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TRAFFICKING THE MATRIX OF A NEW EDUCATIONAL  
MANAGEMENT MODEL IN ANCIENT INDIA:  
A CRITICAL STUDY ON KAUTILYA'S ARTHASHASTRA



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ABSTRACT

Proper conduction of any institution depends exclusively on the art of leadership. Good and expertise leadership can lead nation towards the ultimate success. Simply, Leadership is a key factor for the success of an organization. A good leader must have some managerial quality. In fact, good managerial forte make one a successful leader. The study will endeavor to explore the modern context of educational management and specially Kautilya's theory of leadership. The study will also open the wide horizon of anew knowledge of decision making, problem solving, and communicating skills of a good leader as stated by Kautilya in Arthashastra and what a

leader should avoid for controlling his institution as stated by Kautilya in Arthashastra.

**KEYWORDS :** *Management, Educational Management, Leadership theory, Qualities of leader, Kautilya & Arthashastra.*

**INTRODUCTION :**

Every nation eagerly awaits for the advent of a successful leader, who will take the burden of a nation skillfully to the right destination. Among the many leadership styles the one that best represents the ideals embodied in the human factor is servant leadership (Adjibolosoo, 1994). "All institutions have certain leadership positions. Such as Vice-Chancellors Pro-vice-chancellors. Deans and Heads of Departments in the Universities; Principals, Vice Principals and Heads of departments in colleges and schools are all examples of Leadership positions. But, all those who occupy Leadership positions are not necessarily leaders. Large number of them are 'Designated Leaders' only ('leaders' because of designation i.e. they occupy leadership position by appointment) only few are 'Ascribed leaders' (who are leaders because others ascribe them the leadership role). Institutions grow when designated leaders and ascribed leaders find expression in one – head of the institution" (Mukhopadhyay, 2005).

There are three roles for the people in leadership position in institutions. These are administration, management and leadership (Mukhopadhyay, 2005). Although each person in leadership position has to perform all three roles. Their typology is determined by their dominant traits

and tendencies that define their workspace.

- ✦ Administrators operate within the small circle of laid down rules, regulations and protocols in the past.
- ✦ Managers operate in a relatively larger workspace dealing with 'here and now' situations; they subsume administrative concerns within the ambit of management of tasks and people as they exist.
- ✦ Leaders create still larger workspace filled with organizational dreams and visions; they subsume both administration and management within the process of realization of their organizational dreams and visions.

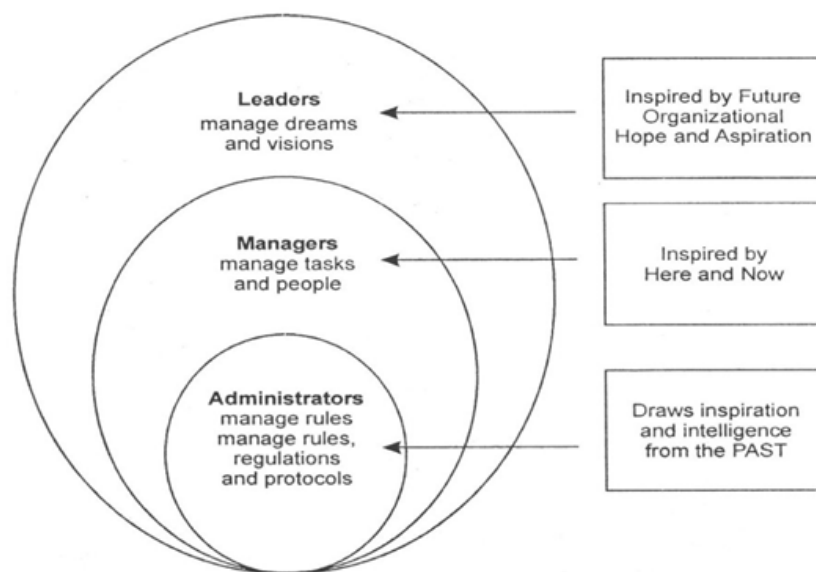


Figure: Workspace of Administrators, Managers and Leaders

### OBJECTIVES OF THE STUDY

- ✦ To explore the concept of Educational Management with special reference to Servant Leadership prevailing in ancient India.
- ✦ To explore the concept of Educational Management with special reference to Kautilya's Servant Leadership.
- ✦ To enumerate the qualities of a good leader as was stated in Arthashastra by Kautilya.
- ✦ To make a comparative analysis between Kautilya's concept of servant leadership and that of other contemporary theories of servant leadership.
- ✦ To find out the significance and relevance of Kautilya's theory of servant leadership in the modern context of Educational Management.

### METHOD OF THE STUDY:

**Comparative method:** In linguistics, the comparative method is a technique for studying the development of languages by performing a feature –by-feature comparison of two or more languages with common descent from a shared ancestor, as opposed to the method of internal reconstruction, which analyzes the internal development of a single language over time. To fill in gaps in the historical

record of a language, to discover the development of phonological, morphological, and other linguistic system, and to confirm or refute hypothesized relationships between languages.

#### Qualitative Comparative Analysis:

Qualitative Comparative Analysis (QCA) is a comparative method that lays half –way between the qualitative and quantitative approach. It relies on sets and language that is half –verbal conceptual half –mathematical- logical. QCA focuses on what conditions are necessary and sufficient for outcome of interest. In the present research, an attempt has been made through this QCA to trace out the difference between modern educational leadership theory and Kautilya's theory of leadership.

#### Critical method:

By holding these assumption up for scrutiny there changes the ways in which the idea or theory or system is viewed and valued. This may include, for example, exclusionary or biased premises that make an apparently inclusive view of principle appear, in a new light, to be actually quite particularistic.

**Nature of Source of Data:** As a primary sources of data Kautilya's Arthashastra text was carefully reviewed, critically analyzed and tried to be interpreted. As the tertiary source of data the present researcher some books and articles, papers, on Kautilya's Arthashastra make into account by reviewing, analyzing and interpreting methodically. Commentary of Kautilya's Arthashastra had also been studied to meet the predestined goal.

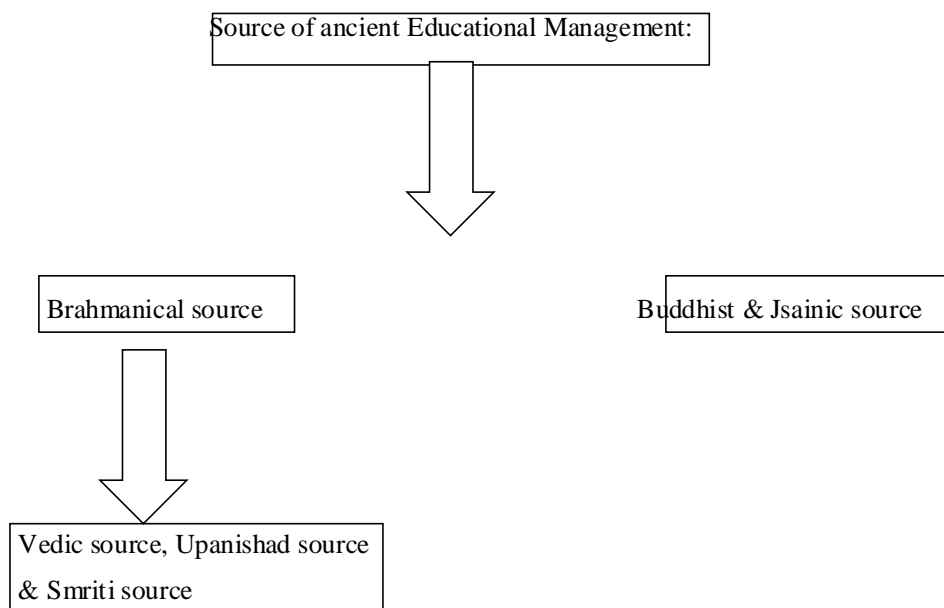


Figure: Nature of source of data

#### Analysis and interpretation of data:

##### What is Management?

Many management thinkers have defined management in their own ways. For example, Megginson, Mosley and Pietri define management as "Working with human financial and physical resources to achieve organizational objectives by performing the planning, organizing, leading

and controlling functions" This is shown in the following diagram-

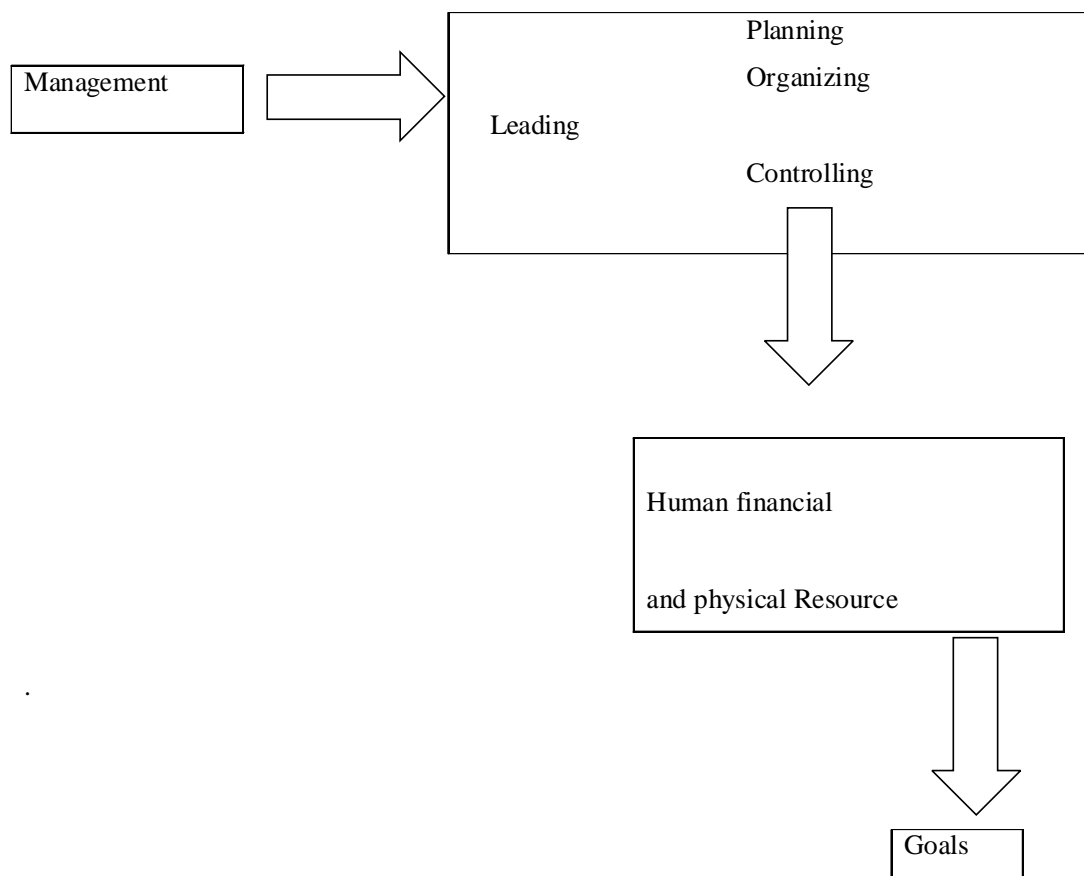


Figure: Modern Educational Management System

Kreitner considers management as a problem solving process. He defines management as follows: "Management is a problem solving process of effectively achieving organizational objectives through the efficient use of scarce resource in a changing environment"

### What is Educational Management?

Educational management is a field of study and practice concerned with the operation of educational organizations. Sapre(2002:102) defines that management is a set of activities directed towards efficient and effective utilization of organizational resource in order to achieve organizational goals" Successful internal management requires a clear link between values, aims, strategy and day to day activities. The centrality of aims and purpose for the management of schools and colleges is common to most of the different theoretical approaches to the subject. There is disagreement, though, about three aspects of goal setting in education.

### Components of Educational Institution:

Two main components of any educational institution are human elements and material:

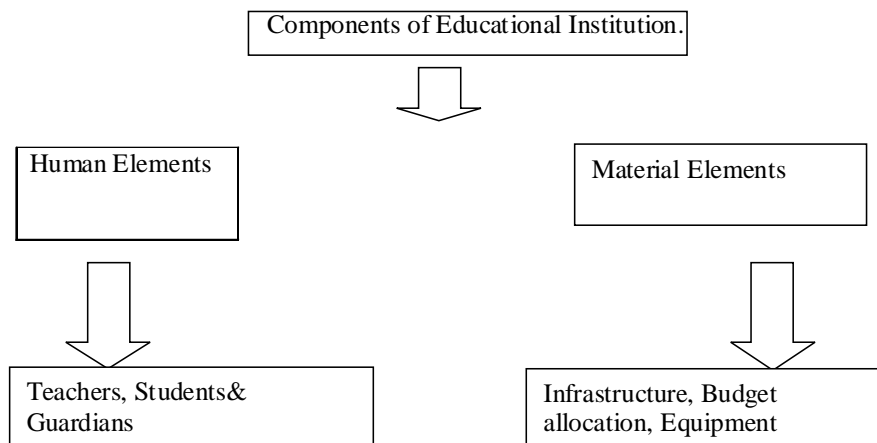


Figure: Components of Educational Institution.

#### Institutional Leader or Acharya as a Manager:

If the Acharya himself lacks in knowledge or virtue, he cannot elevate the life of the student. "From darkness to darkness he goes, whom an ignorant person initiates. Therefore, one should desire an initiator, who comes of a good family who is learned and who is self-controlled" (Apastamba Dharma Sutra, I.I.I. 11-13). It is also said that "A Brahman who is well-read, of good family, of good character, purified by penance should initiate a child" (Saunaka, *ibid.*). There follows another parallel observation: "An Acharya should be truthful, courageous, capable, merciful towards all creatures, believer in god, and firm in the study of the Vedas and pure in character" (Yama, *ibid.*). From this standpoint we can posit or define Acharya as a manager or leader.

#### Importance of Teacher or Acharya:

The Acharya who takes charge of immature children and makes them worthy and useful citizens in society was naturally held in high reverence. It was the function of the Acharya to lead the student from 'the darkness of ignorance to the light of knowledge'. The lamp of learning is concealed under a cover, says one thinker, that the Acharya removes it and lets out the light. The student, therefore, must be very grateful to him and show him the highest possible reverence. He is to be revered even more than parents, to the latter, we owe our physical birth, to the former our intellectual regeneration. From the Vedic age downwards the Acharya has been all along designated as the spiritual and intellectual father of the student.

#### Qualities of an Acharya as a Leader:

**A. Idealistic Attitude:** Kautilya's idealism found further expression in identifying the leaders or managers own interest with those of his subjects. They (pupils) have everything through him (Acharya) as the sole custodian of their interests; at the same time it was his duty to identify himself with his pupil. His was a life of duty and not of enjoyment. Its aim and purpose was but to live for others – to make himself happy by ensuring his subjects happiness.

**B. Decision Making:** One of the important qualities of a leader is good decision – making. Kautilya says – "He should hear (atones) every urgent matter and not put it off. An (affair) postponed becomes difficult to settle or even impossible to settle" (1.19.30). There is a lot of work that cannot move forward without the leader's final sanction. They should listen to him at once. If he postpones decision, the pressure gets piled up and then the situation gets out of control. A leader has to be a fast thinker, a fast



decision maker and a fast implementer. He has no time to waste. Analyzing is good, but moving ahead is more important.

**C. Being Energetic:** Chanakya says in the Arthashastra - - "Bravery, resentment, quickness and dexterity – these are the qualities of energy" (6.1.5). In one line, Chanakya tells us how, in addition to enthusiasm, energy is important too. He has gone into great detail to make us understand what energy means in the above verse. These points are also leadership qualities that should be developed by any person who aspires to be successful not only in the educational institution but also in the life.

**D. Listening:** Acharya as a manager in respective educational institution or Gurukulis enriched with some communication skills which are enhanced through a deep commitment to listening intently to the disciples or the followers. They seek to identify and clarify the will of the group. Receptive listening and reflection are essential to the growth of an educational manager.

**E. Empathy:** Educational leaders or managers strive to understand and empathize with others. They accept and recognize followers or the disciples for their unique spirits, and they assume others have good intentions, even if they disagree with behavior or performance.

**F. Healing:** As we know, the goals of the whole educational system of ancient India are – mental growth and moral growth. The Acharya's or the leaders have the entire responsibilities to heal the followers as well as themselves. They always assume the mental growth through the moral growth and achieve the spiritual development of self and the follows also.

**G. Awareness:** Leaders or managers exhibit a general awareness of what is happening in the institution. They possess a keen sense of self- awareness and an understanding of issues involving ethics and values.

**H. Conceptualization:** Managers do not deal only with short –term goals and thinking but they are able to stretch their thinking to encompass broader- based conceptual thinking. They established themselves as individuals in the society.

**I. Foresight:** Managers are capable of understanding lessons from the past, seeing the realities of the present, and predicting likely consequences of decisions. They are adept at intuitive thinking.

**J. Commitment to the growth of pupil:** Managers believe in the intrinsic value of pupil beyond their tangible contributions as students. They fell responsible for nurturing the personal, professional and spiritual growth of students.

**K. Mutual Relationship:** Mutual relationship is one of the good quality of an Acharya. The mutual contact between the teacher and the student continued in the afterlife and was not without mutual benefit. Mutual relationship is the root of mental and moral growth of an Acharya.

**L. Scholastic Attitude:** He (Leader) must have a fluent delivery, readiness of wit, presence of mind, a great stock of interesting anecdotes and must be able to expound the most difficult texts without any difficulty or delay. In a word, he should be not only a scholar but also an adept in teaching, then only he would be a great teacher. The teacher must further be able to inspire as well as to instruct. His piety, character, scholarship and cultural life should be able to exercise a subtle and permanent influence over the young students sitting at his for their lessons.

**M. Patient and Treatment:** As the teacher was held in high veneration, he was naturally expected to possess several qualifications. The student was to look upon the teacher as the ideal person of very high character. He was to be patient and treat his students impartially. Above all, he was to be well grounded in his own branch of knowledge, he was to continue his reading throughout his life.

**N. The Spiritual Side:** If the head of an educational organization works with the right attitude, the king (leader) not only experiences its benefits in this world, but also in the next world. Chanakya says – "Carrying out his own duty, the king, who protects the subjects according to law, leads to heaven, one



who does not protect or who inflicts an unjust punishment, his condition would be the reverse of this" (3.1.41). Now, it should be remembered that Chanakya did not literally mean 'heaven' or 'hell'. Both are states of mind. When you are happy and satisfied, that mental state is heaven. While, stress, tension, uncertainty is hell for any human being.

**O.Total Alertness:** Kautilya says – "He (leader) should constantly hold an inspection of their students, men being inconstant in their minds" (2.9.3). It is the primary responsibility of the leader to continuously check all important data as well as the activities in one's institution. The leader has to be very alert about the movements of his students. He has to give the students targets and deadlines to keep them focused on their duty. Secondly, he has to continuously monitor their duty.

**Duties of an Acharya as a Leader:** In ancient India the teacher had to discharge several duties in addition to imparting intellectual education and helping spiritual progress. He was the spiritual father of his pupils and was held morally responsible for their drawbacks. His extra- academic duties were varied and numerous. He was always to keep a guard over the conduct of his pupil. He must let him know what to cultivate and what to avoid, about what he should be earnest and what he may be neglected. He must instruct him as to sleep and as to keeping himself in health, and as to what food he may take and what he may reject. He was to arrange for his food and clothing, the teachers of Sanskrit pathshalas (private learning at the house of Sanskrit guru in a group) in ancient India used to do this quite recently. If the student was ill, the teacher was to nurse and serve him as a father would do his son. **What a Leader Should Avoid:** In Arthashastra, Chanakya not only tells us what a leader should do, but also what he should not do or avoid for controlling his institution. As like as –

- ✦ Leader should not start new punishments.
- ✦ He always differentiate between 'Right' and 'Wrong'
- ✦ Leader should never misuse fear.
- ✦ He should not indulge in falsehood.
- ✦ He also not being complacent.

#### MAJOR FINDINGS:

- ✦ Educational Management in ancient India especially Kautilya's Arthashastra is a very sophisticated model of leadership qualities which cannot be denied even today.
- ✦ The qualities of a good leader as was stated by Kautilya stand significant in the present day context of Educational Management.
- ✦ The concept of Educational Management with special reference to leadership theory in ancient India.
- ✦ According to Kautilya's Arthashastra, Educational Administration is a process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities.
- ✦ The study also help us to find the modern context of Educational Management and specially Kautilya's theory of leadership qualities.
- ✦ The study really help us to find decision making, problem-solving, scholastic attitude and others various qualities of a good Leader as stated by Kautilya in Arthashastra.
- ✦ Avoidable qualities of an Educational leader are stated by Kautilya in Arthashastra.
- ✦ The Leadership model exemplified by Kautilya, if followed today in Educational Management, can have immense impact over the process of enhancing and sustaining the quality of governance and leadership in Educational institution at large.

**CONCLUSION:**

From the above study, it can be concluded that though the political thinker Kautilya elaborated the management system in educational field in around 3rd century BC and the educational institutional management in present scenario are not same, but after reviewing the emerging problems of educational institutions for the lack of management awareness of the leader in present context, it is relevant to establish the Kautilya's view in modern educational leadership. The academicians who have crowded the entire responsibilities of an institution, are stumbling in every move towards a smooth functioning of an institution which deals with the live materials – the students who have the responsibilities to preserve the societal norms. Skill is an acquired and learned ability to translate knowledge into performance. It is the competency that allows for performance to be superior in the field in which the man has the required skill. Their skills are termed by Kautilya as *vinaya* (obedience). A leader or an administrator needs to possess those interpersonal, conceptual, diagnostic and communicational skills. These human skills *vinaya* are the most important asset of any successful manager. Those skilled managers can handle those living organizations which deal directly with the society. To set up the societal norm the educational leaders give stress on moral, mental and spiritual growth of the disciples who are the living organs of the society and of selves. In his threefold course of studies, Kautilya referred that Acharya's who must have the culture and character of a fairly well versed in traditional learning, have to be well-known of the art of administration to ward off calamities due to divine and human agencies. The etymological meaning of *Arthashastra* is the science or art, dealing with the means by which the earth of human beings is to acquired and maintained. The Acharya or Guru, who gives birth of educational awareness to his disciples, as a leader, always with help of companionship, inter-personal relationship etc. In this connection, he inculcates the human and societal values to incorporate the obligation of decision making for the sake of the society. So, the Acharya's who took charge off an institution are well equalized with managerial qualities and administered the fellow scholars, the guardians and as well as the society. Kautilya who established himself as a 'Manager' stands fall in the field of educational institutional management. The management theories, which the 'management Guru' established, are so relevant in present context and hope it will be on in future.

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