabulary do the marvels which no other device can do. Another important thing to mull over is his attitude which comprises proper planning and zeal to stir sensations in the classroom. A teacher has to adapt himself according to the situations; he has to bring in himself a proper blend of rigidity and flexibility allowing him to create humour at times to drive away the monologue. Teaching has to be a dialogue and not monologue. One should also remember that examples work more than theories. But while exemplifying one should be wary enough not to hurt anyone’s cultural and religious beliefs. Challenging though such things are, they are not devoid of satisfaction if practiced earnestly. If we, as teachers, remain aware of the importance of such soft skills in teaching, it not only will establish proper rapport between the teacher and the taught but also ensure our competence and bring admiration. Rightly has Aristotle said: “I cannot teach anybody anything, I can only make them think.” The beginning of thinking, thus, on the part of students will undoubtedly pave the way for smooth teaching.

Feedback and Comments: We hope you are enjoying reading the premier issue of The Management Faculty. We would love to receive your feedback and comments on the articles that are published in this issue. Selected comments will be published in the next issue. We would also welcome your suggestion on how to improve the publication. Please you’re your e-mail to tmf@aims-international.org. Thank you!

Indian Wisdom… from page 4

Centres (Knowledge Dhamas) are making significant contributions to further development of Indian Management Wisdom. Their work is receiving attention and acknowledgement.

Invitation to Explore Indian Management Research Matrix

The above stated streams of influences can be combined with three visions of management thought viz. vision of human values in management, vision of development oriented management and vision of expansion of Indian Business. This combination leads us to a research matrix for opening new frontiers in Indian Management research. Various research tracks represented by this matrix can lead us to future development of Indian Management Wisdom (IMW).

We invite researcher, scholars and practitioners to explore these tracks as well as their own insights that can expand this research matrix and show the application of various Indian Wisdom thought currents to management, leadership and holistic development. Short articles for this section should be e-mail to Dr. Subhash Sharma (re_see@rediffmail.com). General guidelines for published in The Management Faculty are applicable.
A Note on Maximizing Faculty Evaluations

Jaideep T. Naidu
School of Business Administration, Philadelphia University, USA

We model a problem of maximizing faculty evaluations using a Linear Programming approach. This example has been used effectively while teaching LP to our business school students since its problem structure fits in very well as an LP problem. Students enjoy it because it brings a certain connection with the faculty while discussing our performance evaluation. The traditional (Evening) MBA students appreciate it more because they are already aware of employee evaluations at their workplaces.

Our annual salary increase is based on three components: Teaching-T, Research-R, and Service-S. For several years, the weights T = 60%, R = 20%, and S = 20% had been used. Our faculty asked for flexibility in these weights. For example, faculty with good publications in a certain year may wish to be evaluated with a greater weight for research than for service. We are now allowed to choose our own weights as long as the following criteria are met: 50 ≤ T ≤ 60; 10 ≤ R ≤ 30; 10 ≤ S ≤ 30; T + R + S = 100 and T, R, S must be multiples of 5. The Dean uses a scale of 0 – 3 to grade each of the components (GT, GR, GS). Thus, a faculty with GT = 2.5, GR = 2.5, and GS = 2 will have an overall score of (2.5)(0.6) + (2.5)(0.2) + (2)(0.2) = 2.4 using the old weights for T, R, S. We present the LP model for the above problem as follows:

Maximize \( Z = T \cdot G_T + R \cdot G_R + S \cdot G_S \)
subject to (the following constraints):
50 ≤ T ≤ 60
10 ≤ R ≤ 30
10 ≤ S ≤ 30
T + R + S = 100
T, R, S ≥ 0 (non-negativity constraints)

We make two assumptions in this model: (a) the guidelines for the annual faculty evaluations are structured in some sense. For example, a faculty who chairs a service committee will get a specific number of points or a faculty who has one or more refereed journal articles will get 3 points for research; and (b) the human (Dean) error in evaluations is negligible. For example, a faculty whose student evaluations are in the top quartile for two consecutive years will get 3 points for each of these years.

For this model, the grades GT, GR, GS must be estimated by faculty to solve for the decision variables T, S, R. For example, if a faculty member’s estimates of the Dean’s grades are G_T = 3, G_R = 2, G_S = 1.5, the weights T = 60%, R = 25%, S = 15% seem reasonable. However, the LP model suggests weights of T = 60%, R = 30%, S = 10% since it results in an optimum Z value of 255 implying a higher overall evaluation (2.55 out of 3).

Once modeled on a spreadsheet to be solved using the Simplex method, it is easy to try different estimates for GT, GR, GS and select the optimum set of weights. The key is to come up with good estimates. The problem reduces to an art if the Dean’s evaluation process is not consistent or if the set of evaluation guidelines are not structured. We do realize that it is not possible to accurately quantify each activity. However, we believe that this problem of choosing weights is decision making under risk (probability) rather than decision making under uncertainty.

Note: Despite trying various estimates of G_T, G_R, G_S on an Excel spreadsheet, the LP solution never recommended weights that are not multiples of 5. In any case, we could add such constraints when we discuss Integer Programming problems.

AIMS International MBA Comprehensive Assessment Test (AMCAT)

There are well over two thousand business schools in India offering a variety of degree programmes. The most popular among them is MBA or its equivalents such as PGDM, PGDBA, etc. The vast majority of MBA programmes are of two years duration. The first year is generally devoted to core courses that are required for all students. In many programmes, the students are offered specializations in the second year in areas such as marketing, finance, etc.

Though India has a large number of B-schools, and the number continues to grow, there is very little understanding of what our students actually learn in an MBA programme and if they attain the knowledge required to undertake corporate challenge. There is no comprehensive assessment of such learning.

The primary objective of this test is to assess what learning takes place during the MBA curriculum. In the first phase, the test will assess what learning takes place in the core courses that the industry expects of by and large of all MBAs irrespective of their specialization, if any.

The test is designed to benefit students, institutions, and recruiters. It should be valuable to students, faculty, institutions and their promoters to self-assess their performance and compare with peers, and will also help recruiters to select the right candidates for their organization. Typically, this test will be administered sometime during the second year of their programme.

AIMS International will be happy to conduct test for b-schools and recruiting companies.

Please visit www.aims-international.org/amcat for complete information. If any question, please write to amcat@aims-international.org
Managing a Noisy Class: Gandhigiri at Works

K. Venkatasubramanian

The faculty in Management schools faces many problems in handling classes. It could either be the atmosphere in the institution, or the discipline prevailing in the institute, or the quality of the students, and also the demographic profile of the students, etc. One of the major problems faced by them is the interference in their thought processes because of noise, created by the students, when they tend to talk to each other during the sessions. This is more so when there are about sixty students in the class the faculty finds it difficult to synchronize the thought process when dealing with a subject.

The Problem

I would like to share one of my experiences in this article. In one of the Institutes of management, the BBA (Bachelor of business administration) classes would normally be noisy. This is not to point out to any specific institute, but in general the faculties who have been taking BBA classes in Indian Business schools know this. In particular some of the areas where the institute is situated, there would be many students from the business community coming there solely for the purpose of getting a more prestigious Bachelor Degree rather than settling down for some B.A. or B.Sc. course, which are more basic in nature.

It has been a problem for the faculty in that institute to manage the class when most of the students keep chatting even when the class is in progress. The faculty would find the student concentration to be almost lacking. As a visiting faculty I was given a course to this BBA batch. I have been mainly teaching MBA (Master of business administration) courses and for me also this was a new experience to control a class which is talkative and quite noisy.

Initially I was at a loss to understand how should I go about. I started trying out various methods to bring in calm one by one. My initial response was to request the students to be calm and help me explain the importance of classroom teaching to convince them that they should concentrate on the lecture. There were not many takers for this suggestion. Since the class was having strength of sixty, my request went unheeded. The next thing that I tried was to use a threat. I sent the students (who were found talking) out of the classes and marked them absent. Even then it did not help, since I could not send a majority of the students out of the classes.

Gandhian Solution

Then I thought of Mahatma Gandhi’s principles, recently brought for well by the recent film starring Sanjay Dutt, which is ‘the principle of Gandhigiri.’ I decided that the silence in the class can be brought about with my silence. After all noise, can be silenced by the opposite, ‘the silence.’!

Whenever I found noise in the class, even in case if only two students talking, I stopped my lecture and announced that I would not proceed further unless I see a totally noise free class when I could hear a pin drop. This, of course, was too much to expect. But I started doing the same. Whenever I heard two or a group of students talking amongst themselves, I stopped. And I waited till the class became absolutely noise free. This went on for quite a few classes when I used to stop for about 10 to 20 minutes to restore order. Still my dream of a Pin drop silence classes was far from achievable. In one class, I decided to try the extreme. In a two hour class, I was silent for an hour! This started the surprise action from students. From next the class, I had pin drop silence. Many of the faculties wondered about the ‘silent’ class that I was taking. But I had known that this ‘Gandhigiri’ was doing the miracle. Next time you are in a class which is talkative, do try this out. It really works.

(Editorial Note: The method tried by the author is quite effective. I have been using it for several years in India as well as in the USA. My rule is: Either you talk or I talk- and let the student make that decision!)

AIMS International Chapters

AIMS International chapters unify members in specific geographic regions to establish a local network for professional growth and development. A geographical region could be a city (e.g. Indore), state (e.g. Kerala), region (e.g. North Gujarat) depending on the situation. The chapter members meet regularly and organize activities for professional growth, development, educational opportunities, and public service.

Objectives

The primary objective of AIMS International chapters is to provide a forum where the members can network for their professional growth and development. The chapter meetings should also provide opportunities for social interaction, mutual support, professional dialogue, public outreach and awareness, and professionalization of management education. The chapter activities should carry out the mission of the parent body – Association of Indian Management Scholars International.

Activities

The chapters are free to conduct professional activities that serve broad objectives as outlined above and are consistent with the mission of AIMS International. Some of the activities that chapters can pursue are:

- Lectures, Seminars, workshops
- Training Programmes for academia and industry
- Student enrichment activities
- Regional conferences
- Newsletter
- Social get together for networking

Starting a Chapter

A chapter can be started by anyone who has been a regular member of AIMS International for at least immediate past two years. The individual should first e-mail a letter of intent to start a chapter. The letter should declare an intention to start a chapter, define geographical region it wishes to serve, motivation for starting a chapter, and attach the current curriculum vitae. For complete information on forming and managing chapters, please write to chapters@aims-international.org.
International Conference on Technology and Business Management (ICTBM-10)

Venue
Institute of Management Technology
Dubai

Dates
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