CHAPTER - V

ANALYSIS AND INTERPRETATION OF DATA

5.0 Introduction

This chapter presents the analysis and interpretation of all the four auto/biographies of selected leaders under study. The analysis and interpretation of the data have been carried out done in the following stages.

❖ A Concise Profile of the Selected Leader
❖ Bird’s Eye view of the Auto/biography
❖ Event Analysis
❖ Idea Analysis
❖ Educational Implications

5.1 Text - 1: I Too Had a Dream by Dr. Verghese Kurian

5.1.1 Dr. Verghese Kurien - the Milkman of India

"Go where you are most needed and not where you are most rewarded" uttered Dr. Verghese Kurien to a young student of 20th batch of IRMA and it proved a talisman for the student.

The above quoted statement of Dr. Kurien at the age of 87, shows that although ripe in age, he was young in grand ideals. This old ‘young man’ was an inspiration to the thousands of young leaders who have spawned the rural commercial landscape of India.
Born on November 26 1921 in Kerala, Dr. Verghese Kurien graduated with Physics from Loyola College Madras in 1940. Subsequently, he did his B.E. (Mechanical) from the Madras University and went to the USA on a Government scholarship to do his master's in Mechanical Engineering from Michigan State University. In between he completed special studies in engineering at the Tata Iron & Steel Company (TISCO) at Jamshedpur, Bihar in 1946 and underwent nine month's training in dairy engineering at the National Dairy Research Institute at Bangalore.

Dr. Kurien returned from America in 1948 and joined the dairy department of the government of India. In May 1949, he was posted as the dairy engineer at the government research, creamery, a small milk factory in Anand, Gujarat. Around this time, the newly formed co-operative dairy Kaira District Co-operative Milk producers' Union Limited (KDCMPUL) was engaged in a battle of survival with the privately owned Polsan dairy which was a giant in its field enthused by the challenge, Dr. Kurien left his government job and volunteered to help Shri Tribhuvandas Patel, the chairman of KDCMPUL to set up a processing plant. This led to the birth of AMUL and the rest is a history.

Kurien infused this fledging organisation with his pioneering drive and expertise in modern technology and management, powerful marketing and branding strategies. At the same time he also preserved the co-operative spirit of the venture.

Skeptics had their doubts such as could natives handle sophisticated dairy equipment and could western style milk products be processed from buffalo milk? Could a mere farmers' co-operative market butter and cheese to sophisticated urban consumers?
The Amul team of farmers and Kurien's professionals together confounded the cynics by processing a variety of high grade dairy products. Kurien also had to forge his way through hurdles created by the milk lobby- the powerful dairy traders and local panchayat whose financial clout depended on their control of the milk trade which the co-operative threatened. Kurien's co-operative venture was built on a simple but compelling logic—mass consumption and mass production must go hand in hand to bring all-round prosperity.

He led the producers in their struggle for command over the resources. They charted a struggle to obtain equitable returns and a struggle for liberation from dependence on middleman, a struggle against exploitation.

The result was the famous AMUL pattern evolved by Kurien, which eventually became a global role model for dairying as an instrument of rural development. In India, the model has been extended to other commodities like edible oil, fruits, vegetables and salt.

The Amul pattern of co-operatives had been so successful that in 1965 the then Prime Minister of India Lal Bahadur Shastri created The National Dairy Development Board (NDDB) to replicate the programme on a nationwide basis. Dr. Kurien as the Founder Chairman of the NDDB, catalysed modernisation of India's dairy industry and triggered a nationwide dairy co-operative movement.
Dr. Kurien also set up the Gujarat Co-operative Marketing Federation (GCMMF) to market the products produced by the dairies. Today, GCMMF sells AMUL brand products not only in India but also overseas.

As the Chairman of the NDDB, Kurien's major engagement was with Operation Flood, a spectacularly successful multipurpose programme that created a flood of milk that turned scarcity into surplus popularly known as 'White Revolution'. Operation flood ran under Kurien's leadership for 26 years divided into three phases. The prime three objectives of operation flood were:

1. Making dairying India's largest self-sustainable rural employment programme
2. Bringing India close to self-sufficiency in milk production.
3. Trebling the nation's milk production within a span of two-and-a half decades to make India the world's largest milk producers.

In 1979, Dr. Kurien spearheaded the establishment of the IRMA which has the mandate of contributing to the professional management of rural organisation.

The main strength of Kurien's illustrious pursuit lies in the fact that he successfully built a truly Indian brand that is globally competitive. While keeping the production and marketing in the hands of millions of farmers, Dr. Kurien's professional life has been dedicated to empowering millions of humble Indian milk producers in whose talent he saw latent economic resource and potential at the bottom of the pyramid. "Without their involvement we cannot succeed with their involvement, we cannot fail", remains his simple inspiration.
Dr. Kurien churned up an economic miracle by turning a milk-scarce India of the 50's and 60's into a land of surplus by the 70's and brought prosperity to ten million grassroots milk producers. Certainly, Dr. Kurien is the irrepressible milkman of India.

5.1.2 A Bird's Eye View

"I too had a dream" by Dr. V. Kurien

_I too had a dream_, a record of memoirs of Dr. Kurien reveals a fascinating view of the challenges, achievements and frustrations of his life. His memoirs reveal the experiences and inner feelings of a great nationalist who has made an enormous contribution to the development of rural India and who has left his mark long into the future.

Dr. Kurien's autobiography contains all the nuggets and contradictions that made him what he was. The book is plain speaking as he himself could be and talks mostly about his professional life. There is hardly a personal element and possibly he meant it to be so.

The book is dedicated to his grandson with a touching note. The very outset of the book is interesting and thought-provoking. The book opens with a journalist's question to Dr. Kurien about his future plans. Dr. Kurien replies, "At my age, one does not really have a future, one only has a past". But having said that what does he really mean? Is the future to be lived in the past? Or is it one of those sound bites that he was always willing to give without much latent meaning?

We, as a country really needed Kurien in his role at the time when he performed his role to perfection. His book gives a peep into how he kept the interest of the dairy farmers as central and played a game of chess to foster their interests.
During his entire life, it is clear that he played a Tom and Jerry with the government, largely criticizing the government for its policies.

In these memoirs, Dr. Kurien, popularly known as the Father of White Revolution recounts with customary candour, the story of his life and how he shaped the dairy industry profoundly inspiring these memoirs help us comprehend the magnitude of his contributions and dimensions of his multifaceted personality.

5.1.3 Event Analysis

Event 1: Kurien's self-dependence from the very early life

Verghese Kurien belonged to an illustrious family as his father was a civil surgeon in British Cochin. His mother was highly educated. At the age of 14, he joined Loyola College to study science. He was very young to his class but he learnt to cope with studies. When he completed his studies in 1940, he was still too young to get admission in an engineering college. He did an extra degree in physics. He was very young when he had joined college and had to manage more or less on his own.

Situation: Studies of early childhood

Major Leadership Qualities

Independence, self conviction, readiness to stretch one’s potential

Expressions/Phrases showing Emergence of Leadership

Fend for myself, independent very early in life

Association with a Leadership Theory

In the early childhood, he showed leadership traits like independence and confidence in one's own merit. The Trait theory of leadership advocates the same.
Educational Implications

It is said that learning is the result of what the learner does. If individuals / learners take on the responsibility for their own learning, they can achieve great heights. Learners should be given enough opportunities so that they develop confidence in their potential.

Event 2: Kurien's Multifaceted Interests

Kurien enjoyed his college days as he was inclined to sports along with academics. He represented his college in tennis, badminton, cricket and boxing, without in any way harming his excellent academic record. He also joined University Training Corps and won the title of ‘Outstanding Cadet of the 5th battalion of Madras UTO’.

Situation: Active participation in various tasks

Major Leadership Qualities

Drive, cognitive ability, initiative, self-confidence

Expressions/Phrases showing Emergence of Leadership

Outstanding cadet, revelled in sports, represented my college.

Association with a Leadership Theory

It can be associated with the Skills Approach to leadership which shifts thinking from personality traits to different skills and abilities which can be practiced and developed.
Educational Implications

Learners are aware of their strengths and limitations, blind spots and aspirations. Or those aspiring to lead teams/organizations first need to be made aware of themselves. They need to be helped to learn to know oneself.

Event 3: Kurien's confrontation with the self for selecting the career path

After completing his studies of engineering, he joined Tata Iron & Steel company (TISCO) as a graduate apprentice. His selection was considered very prestigious then because the company took only ‘a class apprentice’. But he was not satisfied with the present job. He wanted to pursue higher studies abroad and get a master’s degree in metallurgy and physics. Meanwhile, he was one of the lucky ones to get a call for an interview for scholarship to study dairy engineering. He got the scholarship to go to the US and qualify as a dairy engineer for the Government of India’s Ministry of Agriculture. His involvement with dairy engineering was a twist of fate; otherwise he would normally have pursued a career in science. During his studies in the US, in collaboration with his professor, he made colloidal iron where the carbon is round in shape and not in flakes. He received a Master's degree in metallurgy and nuclear physics. He also did some add on courses in engineering.

Situation: Studies of dairy engineering

Major Leadership Qualities

Readiness to learn, Innovativeness

Expressions/Phrases showing Emergence of Leadership

I do believe, I made up my mind
Association with a Leadership Theory

It can be associated with the Trait theory of leadership wherein traits like readiness, innovative, persistence are emphasised.

Educational Implications

Training should include self-discipline, working long hours, facing adverse situations and being/thinking innovatively. One should go beyond the minimalist approach. Educational institutions should motivate students to stretch themselves to attain more and higher.

Event 4: Kurien’s arrival at Anand: Marking the birth of AMUL

After his return from the US in 1948 receiving Master’s degree, he was asked to report to a place called Anand in Central Gujarat. Actually he was selected for a job as a dairy engineer at the Imperial Dairy Research Institute in Bangalore but later on Mr. Kodandapani, a diploma holder was sent at Bangalore and Kurien was placed at Anand. He felt cheated by the Government of India. He was thrown into this little dusty town in Gujarat and into the lives of the dairy farmers of the kaira district. He always imagined that he was cut out for bigger and better things, for a glamorous fast paced life in a big city, a job with a prestigious firm and the pleasures of the luxurious lifestyle that go with it. Anand did not figure anywhere in his scheme of things. But for honouring the contract with the government of India which enabled his higher studies in the US, he joined Amul.
**Situation:** Joined a government creamery as a dairy engineer

**Major Leadership Qualities**

Explorer, Sense of gratitude, Mark of genuineness, Sense of acceptance of situation

**Expressions/Phrases showing Emergence of Leadership**

I must find something to do, admire their drive and commitment, I offered to try

**Association with a Leadership Theory**

It can be associated with the Trait approach to leadership. This approach does not lay out a set of hypotheses or principles about what kind of leader is needed in a certain situation or what a leader should do, given a particular circumstances. Rather, this approach emphasize that having effective leadership. It is the leader and his or her personality that are central to the leadership process.

**Educational Implications**

Learning involves taking risks and exploring new areas. Learners should be ready to face challenges, accept the circumstances in which one is placed and instead of complaining about it, they should try to make the most of it.

**Event 5: Kurien's dissatisfaction with the job and offering help to KDCMPUL**

The government research creamery where Kurien was supposed to work did not conduct any research whatsoever. He was frustrated by the deadening job of this centre which hardly required any research. He started feeling that he was drawing a
salary of Rs.350 for doing no work, and thereby wasting government money. He resigned from the job.

Around the same time, the infant co-operative dairy Kaira District Co-operative Milk Producers’ Union (KDCMPUL) now famous as AMUL was fighting a battle for survival with the Polson Dairy, which was privately owned. Moreover, the government at that time had given monopoly rights to Polson Dairy to collect milk from Anand and supply it to Bombay city in tum. Under the leadership of the local farmer leader Tribhuvandas Patel, Kaira District Co-operative was established to collect and process milk. Young Kurien, fed up with being at the government creamery which held no challenge, volunteered to help Shri Tribhuvandas Patel to set up a processing plant. Kurien thought it would take him two months to set up the equipment and get the plant working efficiently. It was the beginning of his lifelong association with Tribhuvandas and the milk co-operatives of Kaira district.

Situation:
Kurien's formal alliance with KDCMPUL

Major Leadership Qualities
Accepting challenges, Being honest to work, Integrity

Expressions/Phrases showing Emergence of Leadership
Work for the larger good, creative thinking and initiative on my part
**Association with a Leadership Theory**

It can be associated with the trait approach of leadership which emphasizes critical role of traits in effective leadership.

**Educational Implication**

Being honest to work and having integrity of character leads to successful Endeavour.

**Event 6: Kurien's initial struggle with the authority**

After formally joining KDCMPUL as a General Manager, Kurien had to face the problem of surplus milk in winter. The Commissioner of Bombay Milk Scheme Mr. Dara Khuradny refused to take the additional quantity of milk. Kurien knew that the Bombay milk scheme did not have adequate milk to supply to its consumers and so it imported milk powder from New Zealand and converted it into liquid milk to meet the city's demand. Kurien found vested interest of the government in importing the milk and raised his voice against it, but his arguments fell on deaf ears. By getting irritated due to Kurien's agitation, once the Milk scheme official claimed to have found a fly in the milk supplied. But immediately, Kurien suspected a foul play and asked for post-mortem of the fly. He proved that a dead fly had been dropped into the milk to frame their co-operative.

Similarly, Kurien very wisely resolved the problem of formalin found in the co-operative milk. He, with his companions, found out the root cause of it and took necessary steps.
**Situation**: Kurien's early career at KDCMPUL

**Major Leadership Qualities**

Raising voice against injustice, Being assertive, Fighting for the social cause

**Expressions/Phrases showing Emergence of Leadership**

I complained to the Government, I immediately suspected a foul play.

**Association with a Leadership Theory**

It can be associated with the Situational theory of leadership. The premise of the theory is that different situations demand different kind of leadership. To be an effective leader a person adapts her/his style to the demands of different situations.

**Educational Implications**

Courage to face opposition, strong will power and conviction, to see through others’ game plans are the major ingredients for learning.

**Event 7: Kurien as the pioneer of making milk powder from buffalo's milk instead of cow's milk**

Kurien and his team were pioneers in inventing the process of making milk powder and condensed milk from buffalo's milk instead of cow's milk which dairy scientists refused to believe was possible. This was the reason why Amul became successful and competed well against Nestle. In India, buffalo milk was the main raw material unlike Europe where cow milk is abundant. The Kaira co-operative was also able to get an offer from UNICEF to donate equipment for milk powder. The
terms of UNICEF assistance required free distribution of milk to children and expectant mothers. However, one major hurdle remained for the assistance had to be obtained from the Milk Commissioner of Bombay State who was in the opposition party. But Kurien, along with his companion Dalaya, borrowed a milk powder plant from Andheri and demonstrated the procedure. People were skeptical about the solubility and taste of this milk powder from buffalo's milk but in spite of all sorts of hurdle, Kurien proved that milk powder can be made from buffalo's milk.

Situation: Kurien's groundbreaking work

Major Leadership Qualities

Challenging status quo, Thinking out of box, Courage, Creativity, sound logic

Expressions/Phrases showing Emergence of Leadership

My mind bursting with plans; concretised our decision, returned victorious, adequate support, confrontation at the right time.

Association with a Leadership Theory

It can be associated with the Trait theory of leadership. It emphasizes that having a leader with a certain set of traits is crucial to having effective leadership.

Educational Implications

Thinking innovatively and questioning the established pattern having certain limitations certainly can open new fields of learning and experiments. Conviction arises out of logic and a sound theory.
Event 8: Kurien as the harbinger of White Revolution

Kurien established himself as the original social entrepreneur long before the term became fashionable. The Amul pattern of co-operatives had been so successful that in 1968, the then Prime Minister of India, Shri Lal Bahadur Shastri created the National Dairy Development Board (NDDB) to replicate the program on a nationwide basis citing Kurien's extraordinary and dynamic leadership upon naming him the Chairman.

The billion liter idea of Operation Flood aimed at taking India's dairy industry from a drop to a flood. The purpose of operation flood was to replicate Anand in a number of India's major milk sheds. One of the largest of its kind, the programme objective was to create a nationwide milk grid.

Operation Flood has helped dairy farmers direct their own development, planning control of the resources they create in their own hands. Kurien helped modernise Anand model of co-operative dairy development and thus engineered the white revolution in India and made India the largest milk producer in the world.

A nation wide milk grid links milk producers throughout India with consumers in over 700 towns and cities reducing seasonal and regional price variations while ensuring that the producer gets a major share of the price the consumer pay. It also helps reduce malpractices by milk traders and merchants.

The bedrock of operation flood has been village milk producers co-operative which procure milk and provide inputs and services, making modern technology and management available to members.
The objectives of operation flood are: (1) Increase milk production (2) Augment rural incomes (3) Offer fair prices for consumers. The following are the details of the three phases of Operation Flood in brief.


- Financed by skimmed milk and butter oil gifted by EEC through WEP
- NDDB planned the programme and negotiated EEC assistance
- Linked 18 premier milk sheds in India with consumers in metros.

**PHASE-II (1981-1985)**

- Number of milk sheds increased from 18 to 136
- Self-sustaining system-43000 village co-operative, 4.25 million milk producers
- Domestic milk powder production
- Direct marketing of milk by co-ops.

**PHASE-III (1985-1996)**

- Expand and strengthen the infrastructure for procurement and production.
- Health care, feed, artificial insemination services introduced
- Intensified member education
- Increase in participation of women and women co-ops.

From the outset, Operation Flood was conceived and implemented as much more than a dairy programme. Rather dairying was seen as an instrument of development generating employment and regular income for millions of rural people.
**Situation:** The billion liter idea of Operation Flood

**Major Leadership Qualities**

‘Never say Die’ spirit, Effective Communication, Honesty, Networking skills, Humility, Resolving conflicts, Vision/long term goals

**Expressions/Phrases showing Emergence of Leadership**

Completely immersed in the concept of operation flood, I convinced the delegates, I promised we performed tasks diligently, Together we implemented operation flood, my responsibility as an employee of farmers

**Association with a Leadership Theory**

It can be associated with the Transformational leadership. As its name implies transformational leadership is a process that changes and transforms people. It involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. People who exhibit transformational leadership often have a strong set of internal values and ideals and they are effective at motivating followers to act in ways that support the greater good rather than their own self-interest.

**Educational Implications**

Inspire learners and colleagues to undertake adventurous activities / risks through leading by example or by providing a role model. Genuine concern for development of people and readiness to serve others at the cost of one’s luxury and easy life style is the essence of effective leadership.
Event 9: Kurien's Conflict Management


The criticism leveled at operation flood was that food aid could sap a country's will to produce food. It could depress farm prices and could make the recipient increasingly dependent on aid until at last that country was destroyed. The other criticism levelled at it was that Operation Flood in fact, transferred nutrition from the villages to the cities thereby depriving the villages in order to feed the urban dwellers. Critics also accused Kurien for increasing the country's dependence on imports of dairy equipment for the implementation of Operation Flood.

While this controversy raged within and out of the parliament and the media, Prime Minister Indira Gandhi called Kurien and asked him what she should do to handle the issue. Kurien demanded to select such a person to head the inquiry so that no one can make any allegations about his findings. Under the Chairmanship of L.K.Jha, the committee investigated the performance of the NDDB with reference to specific objectives of operation flood and assess its achievements.

The committee's report observed that the NDDB and IDC had discharged their responsibility with care and competence. The report confirmed Operation Flood's credibility within the country.
**Situation**: Resolving criticism against Operation Flood

**Major Leadership Qualities**

- Conflict management, Problem solving Delegating, Readiness for review,
- Courage to face opposition

**Expressions/Phrases showing Emergence of Leadership**

- Moment of great distress but also a time of challenge, moment for a resolute
- unity, emerge far stronger, more inspired to fight.

**Association with a Leadership Theory**

- It can be associated with the Situational approach to leadership. It stresses that
effective leaders are those who can change their own style based on the task
requirements and the subordinates’ needs. It suggests how they should behave based
on the demands of the situation.

**Educational Implications**

- In situations of crisis/ conflicts the leader should resolve the way forward.
- Tact and skillful negotiations are some of the basic requirements of a leader.

**Event 10: Kurien's denial of unethical requests of private dairies**

Dr. Kurien was attending a meeting at Krishi Bhavan in Delhi. He was told
that Jagjivan Rama, the then Union Minister for Agriculture and Irrigation wanted to
meet him urgently. Jagjivan Ram proposed that he wanted Kurien to build a private
dairy in his Constituency. Kurien was stunned by this proposal and responded very
bluntly to this totally unethical request. He very rudely replied that he was there to build co-operative dairies, not anybody's private dairy.

Everybody warned him that he had made one of the biggest mistakes in trying to tangle with the minister. True to this warning, Jagjivan Ram ordered Kurien's removal from the Chairmanship of the IDC stating that the NDDB and the IDC are separate bodies so there should be two different chairpersons. But Kurien got support from the then Prime Minister Indira Gandhi and continued to be the Chairman of both.

**Situation:** Jaggivan Ram's request for private dairy and Kurien's denial to it

**Major Leadership Qualities**

Outspoken, Learning to say 'No', Honesty, Integrity

**Expressions/Phrases showing Emergence of Leadership**

Responded rather violently, I will not do it, not to build anybody's private dairy, reacted bluntly, outrageously outspoken.

**Association with a Leadership Theory**

It can be associated with the Ethical theory of leadership that deal with the leader's conduct and actions. It supports altruism, an approach that suggests that actions are moral if their primary purpose is to promote the best interest of others. From this perspective, a leader may be called on to act in the interests of others, even when it runs contrary to his or her own self interest. The ontological perspective focuses on the actions of the leader and his or her moral obligations and responsibilities to do the right thing.
Educational Implications

Ethics ought to be considered an integral part of the broader domain of leadership. Leadership is not an amoral phenomenon. It has a moral dimension that distinguishes it from other types of influence such as coercion or despotic control. Leadership involves values, including showing respect for followers, being fair to others and building community.

Event 11: Kurien's innovative idea of bulk vending Machine

One of the tools Kurien and his team decided to use for clean and efficient marketing of milk supplied by the Mother Dairies was through bulk vending machines in the metros.

At Amul, with the help of modern pasteurizers milk was boiled upto 724 c for sixteen seconds to kill all harmful bacteria. But Indian housewives boiled the milk in their homes at 100 c. In effect, they undid everything what the dairy people tried to do. The questions before Kurien and his team were why should milk be pasteurised and why should milk be bottled if it was being unbolted and could we not provide milk in bulk through machines?

But the idea of bulk vending was opposed by the pundits in the government. They compared bulk vending machine with the public telephones with coin box where one gets neither the connection nor the coin back. They considered the idea cory. They feared even law and order situation.
Despite tremendous apprehension, the bulk vending machine became a huge success and milk became available almost throughout the day at the mere push of a button. It was a great revolution in marketing of milk in India.

**Situation:**

Revolution in marketing of milk in India through bulk vending machine

**Major Leadership Qualities**

Innovation, Setting strategies, Generate creative solutions, Resoluteness.

**Expressions/Phrases showing Emergence of Leadership**

We could do this, we could abolish, I was persistent, I dug in my heels, I fought bitterly, I saw in it a challenge, I had a commitment,

**Association with a Leadership Theory**

It can be associated with the Contingency theory of leadership which is concerned with styles and situations. It is a leader-match theory that emphasises the importance of matching a leader's style with the demands of the situation.

**Educational Implications**

Effective leaders create a compelling vision that can guide people's behaviors. They are able to visualise positive outcomes in the future and communicate them to others. Through an inspiring vision, leaders challenge others to transcend the status quo, to do something for others.
5.2 Text-2: Mother Teresa - a complete authorized biography by Kathryn Spink

5.2.2 Mother Teresa - the Saint of the Gutters

The 21st Century is termed as the century of images. Of utmost importance in this day and age is the image one projects to the world. Politicians obscure self-serving motives behind dazzling smiles; super models hide anorexic bodies behind layers of makeup. Today perhaps no figure has come to symbolize undiluted goodness, piety and compassion more than the small elderly Albanian nun Agnes Gonxha Bojaxhiu known to millions as Mother Teresa.

In her early years Agnes was satisfied by stories of the lives of missionaries and their services in Bengal, and by age 12 was convinced that she should commit herself to a religious life. At the age of 18, she entered Sisters Loreto's Convent in Ireland as a novice. She took her final religious vows as a nun on 24th May, 1931. At that time, she chose to be named after Therese de Lisieux, the patron saint of missionaries but because one nun in the convent had already chosen that name, Agnes opted for the Spanish spelling Teresa.

She took her solemn vows on 14th May, 1937, while serving as a teacher at the Loreto Convent School in eastern Calcutta. On 10 September 1946, Teresa experienced what she later described as 'the call within the call' while travelling by train to the Loreto convent in Darjelling from Calcutta for her annual retreat. She left the convent in 1948 and began teaching in the slums. Though no one knew it at the time, Sister Teresa had just become 'Mother Teresa.' She received Indian citizenship, spent a few months in Patna.
Teresa received the Vatican’s permission on 7th October, 1950 to start a
diocesan congregation that would become the Missionaries of Charity. Its mission
was to care for, in her own words, "the hungry, the naked, the homeless the crippled,
the blind, the lepers all those people who feel unwanted, unloved, uncared for
throughout society, people that have become a burden to the society and are shunned
by everyone”.

Missionaries of Charity began as a small order with 13 members in Calcutta,
by 1997 it had grown to more than 4000 nuns running orphanages, AIDS hospices
and Charity Centers worldwide, and caring for refugees, the blind, disabled, aged
alcoholics, the poor and the homeless and victims of floods epidemics and famine.
The Missionaries of Charity also established several leprosy outreach clinics
throughout Calcutta, providing medication, bandages and food.

In 1979 Mother Teresa was awarded the Nobel Peace Prize for her work
undertaken in the struggle to overcome poverty and distress which also constitute a
threat to peace. She refused the conventional ceremonal banquet given to laureates
and asked that the $192,000 funds be given to the poor in India, stating that earthly
rewards were important only if they helped her help the world’s needy.

Mother Teresa suffered a heart attack in Rome in 1983, while visiting Pope
John Paul-II. After a second attack in 1989, she received an artificial pacemaker. In
1991, after a battle with pneumonia while in Mexico. She suffered further heart
problems. She offered to resign her position as the head of the Missionaries of Charity but the nuns of the Order in a secret ballot, voted for her to stay on. Mother Teresa agreed to continue her work as the head of the order.

In April 1996, Mother Teresa fell and broke her collar bone. In August, she suffered from malaria and failure of the left heart ventricle. She had a heart surgery but it was clear that her health was declining.

On 13th March, 1997 she stepped down from the head of Missionaries of Charity. She died on 5th September 1997. Her death was mourned by the millions of people for whom she had made life a little better.

Judging the impact that Mother Teresa has on society is difficult. It would be true to say that her dedication for helping those who could not help themselves has been an inspiration to the world. But that does not quite communicate the full scope of what her life meant to the world what she taught was that every person regardless of wealth, health, social standing, religion, sex or creed has value in the eyes of God. She taught us that the greatest way to show God's love is to meet the needs of others.

Her work has opened the hearts of a huge mass of people to the message of Jesus Christ. Her greatest impact on society was to bring an awareness that love is worth nothing unless it is given free. Just over six years after her death, Pope John Paul II beatified Mother Teresa.
What can be derived from an analysis of Mother Teresa as a leader? She has been described as an integral leader who requires a multi-disciplinary, multi-level and developmental approach. She is the global icon of selfless social service.

5.2.3 A Bird's Eye View

"Mother Teresa- a Complete authorized Biography" by Kathryn Spink

Biographies of larger-than-life characters such as Mother Teresa always contain seemingly insignificant facts that give us a clue as to what makes them exceptional. But often these clues are hard to notice.

What made Mother Teresa different? How did she manage to do things others never dared? Her biography has little of the glitz and glamour of showbiz celebrities.

During her life time, Mother Teresa resisted having her full biography written. Then, in 1991, realizing that accounts of her life and work could inspire others, she gave Kathryn Spink who had long been intimately involved with the work of Mother Teresa and her Order and co-workers around the world permission to proceed with a complete biography on the understanding that it would not be finished until after her death. The result is the biography bearing the title "Mother Teresa-a complete authorised biography."

The book delineates the complete story of Mother Teresa of Calcutta, founder of the Missionaries of Charity and winner of the Noble Peace Prize, a woman regarded by millions as a contemporary saint for her dedication to serving the poorest of the poor. From her childhood in a religious family to her work in India, from
attending the war-torn Beirut to pleading with George Bush and Saddam Hussain to choose peace over war, Mother Teresa was driven by an absolute faith. She consistently claimed that she was simply responding to Christ's boundless love for her and for all of humanity. When People magazine interviewed Kathryn Spink for their cover story on Mother Teresa's death, Spink told them: "What one has to understand about Mother Teresa is that she sees Christ in every person she encounters." Clad in her white pleasant Sari with blue edging, Mother Teresa brought to the world a great and living lesson in joyful and selfless love.

As observed by Christian Century, “Spink's affectionate portrait of this remarkable woman shows us why so many call her a saint. The book beautifully serves Mother Teresa's memory”.

In all, the book is divided into 12 chapters viz: The Hidden Treasures, The will of God, Contemplatives in the world, Poor on the Moon, Sharing the vision, For the Brotherhood of Man under the Fatherhood of God, The Gift of Recognition, Works of Peace, A quite storm, Passing on the Mantle, Judged on Love, Going Home to God. These chapters apart, the lecture delivered by the Mother herself while receiving Nobel Peace Prize is also given at the end of the book.

Writing about Mother Teresa can be both a frustrating and challenging exercise. On the surface, she appears almost one-dimensional, living a simple life devoted to her calling and her faith. Closer inspection, however, reveals a personality so rife with contradictions that it is difficult to explain her motives and purposes. What is the reality? What finally can a biographer conclude about the life of Mother Teresa?
Most biographies of hers are so reverential and so one-dimensional that it is easy to forget that she was a more human being. Here, Spink as a biographer is successful in portraying how Mother Teresa has come to take her place among the great personalities of the age.

Modern popular culture promotes celebrity: People who are well known for being well known. Stirring up controversies or scandals and then talking or writing about them enhances celebrity status. Yet the cult of celebrity does not and cannot adequately explain the hold that a tiny nun from Albania had and continues to retain on the conscience of the world. This biography, is not only an examination of Mother Teresa's life, but of the beliefs that shaped it. The two are closely intertwined that not to examine them together is to risk missing some essential aspect of this extra ordinary woman. With many very interesting details, the book explores the ramifications of the life of Mother Teresa.

5.2.4 Event Analysis

Event 1: Agnes' Religious backdrop from her early childhood

Agnes Gonxha Bojaxhiu was the youngest child of the three children born to Nikola and Dranafle Bojaxhiu. She was born on 26
th August, 1910 in Skopje, capital of the Republic of Macedonia. The meaning of the word ‘Gonxha’ is ‘Flower bud' in Albanian. Although she was born on 26
th August, she considered 27
th August, the day she was baptized, to be her true birthday.
Her father who was involved in Albanian politics died in 1919 when she was eight years old. After her father's death, her mother raised her as a Roman Catholic. The Bojaxhiu family was musical. As a child, Agnes was interested in singing, playing on instruments and even, composing music. Agnes joined the church choir and she and her sister became known as the church's two 'nightingales.' Agnes was fond of praying alone in the chapel and the periods spent there appear to have been a source of both physical and spiritual sustenance to her for the remainder of the year. They also gave her the confirmation of her vocation that she sought.

**Situation:** Agnes' Early Childhood

**Major Leadership Qualities**

- Thoughtful, Religious life

**Expressions/Phrases showing Emergence of Leadership**

- Be only all for God, the family that prays together, stays together.

**Association with a Leadership theory**

From the early childhood, Agnes showed various traits like multifarious interest in varied activities, participation in community activities and above all God abiding faith. So it can be associated with the trait theory of leadership.

**Educational Implications**

One does not need money, power, an overbearing voice or a tottering society to change the world. Instead, all that is needed is a conviction, a heart of humanity and a life of devotion.
Event 2: Agnes' confrontation on receiving the call to 'belong completely to God

By age 12, Agnes was convinced that she should commit herself to a religious life. Although at 12, she believed that she had received her life's calling, she did nothing more about it. For the next six years, she continued her schooling and participated in cultural activities.

Fr. Franjo Jambrekovic, a young Jesuit priest was destined to exert a great influence on Agnes. She joined the Sodality of Children of Mary established by Fr. Franjo. As a Jesuit, Fr. Franjo passed on to his parishioners the news of the missionary work undertaken by Yugoslavian Jesuits in Bengal, India. The zeal with which he spoke of the Jesuit missionaries in India sparked a renewed series of devotion in Agnes. The more she heard about the mission in India, the more she was drawn to the possibility of working there.

Trying to decide what to do with her life, she turned to Fr. Franjo Jambrekovic for advice. During their discussions, she asked how one knew whether the calling to serve God was genuine. Fr. Franjo explained that if one was truly called that person would feel deep joy at the decision that there could be little doubt. These remarks served as the compass which pointed the direction in her life.
Situation: Receiving the call to serve God and her confrontation

Major Leadership Qualities

Reflections over one's thoughts, seeking advice for doubts, dreaming of active contribution to the life of community.

Expressions / Phrases showing Emergence of Leadership

Agnes was fond of praying alone, she was a popular child with an appealing sense of fun, Agnes impressed all those around her. At school she had done well, she had harboured hopes, a passionate lover of poetry.

Association with a Leadership Theory

Agnes' humble beginnings in Yugoslavia and her fervent desire to serve God and humanity can be associated with servant leadership. It begins with the natural feeling that one wants to serve. The conscious choice brings one to aspire, to lead. At its core, servant leadership is a long term the transformation approach to life and work- in essence a way of being- which has the potential of creating positive change throughout the society.

Educational Implications

Agnes did not ask someone else to go and live life among the poor before she did. She inspired others through her own personal commitment. Sacrifice was necessary; and she had minimal training. Yet her passion was visible and others were drawn to her mission. Leadership is about inspiring others to see the possibilities, sometimes move into the uncertain and embrace change.
Event 3: Agnes' decision to leave her parental home and the reaction of the family to it.

One day after returning home from a visit to the shrine, she informed her mother that she had made up her mind to become a nun. It was at the shrine of the Madonna that Agnes sought affirmation to her decision to become a nun.

When her mother Drana came to know about her daughter's decision, she shut herself in a room. When she came out of her room, she gave her daughter blessing but also warned her that in choosing to become a nun, she must give herself totally and faithfully to God. She initially refused her consent not because she was surprised and disapproved but because she wanted to test the strength of her daughter's conviction.

When her brother Lazar came to know about Agnes's vocation, he was surprised. He wrote her a somewhat imperious letter enquiring whether she really knew what she was doing. Agnes's defiant response to her brother was "you are an officer serving a king with two million subjects. But I am serving the king of the whole world”.

All too soon, the time came for Agnes to leave the house. As she made her way to the train, her mother and sister returned to Skopje. Waving good bye Agnes bid farewell to her mother and sister whom she never saw again.
Situation: Parting from the parental home to join Loreto sisters

Major Leadership Qualities

Firmness of decision, Love for the humanity, Service to God, Tremendous will power, Perservant, Disciplined.

Expressions/Phrases showing Emergence of Leadership

Agnes would not be swayed from her decision, dutifully struggling with a new life, praying that her weight would not be too heavy for the puller to bear.

Association with a Leadership Theory

One of the first principles Mother Teresa lived by as a leader was her vision. She realised that she was the voice of her vision. She believed in her vision and lived it every day in everything she did. Transformational leaders have a clear vision of the future state of their organization. Mother Teresa's vision was clear, understandable, beneficial and energy-creating.

Educational Implications

When there is some work to be done, decisions to be taken, these seemed to be no room for sentimental speculation.

Event 4: Agnes’ Stay at Rathfarhan in Ireland

Agnes left her home at the age of 18. Upon her arrival in Paris, she along with her friend was taken to Villa Molitor. There they were interviewed and sent to Dublin. In Dublin they stayed at Loreto Abbey, Rathfarnham for six weeks during which, she concentrated primarily on learning English. She learnt English because her spiritual
studies would be conducted in English. Learning English was also helpful to her as it is the language, the sisters of Loreto used to teach school children in India.

**Situation: Staying away from the family in Dublin**

**Major Leadership Qualities**

Adjustment in the new situation, enthusiasm for learning new things.

**Expressions/Phrases showing Emergence of Leadership**

Dutifully struggling with a new life, Consistently faithful.

**Association with a Leadership Theory**

It can be associated with the Trait approach to leadership. The trait approach has its roots in leadership theory that suggested that certain people were born with special traits that made them great leaders.

**Educational Implications**

It took a lot of resolve determination and faith to keep going in the face of incredible difficulties and challenges. One should find one's small or grand cause. Learn to contribute from the heart and not just the pocket.

**Event 5: Agnes’ arrival in India and her final vows as Sister Teresa**

At the end of their six-week stay at Rathfarnham, both Agnes and Betike-her friend set out for India on 1st December, 1928. The sea voyage proved long and arduous. These two novices arrived in Calcutta on 6th January, 1929. But at this point Agnes had little chance to become acquainted with her surroundings. After just a few days, she was sent to Loreto novitiate located in Darjeeling for two years of intensive training in spirituality and work of Loreto.
On March 24, 1931 Agnes took her first religious vows as a nun. As was the custom, Agnes had chosen a new name Marie Theres, the patron saint of missionaries. Unfortunately, there was problem with her choice. There was already one nun in the convent with this name. Agnes opted for the Spanish spelling Teresa. She began teaching in the Loreto Convent School of Darjeeling and also worked for a brief period helping the nursing staff in a small medical station.

From Darjeeling, she went to Loreto Entally, one of six schools run by Loreto sisters in Calcutta. She took her solemn vows on here. She served here as a teacher for almost 20 years.

Although Teresa enjoyed teaching at the School, she was increasingly disturbed by the poverty surrounding her in Calcutta. The Bengal famine of 1943 and riots of Hindu-Muslim in 1946 plunged the city into despair and horror.

**Situation:** Her final vows and experiences in India

**Major Leadership Qualities**

Deriving joy from one's work, Staunch devotee

**Expressions/Phrases showing Emergence of Leadership**

Poverty shocked her profoundly. It was a horrifying scene, My heart freezes, I take the little one into my arms, she stayed when others chose to leave.

**Association with a Leadership Theory**

It can be associated with the Transformational approach to leadership which encompasses many facts and dimensions of the leadership process. Transformational leaders set out to empower followers and nurture them in change. They attempt to
raise the consciousness in individuals and to get them transcend their own self interests for the sake of others. Here, Mother Teresa's leadership can be termed as transformational leadership because she was clear about her own values and philosophy and set a personal example for others by their own behaviours.

Another principle used consistently by Mother Teresa was to embrace the power of doubt. She realised that doubt only has positive power in the context of vision.

**Educational Implications**

By asking powerful questions, the vision can be better illuminated. Many leaders feel that they need to be infallible and think that they should be the only ones asking the questions. This is both ineffective and unfair. By embracing others' and one's own questions and ideas, improvements can be made. To create change, leaders become role models for their followers.

**Event 6 : Mother Teresa received the ‘call within the call’ sowing the seed of Missionary of Charity**

When Mother Teresa was travelling by train to Darjeeling from Calcutta on 10th September, 1946 for an annual retreat, she received the 'call within a call'. It was the call of God to be a Missionary of Charity. This day is celebrated as 'Inspiration Day' annually by Missionary of Charity and co-workers throughout the world.

She was no stranger to the poverty in Calcutta. She had seen it firsthand upon her arrival as a novitiate and later as a teacher instructing the children of the poor. But until her train ride to Darjeeling she firmly believed that she was carrying out God's plan for her life and she would best serve God as a nun living in Loreto.
On her return from Darjeeling, she informed Father Van Exem that she was to leave Loreto but she was to keep her vows. She was to start a new congregation or Order of nuns which would work for the poor in the slums.

Initially, there was a reluctant approval by Archbishop on Mother Teresa's proposal. Then, there were political questions regarding the reactions of the public. Similarly the Vatican did not look favourably on the unnecessary growth of religious group for women.

She was also requesting exclaustration which simply meant that she would continue to live by her vows but would serve as a Loreto sister in a new setting. However, Mother Teresa Changed exclaustration to secularization. To be secularized meant that Mother Teresa would no longer be a member of Loreto.

But after all the hurdles, Rome granted Mother Teresa's request for exclaustration. She would be allowed to remain the member of the Loreto Order and work outside of the convent.

On August 16, 1948 she changed her clothes from a long habit and a white coif to a white sari with three blue stripes- a symbolic breaking with the religious uniform she had worn for the past two decades. She left the convent with five rupees and a ticket to Patna for training in medicine before working in streets of Calcutta.

**Situation:** Receiving the ‘call within the call’

**Major Leadership Qualities**

Readiness for drastic change (costumes), resolve, determination, faith to keep going in the face of incredible difficulties and challenges
Expressions/phrases showing Emergence of Leadership

She was to leave Loreto but keep her vows, time would reveal her to have a gift for radiating love, a woman who wanted to trust entirely in Divine providence.

Association with a Leadership Theory

Mother Teresa was an integral leader. Her mission and leadership emerged from an integral growth process. Her vocation intimately linked to her integral development arouse through a series of discontinuous awakening experiences. So her leadership can be termed as charismatic leadership. When the inner joy Mother Teresa spoke of, the joy of compassionate service is married to a practical and pragmatic drive to transform all existing economic, social and political institutions.

Educational Implications

True love of the Divine and others, when expressed in wise, compassionate actions can lead not only to a lasting inner joy but also to profound transformation of the outer reality. The mindset of helping and loving others would find the ability and internal resources to do so.

Event 7: Mother Teresa's initial struggle while serving in the slums of Calcutta

After receiving a basic medical training in the Holy Family Hospital, Patna, she ventured into slums of Calcutta. Initially, she started a school in Motijhil. The school was an open space among the huts, the children squatted in the dirt. Mother Teresa scratched letters of the Bengali alphabet in the mud with a stick. Soon the number of pupils attending classes multiplied.
She was keeping a record of her early efforts in the slums at the request of the Archbishop. It is still hard to imagine the tremendous loneliness that Mother Teresa would have felt as she made her way through the slums of Calcutta. For someone like her who had been accustomed to the peace of life, the reality must have been jarring. But her faith in God was absolute. She kept up her work despite the exhaustion and pain she felt at the end of the day.

By January 4, 1949, less than two weeks after she first set out, Mother Teresa had a schoolhouse of over 50 students and 3 teachers to help her. Yet the group that assembled around Mother Teresa was not a former congregation. As described by the archbishop Perier, it was a simply a collection of ‘pious women living together’ who were not entitled to have the sacrament reserved in their convent at Creek Lane. Her work was still subject to the decision of Archbishop as was the application to Rome for the formal erection of the congregation.

**Situation:** Her activities in Motijhil and Creek Lane of Calcutta

**Major Leadership Qualities**

Love for the Humanity, Love/ Compassion, Empathy, Team building, Encouragement.

**Expressions/Phrases showing Emergence of Leadership**

Mother Teresa lived very much in the immediate moment, Rejection of a dying woman opened her eyes to a pressing need placing her trust in Divine providence, Mother Teresa persuaded her to channel her youthful energies.
Association with a Leadership Theory

Mother Teresa saw Jesus in everyone, every wound she bandaged, every hand she held; every dying soul she offered dignity to. So it can be associated with Transformational leadership which emphasizes nobler goals than immediate profit, articulates mission and vision.

Educational Implications

Each time a person stands up for an ideal or acts to improve the lot of others or strikes out against injustice, he or she sends forth a tiny ripple of hope. These ripples build a current that can sweep down the mightiest wall of oppression and resistance.

Event 8: Formal establishment of Missionary of Charity

Mother Teresa completed a year of exclaustion while serving in the slums of Calcutta. Now she had a group of 10 people. Still the Archbishop was very cautious about this new congregation. Before making any recommendation/decision he needed to know if there had been any negative reports about Mother Teresa and her work.

While Mother Teresa awaited the Archbishop's decision, she applied for and was granted Indian citizenship. This act was a potent one signifying not only her break with her European roots, but a pledge to become one with the people she served. The Archbishop was planning to go to Rome for the final approval.

Meanwhile Mother Teresa struggled with a draft of the proposed Order's constitution which outlined the rules by which the nuns would live. She wrote of her spiritual calling on the train ride to Darjeeling and outlined the first three vows all would take when coming into the order: Poverty, Chastity and Obedience. To these,
she added a fourth vow - "to give whole hearted and free service to the ‘poorest of the poor’. She also decided on a name for the new order: The Missionaries of Charity.

**Situation:** Formal Permission from the church of Vatican for the Missionary of Charity

**Major Leadership Qualities**

Charity for the poor and motivation for it seeing the presence of Christ in even a layman/poor man, loving trust, coaching.

**Expressions/Phrases showing Emergence of Leadership**

How the fervour of the young novices compelled her to follow, our rigorous poverty is our safeguard, In Mother we saw really the living constitutions

**Association with a Theory of Leadership**

Mother Teresa was an agent of change. She changed the way that we thought about the world around us. What she taught us was that every person regardless of wealth, health, social standing, religion, sex or creed has value in the eyes of God. She taught us that love will open doors that hate has closed. She taught us that the greatest way to show God's love is meeting the needs of others. She exhibits the transformational leadership.

**Educational Implications**

Instead of focusing on what big things an organisation can accomplish in future, it is better to focus on the simple daily tasks that a leader and his/her team is tasked to do. Ultimately, it is these small things that will reap the fruits of achievement.
Event 9: The first Home for Dying-Nirmal Hriday and criticism against it

In 1952, Missionary of Charity received permission from Calcutta official to use a portion of the abandoned temple of Kalighat. Here at Kalighat, Mother Teresa opened the home for the Dying. It was named Nirmal Hriday which is Bengali for Pure or Immaculate Heart. It was implicitly understood that people from all religious creeds and races would be welcome at Nirmal Hriday. While recovery from the ailments was cause for thankfulness, the primary goal of Nirmal Hriday was to offer those who were dying a chance to pass away in peace and dignity. As Mother Teresa once stated "A beautiful death for people who lived like animals to die like angels-loved and wanted".

Not everyone was pleased about the creation of Nirmal Hriday. Many believed that having a home for the dying nearly defiled the temple grounds. Some people complained that Mother Teresa and her nuns were also trying to convert the dying to Christianity. But for Mother Teresa conversion meant the changing of Heart by love.

On several occasions, protestors threw stones at the nuns. There were even death threats made against her. A man once threatened to kill Mother Teresa as she was making her way to the home. She did not move and told the man that if he killed her she would reach God sooner.

As the word of Nirmal Hriday spread, volunteers came forward to aid Mother Teresa and her work.
Situation: Life at Nirmal Hriday

Major Leadership Qualities

Empathy, compassion, love for everyone’s religion, determination, overcoming the barriers, struggling against criticism.

Expressions/Phrases Showing Emergence of Leadership

Mother Teresa and her sisters rolled up their sleeves and set to work, she had transformed the filthy, She directed those who came to work with her.

Association with a Theory of Leadership

It can be associated with Transformational leaders to create a vision. The vision emerges from the collective interests of various individuals and units in an organization. Transformational leaders set out to empower followers and nurture them in change. They create environments where people can feel good about their work and how it contributes to the greater community.

Educational Implications

Transformational leadership is effective in working with people. It helps in building trust and foster collaboration with others. It gives the leader and the organization a conceptual map for where the organization is headed. It gives meaning and clarifies the organization's identity. Followers want to emulate transformational leaders because they learn to trust them and believe in the ideas for which they stand.
Event 10: Leprosy outreach programme in Calcutta

The need to alleviate the plight of leprosy sufferers had long been a concern of Mother Teresa. Leprosy constituted a particularly pressing problem in and around Calcutta where poor nutrition, overcrowding and inadequate medical attention determined the tragic struggle for survival of so many. Mother Teresa realised that combating of the irrational fears and myths associated with leprosy are more difficult than the treatment of the actual symptoms of the disease.

Earlier, the Gobra Hospital which housed many of the city's leprosy cases had closed, leaving thousands of patients with no place to go. As if in answer to her prayers some American benefactors donated an ambulance to the Missionaries of Charity. This was the first mobile leprosy clinic. In time, eight treatment stations were established throughout Calcutta offering hope to the city's 30,000 people afflicted by leprosy.

In 1961, Mother Teresa received a gift from the Indian government: 34 acres of land located about 200 miles from Calcutta. With funds raised by German Children singing at a charity concert, Mother Teresa began construction of Shantinagar- The place of peace for lepers. It was a place where lepers could live and die with dignity, where they could work gainfully and lead constructive lives.
Situation: Her experiences and struggle for leprosy patient

Major Leadership Qualities

Compassion, humility, Community building

Expressions/Phrases showing Emergence of Leadership

Mother Teresa encouraged her sisters, All I can see is Jesus, Mother Teresa was firmly convinced

Association with a Leadership Theory

Mother Teresa gave everything she had of herself and became a world changer and a history maker. At some point in her life, she decided that the needs of the poor people in India was far more important than her comfort level and it launched her into her work of ministering to the poor, sick and destitute. So it can be associated with social entrepreneurship.

Social Entrepreneurship is defined as the innovative use of resource to explore and exploit opportunities that need a social need in a sustainable manner. (Mair and Marti 2004). Allvord et al. (2004) defined social entrepreneurs as individuals who are catalyst for social transformation.

Educational Implications

Education implies nurturing young learners to become healthy and helpful social beings. Educational institutions can run successfully /effectively in collaboration with and cooperation from other agencies in the society. So educational leaders need to develop these qualities.
Event 11: Her efforts for international Charity

In 1982, at the height of the siege of Beirut, Mother Teresa rescued 37 children trapped in a frontline hospital by bringing a temporary cease-fire between the Israeli army and Palestinian guerrillas.

When Eastern Europe experienced increased openness in the late 1980s, she expanded her efforts to communist countries that had previously rejected Missionaries of Charity embarking on dozens of projects. She travelled to assist and minister to the hungry in Ethiopia, radiation victims at Chernobyl Gas Mishap and earthquake victims in Armenia. In 1991, Mother Teresa returned for the first time to her homeland and opened Missionary of Charity Brothers Home in Tirana, Albania.

Over the years, Mother Teresa’s Missionaries of Charity grew from twelve members to thousand members serving the ‘poorest of the poor’ in 450 centres around the world.

Situation: Expanding Missionary of charity in countries all over the world

Major Leadership Qualities

Managing expectations, Motivating, Networking, living the values, Recognize and pursue opportunities that serve mission.

Expressions/Phrases showing Emergence of Leadership

She persevered with, Mother Teresa was already making plans.

Association with a Leadership Theory

Mother Teresa’s efforts for international charity can be associated with transformational leadership. She exhibited charisma and had the ability to inspire the
members of her order to transcend their own self-interests to achieve the vision. She is an ultimate example of transformational leadership model for helping others aspire to and attain high levels of performance for themselves and the organization.

**Educational Implications**

Creating a high performance culture in an organization requires elements of transformational leadership to ensure a clear focus on the achievement and measurement of result.

**Event 12: Mother Teresa received the Nobel Peace Prize**

By the 1970s, Mother Teresa had emerged as a powerful figure around the world. The article of Times Magazine entitled as "Saints among us" provided an overview of Mother Teresa's work and suggested that many supporters considered her a living saint - a title Mother Teresa herself rejected. By this time, Mother Teresa had received numerous accolades and awards. On October 16, 1979 came the announcement that many had waited for. The Nobel Committee awarded the 1979 Nobel Peace Prize to Mother Teresa.

Standing in front of the Motherhouse, she spoke to the gathering media about the news stating “I am unworthy. I accept the prize in the name of the poor. The prize is the recognition of the poor world. By serving the poor I am serving Him." The celebrations had just begun. Letters of Praise and congratulations also poured in. People believed that by winning the Nobel Peace Prize, Mother Teresa had enhanced the prestige of the award.
The usual celebratory banquet was cancelled at Mother Teresa's request. She said that she would rather use the money for those who were really in need of a meal and the £3000 earmarked for it was duly added to the prize money together. With a further £6,000 raised by Norwegian Young people. It was to be used for building 200 houses for lepers.

**Situation:** Nobel Peace Prize Lecture

**Major Leadership Qualities**

Capacity to transcend

**Expressions/Phrases showing Emergence of Leadership**

Dedicating her life wholly to Christ, she was a counterforce to the power mania, made no compromise on her convictions.

**Association with a Leadership Theory**

Mother Teresa's contribution for improving the lives of the "poorest of the poor" can be termed as transformational approach to leadership. Mother Teresa, as a transformational leader acts as a skillful change agent and empowers the followers by redefining the organization's vision and mission. Uniquely charismatic, Mother Teresa showed unconditional devotion to the higher cause of helping and loving the poor that inspired others to follow her footsteps. Like a true social entrepreneur she improved and gave meaning to life for those at the bottom of the pyramid.
**Event:13 Persevering through Criticism**

Mother Teresa has not been without her critics. Criticism against her has stemmed broadly from two positions. In India, the Hindu Right made her the target of a slanderous and communal campaign. The second line of criticism was related with Mother Teresa’s opposition to contraception and abortion. The criticism coalesced in Christopher Hitchens’s Polemical tract "The Missionary Position: Mother Teresa in Theory and Practice." She was also accused of being a part of Vatican-controlled right-wing conspiracy of hobnobbing with the glamorous and dubious and accepting donations from them in a film *Hell's Angel* made by Tariq Ali for Britain’s Channel 4 Television.

But the issue of Mother Teresa's vehement opposition to abortion and contraception stemming from the rigid catholic 'profile' position is one that troubles many people. It was an issue she sought to make the centre of her speech after receiving the Nobel Peace Prize. She went on to explain: I feel the greatest destroyer of peace today is abortion, because it-is a direct war, a direct killing, direct murder by the mother herself." The message relating to the life of the unborn child in particular was potentially an unpopular one in a country which had recently made state-financed abortions readily available. She made no compromise on her convictions for the occasion.
Situation: Nobel Prize Speech

Major Leadership Qualities

Building community, commitment to the growth of people, persuasion, original thinking and convictions about it in the face of oppositions, conflict management.

Expressions/Phrases showing Emergence of Leadership

We must live life beautifully, we have an opportunity, Mother Teresa made no compromise.

Association with a Leadership Theory

Mother Teresa went through a lot of controversy and criticism about her style and method of helping. But she rode through them and remained committed to her faith and work. This satisfaction of creating something new, to the benefit of the social good helps a social entrepreneur to give meaning to a poor person's life (Dees, 1998) which could be seen as offering a way to self actualize the follower.

Educational Implications

When one takes on a big challenge or commit to any cause, one often runs into controversy and conflict. One should learn to look through people's hidden agendas and remain true to the cause.
5.3 TEXT - 3 : Indira Gandhi by Inder Malhotra

5.3.1 INDIRA GANDHI: THE IRON LADY OF INDIA

Indian history has been witness to only one female Prime Minister – Mrs. Indira Gandhi. She was born on 19th November, 1917 in Allahabad and was the only child of Jawaharlal and Kamla Nehru. Her father had joined the freedom struggle. So little Indira, or Priyadarshini, as she was lovingly called, was exposed to politics from the age of 3-4 years. Her house was the centre of political activity as all the important leaders visiting Allahabad stayed there.

She passed her Metric from Pune University and was then sent on to Shantiniketan established by Tagore. From here, she went on to study in Switzerland and then to Oxford.

After her return to India, she married Feroze Gandhi with whom she eventually had two sons - Sanjay and Rajiv Gandhi. Soon after the couple was married, they were sent to prison by the British on charges of subversion.

India got independence from Britain in 1947. Indira's father, Jawaharlal Nehru, became India's first Prime Minister. Since her mother's death, Indira acted as her father's hostess and confidante and traveled with Nehru simultaneously, she was steadily making her way in the political arena. She began to associate herself with numerous organisations.
After the death of her father in 1964, the then Prime Minister Lal Bahadur Shastri appointed Indira Gandhi as the Minister of Information and Broadcasting. This position was the fourth highest ranking position in the cabinet as radio and television were important sources to disseminate information to the largely illiterate population of India.

But Lal Bahadur Shastri suddenly died of a heart attack in 1966. The contenders for the Prime Minister's post could not agree among themselves and therefore felt that Indira Gandhi would be the best candidate for the position of Prime Minister. Hence she became the Prime Minister in 1966 till India held the next elections in 1967. She won the election in 1967 and became the first woman ever elected to lead a democracy. In 1971, Mrs. Gandhi was re-elected by campaigning with the slogan Garibi Hatao (Abolish poverty).

She rode a wave of success in 1971 with India's victory in the Indo-Pak war and the launching of India’s first satellite into space. With the testing of a nuclear device in 1974, she earned further reputation.

Simultaneously, by 1973 large scale demonstrations were taking place across Delhi and North India. A large section of the population felt that she was not living up to her promises of 'Garibi Hatao'. High inflation, rampant corruption and poor standards of living were leading to social unrest. In an attempt to control population growth, she implemented a voluntary sterilization programme. She began to face a strong opposition to her administration in general.
By 1975 Indira Gandhi had to face charges of corruption and illegal practices during election campaign. There were demands for her resignation. She responded by declaring a state of Emergency on June 25, 1975. Through the powers ensured to her due to emergency, she ordered arrest of some major opposition leaders. The constitutional rights of the citizens were limited and the press was under strict censorship overnight.

In early 1977, she thought she had eliminated her opposition and called for fresh elections. Her congress party lost badly at the polls. Many declared that she was a spent up force. But, three years later, she was to return as the Prime Minister of India. She came to power again as the Prime Minister in 1980. The same year, however, her son Sanjay was killed in an airplane crash.

In the post emergency period, as the Prime Minister Indira Gandhi was preoccupied with efforts to resolve the political problems in the State of Punjab. In her attempt to crush the secessionist movement of Sikh militants, led by Bindranwale, she ordered an assault upon the holiest of Sikh shrines in Amritsar, the ‘Golden Temple’. It was from here that the Sikhs waged their campaign. ‘Operation Blue star’ in June 1984 that led to the death of Bindranwale. Mrs. Gandhi earned the undying hatred of Sikhs who bitterly resented her action in their sacred place.

In November, 1984 Mrs. Gandhi was assassinated at her residence by two of her own Sikh bodyguards, who claimed to be avenging the insult heaped upon the Sikh community. Her death led to wide spread sectarian violence across India during which over a 1000 people died, especially the Sikhs.
Indira Gandhi was remarkable for her ambition for personal power, her endurance and political tenacity. She had acquired a formidable international reputation as a ‘Statesman’ and there is no doubt that she was extraordinarily skilled in politics.

At the international front, she insisted on India’s independence, gradually loosened ties with the former USSR that were developed for the rights of poorer nations. At the domestic front, however, her autocratic methods often clashed with her democratic principles.

Indira Gandhi was and will remain one of the most powerful leaders of India. She is credited with placing India on the global map when it was going through a most turbulent phase of growth and development.

5.3.2 A Bird’s Eye View

**Indira Gandhi by Inder Malhotra**

The book provides insightful knowledge into the life of Indira Gandhi. In order to give the reader an accurate view, the author who is one of India’s most respected journalists, traces the path of Indira Gandhi’s political life from its earliest beginning until the early seventies.

Biographies of Indira Gandhi, written and published soon after her assassination in 1984, are outdated now because of the radical change in the public's estimation of her. This book published in 2006 throws entirely a fresh light at the life and times of one of the greatest Prime Ministers India has had.
The book has 11 chapters in all with these titles: Beginning, At her father's side, The Shastri Interlude, Ascent to the Top, Slow March to Supremacy, Her Finest hour, Downward slide, Emergency: The Hammer Blow, Exit Indira Enter Janata, Return of Indira Amma, A Summing up.

In the initial chapter, the author writes about her desire to be free from the British rule. In addition to this, the chapter also explores the important role played by her father. The author also vividly expresses Indira's rise to political fame by tracing her steps from entering the congress party, becoming the minister of Information and Broadcasting and finally becoming India's first woman Prime Minister.

The book gives a very informative and well-written portrayal of hers. The author, as the highly respected journalist and chief political commentator, mainly covers four aspects of Indira Gandhi's life: the inheritance, the ascent, the pinnacle and the descent of Indira Gandhi.

The bulk of 'Indira books' followed in two huge spurts at the highest and the lowest points in her career. In the early seventies there was a virtual avalanche of adulatory biographies of hers in which she was praised to the skies and adjudged to be wholly free from any fault or blemish. After her face in the latter part of the decade, there was a torrent of books, which tarred her with the darkest of dark brushes and indeed depicted her as irredeemably evil. She was deified or demonized, revered or reviled. In the present book, the author's objective is breaking the vicious circle of hagiography and offering portraiture of hers as objectively as humanly possible.

As stated by the author, in the contemporary era, there is a need to take a second look at the life and leadership of Indira Gandhi. The reason of this biography
is viewing her in the perspective of 21 years that have elapsed since she passed into history. While writing this biography, the author has maintained the highest standard of objectivity. He also explains both her successes and failures in order to be as objective as possible. From the author's explanation and description of her political life, one can gain useful information concerning Indira Gandhi.

Since the author has been a chief political commentator of 'The Statesman' and 'The Times of India', he provides the reader with insights into Indian life, culture, politics and its history. Overall, this book thoroughly explains the life of India's most famous woman. He also provides a useful list of Indian personalities and a clear definition of these people. In addition, the writer translates a handful of Indian words to assist the reader when reading.

In this beautifully written book, the acclaimed biographer Inder Malhotra draws on unpublished sources to create a rich yet balanced portrait. The book captures in full colour the personal and political fate of the leader of the world's largest democracy- the woman who played a dominant role in the history of 20th century.

5.3.3 Event Analysis

Event 1: Indira Gandhi's road to power and politics from early childhood

Indira Nehru Gandhi was born on 19th November 1917 to Jawaharlal Nehru and Kamala Nehru and was their only child. The Nehrus were a distinguished Kashmiri Pandit family. At the time of her birth, her grandfather Motilal Nehru and father Jawaharlal Nehru were international political leaders. Indira was brought up in an intense political atmosphere at the Nehru family residence, Anandbhawan, where
she spent her childhood years. By all accounts, her early years were painfully lonely. Her house served as a head quarter for the freedom struggle and her parents were frequently taken off to jail.

What made her childhood even more difficult was the contemptuous treatment given to her mother by the far more westernized and sophisticated women of the Nehru family. She loved her mother deeply and when she thought that her mother was being wronged she fought for her and quarreled with people. Humiliation heaped on her mother's head instilled in Indira a determination never to allow anyone to treat her in the same manner.

Indira created the Vanar Sena Movement for young girls and boys which played a small but notable role in the Indian Independence Movements. The Vanar Sena conducted protests and flag marches, as well as helping members of the Indian National Congress circulate sensitive publications and banned materials. She smuggled out in her schoolbag an important document from her father's house under police observation that outlined plans for a major revolutionary initiative in the early 1930's.

**Situation**: Indira's Early childhood

**Major Leadership Qualities**

Courage to oppose the wrongdoing, opposition to humiliation, Love for the nation, courage, team building

**Expressions/Phrases showing Emergence of Leadership**

Combined with her vision of great things expected of her, instilled in Indira a determination
Association with a Leadership Theory

In the early childhood, she exhibited leadership traits like team building, risk taking, taking initiative etc. Trait theory of leadership advocates the same.

Educational Implications

Accepting responsibility of one's own learning should be the core of all educational processes. Grooming and family environment provide opportunities to develop leadership qualities among the young.

Event 2: Indira Gandhi's first move toward an independent political identity.

Indira Gandhi grew up in the shadow of her father and stunned almost everyone by her emergence as a tough woman of commanding presence and absolute will. She knew that politics was something she could not escape. As her father's confidante and companion Mrs. Gandhi traveled by his side abroad and at home and became a familiar figure to millions of Indians. Her first step toward national stature was in 1955, when she was elected to the 21 member congress party working committee. It was a small step but it marked her first move toward an independent political identity.

Four years later, in 1959, she was named the president of the party. Yet she herself then 42 years old, was beginning to emerge as a favourite of the impatient younger members of the party, which was dominated by ageing men linked only by the bond of having fought together against the British during India's long struggle for independence.
During her 11 months as the president of the congress party, she began to display toughness and political assertiveness. She was influential in the ouster of the communist government in the southern state of Kerala. Six months later, in state elections, she shocked many moderate supporters when she successfully allied congress with the Muslim League, a sectarian group abhorred by congress leaders.

**Situation:** Elected as the president of youth congress

**Major Leadership Qualities**

- Assertive, political dominance, Authoritative (Someone with a say)

**Expressions/Phrases showing Emergence of Leadership**

- Was elected congress president unopposed, landmark in her career, she completed task with conspicuous energy, determination

**Association with a Leadership Theory**

- Indira's actions after being elected as a president of Congress exhibited leadership traits like showing direction, team work and co-ordination. So it can be associated with the Trait theory of leadership.

**Educational Implications**

- Developing a risk-taking altitude, readiness to take on responsibilities, developing assertiveness are the key qualities of a leader.

**Event-3 Indira Gandhi lost her father, shift from sideline of power to its pinnacle**

- It was Nehru's death in 1964 that catapulted Indira Gandhi from the sidelines of power to its pinnacle. She had yet to be popularly elected to any post but she had become a force to be reckoned with. In May 1964, Nehru died of a stroke. Mrs.
Gandhi went into a period of silent withdrawal for weeks, tending to burst into tears whenever a friend tried to offer condolences. Lal Bahadur Shastri, the then new Prime Minister, offered her a cabinet post. She chose the relatively unprestigious job of the Minister of Information and Broadcasting and did a lackluster job.

Her post as the Minister of Information and Broadcasting was the fourth highest ranking position in the cabinet. Many Indians were illiterate. Therefore, radio and television played a major part in informing them. As a minister she most importantly encouraged the making of inexpensive radios.

**Situation:** Her appointment as the Minister of Information and broadcasting.

**Major Leadership Qualities**

Understanding or grasp of societal development community awareness, acceptance of responsibilities, quiet actions.

**Expressions/Phrases showing Emergence of Leadership**

Nehru's daughter would lend it strength, her actions spoke for her,

**Association with a Leadership Theory**

During her tenure as the Minister of Information and Broadcasting, she played a pivotal role in virulent language riots in Tamil Nadu. As per the demands of the situation, she acted and brought the situation under control so it can be associated with Situational approach to leadership.

**Educational Implications**

Learners should be given exposure to different situations so that their capabilities can be tapped.
Event 4: Indira Gandhi as the first female Prime Minister of India: Her Zenith of Power and glory

After Shastri's death in 1966, Indira Gandhi served as the Prime Minister until India held the next elections. She won the next elections and in 1967, became one of the first women ever elected to lead the world's biggest democracy. Being the first woman Prime Minister of India in a prevalently male dominated society, she was the symbol of feminism in India. Her parentage was an asset for her but it was not the main consideration. Indira Gandhi's rise to power had been swift and spectacular.

Her first year of leadership was one of uncertainty, although she did make some strong moves, such as dividing Punjab and proposing that the commercial banks be nationalised, which was achieved in 1969. Furthermore, the failure of monsoon for the second consecutive year threatened millions in northeast India with starvation, which she averted by American grain shipments of PL 480 wheat. However, economic hardship and political conflict had taken their toll. Consequently, while she was usually welcomed and cheered, there were places where she was greeted with black flags and barracking.

A few months later, congress became a divided party, with an older group forming around Mr. Morarji Desai and a younger more radical group around Mrs. Indira Gandhi.

The 'dumb doll' of yester years was hailed as 'Durga' and as an incarnation of Shakti'. With the party split and Mrs. Gandhi maintaining her populist stance called for elections in March, 1971; a year ahead of schedule. She was re-elected by
campaigning with the slogan ‘Abolish Poverty’ (Garibi Hatao) as against the ‘Indira Hatao’ slogan of her opponents. In 1971, she led the military victory over the U.S. backed Pakistan that resulted in the independence of Bangladesh. Emerging from this triumph Gandhi found herself virtually deified by the Indian people. As criticised by her opponents as ‘Gungi Gudiya’ (Dumb doll) was now acclaimed as ‘Indira Amma’ by people all over the country.

**Situation:** Indira Gandhi’s initial tenure as the Prime Minister

**Major Leadership Qualities**

- Hard work, community welfare, courage with caution, cool, determined.

**Expressions/Phrases showing Emergence of Leadership**

- Boldly she decided to concede, she maintained national consensus, and hers was a virtuoso performance.

**Association with a Leadership Theory**

- During the first term as the Prime Minister, she harmonised political, diplomatic and military strands in the response to challenges. It can be associated with the Contingency theory of leadership. It is a leader-match theory that emphasises the importance of matching a leader's style with the demands of a situation.

**Educational Implications**

- Effective leaders understand the need of the time and take remedial measures/actions for it.
Event 5: Indira Gandhi’s declaration of state of emergency: The Hammer blow on her leadership

The downfall of Indira Gandhi began after India won the war against Pakistan in 1971. The Allahabad High Court found Indira Gandhi guilty with electoral corruption for the 1971 elections. To secure her power in 1976, Indira Gandhi declared a state of emergency under article 352 in which she ordered the arrest of her opposition. It limited the personal freedom of Indians. Thousands of people were jailed for dissent without the right to know the charges against them. Meanwhile, the press was sharply censored, judicial review of the government acts was severely limited and constitutional guarantees of civil rights were suspended. Mrs. Gandhi embarking on her authoritarian programme said she had taken the action in response to a ‘threat to internal stability’ and hoped that it would be only temporary.

Indira Gandhi used the emergency provisions to grant herself extraordinary powers, allowing her to rule by decree. Unlike her father Nehru, Mrs. Gandhi set out to remove every congress Chief Minister who had an independent base and to replace each of them with ministers personally loyal to her.

Simultaneously, Mrs. Gandhi’s son Sanjay Gandhi was instrumental in initiating the clearing of slums around Delhi’s Jama Majjed which left thousands of people homeless. Furthermore, one significant domestic issue for Mrs. Gandhi was population control. The compulsory sterilization programme was the family planning programme which forcibly imposed vasectomy on thousands of fathers and was often poorly administered. This provoked violent protests and confrontation.
**Situation:** Indira’s catastrophic mistake of imposing Emergency

**Major Leadership Qualities**

conflict management, problem sowing, fearlessness

**Expressions/Phrases showing Emergence of Leadership Qualities**

Indira protested against, she was intelligent enough to resolve her agonising dilemmas.

**Association with a Leadership Theory**

Mrs. Indira Gandhi’s decision of declaring state of emergency and the consequences received due to this decision matches with the contingency theory of leadership. Contingency theory is concerned with styles and situations. It provides the framework for effectively matching the leader and the situation.

**Educational Implications**

Controlling individuals enjoy the power to direct others and to evoke obedience and respect from them. They tend to be tough and unsentimental. Although many sublimate their power oriented tendencies in publicly approved roles and vocations, these inclinations become evident in occasional intransigence stubbornness and coercive behaviors. Despite these periodic negative expressions such leaders being talented in supervising and persuading others to work for the achievement of common goals. Nevertheless, educational leaders can be more effective by being with people they lead, rather than controlling them too severely/punitively.
Event 6: Dethroning the Queen after the imposition of emergency

The Indian National Congress lost the election to the Janata party headed by Mr. Morarji Desai, a coalition of virtually all of Indira Gandhi's opponents. Once the Janata party came into power, they aimed to return all Indian citizens the freedom taken way during the state of emergency. The opposition to Mrs. Gandhi had a single theme, expressed by one banner as "End Dictatorship, Dethrone the Queen."

But the coalition against Mrs. Gandhi was crumbling under the weight of its failure to resolve India's chronic crises and even more from internal politics, with Mr. Desai badly undermined by Charan Singh. He ordered the arrest of Indira and Sanjay Gandhi on several charges. Her arrest and long-running trial, however, gained her great sympathy from many people who had feared her as a tyrant during emergency. The Janta condition was united by its hatred of Indira with so little in common, the government was bogged down. She began giving speeches again, tacitly apologizing for mistakes made during the emergency.

During this period, the death of Jayprakash Narayan broke the unity of Janata Party and Desai took his place. Desai resigned. After Charan Singh was appointed the Prime Minister, Indira Gandhi promised support from outside. Nevertheless after a short interval, she withdrew her initial support. In the elections of January 1980, she won a sweeping victory, winning two-thirds of the seats in Parliament. She returned to power with a landslide majority.
Situation: Indira’s fall and rise to power after emergency

Major Leadership Qualities

Crisis management, learning from criticism

Expressions/Phrases showing Emergence of Leadership

Revival of Indira Gandhi’s mass appeal, her spectacular return to power

Association with a Leadership Theory

The announcement of the elections and the lifting of the Emergency meant that the autocrat’s spell was broken. In fact, Indira Gandhi grew increasingly defensive and nervous of her own political control over the nation in the face of growing international censure and rising internal resentment during the later months of the year 1976. The idea that ‘development for all’ can be achieved by democratic means as long as the constitution of the right sort of ‘vanguard’ (cultural/economic/social/political) is made possible. In a strangely paradoxical way, the Emergency, then, is both the collapse of this ‘democratic’ illusion of ‘progress for all’, as well as a forceful reiteration of the power of reason and order. So here, her leadership is closely associated with autocratic style.

Educational Implications

Being democratic in taking decisions brings success. Taking people together helps in forming a harmonious team.
Event 7: Her final distress

In the post emergency period, her second innings was beset with difficulties and personal tragedies. Her younger son Sanjay Gandhi died in an air crash. Her government was confronted with serious challenges to its ability to maintain law and order. Conflicts between religious and ethnic groups broke out in different parts of the country.

She was preoccupied by efforts to resolve the political problems in the state of Punjab. In her attempt to crush the secessionist movement of Sikh militants, led by Bindrawale, she ordered an assault upon the holiest of Sikh shrine in Amritsar, called the Golden Temple. It is here that Bindranwale and his armed supporters had holed up and it is from the Golden Temple that they waged their campaign of terrorism not merely against the government but against moderate Sikhs and Hindus. ‘Operation Blaster’ waged in June 1984, led to the death of Bindrawale, and the Golden Temple was stripped clean of Sikh terrorists. However, the Golden Temple was damaged and Mrs. Gandhi earned the undying hatred of Sikhs who bitterly resented the attack on their sacred space.

On 31 October 1984, two of Gandhi’s bodyguards Satwant Singh and Beant Singh assassinated her with their weapons in the garden of her residence. They did so to avenge the insult heaped upon the Sikh nation.
**Situation:** Violent end of Indira Gandhi’s life

**Major Leadership Qualities**

Sacrifice, martyrdom

**Expressions/Phrases showing Emergence of Leadership**

She never lost her cool or equanimity, Mistress of the eloquent silence

**Association with a Leadership Theory**

Although Operation Blue Star made Gandhi very popular among the Hindu community, it marked the first major use of the Indian army against civilians and was followed by a mutiny of soldiers. Sikh resentment continued to fester and Gandhi was assassinated by her bodyguard on 31 October 1984. Her death was followed by massacres of Sikhs in Delhi in which 3,000 lost their lives.

Gandhi is often seen as the practitioner of *real politik*. What she lacked in intellectual ability she compensated for by a ruthless streak gained from a long apprenticeship in politics. She is best contrasted with her father, Nehru, and is seen as a centralizer who outmaneuvered more experienced contenders for power.

**Educational Implications**

A leader is a strategist. S/he adjusts her/his vision of the future and mutually defines goals with the inherent resistance to change within the organization. The leader is conscious of such resistances.
5.4  TEXT-4 : Wings of fire by Dr. A.P.J. Abdul Kalam

5.4.1  Dr. A.P.J. Abdul Kalam- Missile Man of India

Avul Pakir Jainulabdeen Abdul Kalam, popularly known as Dr. A.P.J. Abdul Kalam, the son of a little educated boat-owner in Rameshwaram, Tamil Nadu became the 11th President of the Republic of India. He was a known scientist before he became country's president from the period 2002 to 2007. It is very significant that he was the first scientist to occupy this place.

He is a man of vision, who is always full of ideas aimed at the development of the country. He is also referred to as the Missile Man of India. People loved and respected Dr.APJ Abdul Kalam so much during his tenure as the President that he was popularly called the People’s President.

He was born on 15th October, 1931 at Rameswaram in Tamil Nadu. His father, a humble boat owner, Jainulabdeen was a devout Muslim and a close friend of the Rameswaram Temple priest. Kalam was brought up in a multi-religious tolerant society, one with a progressive outlook. His father often quoted from the Quran to make the young Kalam see the world without fear. He had seven siblings and a doting mother who, at times, made chapattis for Kalam, while the others were given rice as Kalam's day would start at four in the morning and end at 11 pm.

His father was not educated, but he wanted Kalam to study. Kalam would get up at 4 am, bathe and then go for his mathematics class, which was taught by a teacher who took only five students in the whole session. After his morning class, Kalam along with
his cousin Samsuddin went around distributing the newspaper. As the town had no electricity, kerosene lamps were lit at his home between 7 pm and 9 pm but because Kalam studied until 11, his mother would save some for him for later use.

After studying in a primary school in Rameswaram, Kalam went to Schwartz High School at Ramanthpuram from where he went to Tiruchchirapalli for his higher studies. He graduated in physics from St. Joseph's College, Tiruchirapalli. After this, he joined the Madras Institute of Technology (MIT), before he went to Hindustan Aeronautics Limited (HAL) at Banglore as a trainee. As aeronautical engineer Dr. Kalam had two options: to join the Directorate of Technical Development and production or DTD & P (Air) of the Ministry of Defence or the Indian Air Force. As he could not make it to Indian Air Force, Dr. Kalam joined the Technical centre (civil aviation) of DTD & P (Air) as a senior scientific Assistant on a basic salary of Rs.250/- per month. While working at the Air Force Directorate, he got a chance to realise his dream. He joined the Indian committee for space Research (INCOSPAR), the predecessor of the Indian space Research organisation (ISRO), And thus Kalam started his much talked about career in rocket and missile technology.

Before he became the President of the country, Dr.Kalam had divided his career in four phases. In the first phase (1963-82) he worked with the Indian Space Research Organisation (ISRO). At ISRO he served in various capacities. After initiating Fibre Reinforced plastics (FRP) activities and spending some time with the aerodynamics and design group, he joined the satellite launching vehicle team at Thumba. Here he was made the Project Director of the Mission for SLV-3. He played a crucial role in developing satellite launch vehicle technology and expertise in
control propulsion and aerodynamics. The SLV-3 project managed to put Rohini, a scientific satellite into orbit in July 1980. Thus, India acquired the ability to design various kinds of rocket systems. Commenting on the first stage of his career he wrote: "This was my 1st stage in which I learnt leadership from three great teachers- Dr. Vikram Sarabhai, Prof. Satish Dhawan and Dr. Brahm Prakash. This was the time of learning and acquisition of knowledge for me."

The second phase of his career started when he joined the Defence Research and Development Organisation (DRDO) in 1982. As the Director of DRDO, Dr. Kalam was entrusted with Integrated Guided Missile Development Programme (IGMDP). Under his leadership India has been able to develop strategic missiles. Like Nag (an anti-tank guided missile), Prithvi (a surface to surface battlefield missile), Trisul (a quick reaction-surface to air missile) and Agni (an intermediate range ballistic missile). Three new laboratories/facilities in the area of missile technology were established. About this phase Dr. Kalam wrote: "During this stage, I have gone through many successes and failures. I learnt from failures and hardened myself with courage to face them. This was my second stage. which taught me the crucial lesson of managing failures " Dr. Kalam's contribution of India's defense capabilities is very significant.

Dr. Kalam identifies his third phase with his participation with India's mission to become a nuclear weapon state, jointly undertaken by DRDO and Department of Atomic Energy (CDE) with the active support of the armed forces. During this phase, he as the chairman of the Technology Information, Forecasting and Assessment council (TIFAC), also got involved with the creation of Technology vision 2020 and
the India Millennium Missions (IMM 2020) which is an integrated version of technology vision and India's security concerns. In November 1999, Dr. Kalam was appointed as the Principal Scientific Adviser to the Government of India.

His fourth phase started after he left the post of Principal Scientific Adviser. He joined the Anna University at Chennai as Professor of Technology and Societal Transformation. As part of realising his mission he decided to ignite the minds of the young. For this purpose he wanted to reach at least 100,000 students in different parts of the country before August 2003. His fourth phase took a sudden turn, which he himself perhaps did not visualize. He became the President of India.

Dr. Kalam observes strict personal discipline, vegetarianism, teetolism and celibacy. He is a connoisseur of classical karnatic music. He plays Rudra Veena. He writes poetry in Tamil, his mother tongue. 17 of his poems are translated into English and published in 1994 as a book entitled as My Journey. He reads The Quran and The Bhagwad Gita with equal devotion.

 Totally dedicated to the nation, Dr. Kalam's vision is to transform India into a developed nation by the year 2020 through hard work.

5.4.2 A Bird's Eye View

WINGS OF FIRE by Dr. A.P.J. Abdul Kalam

"The unexamined life is not worth living" said Socrates more than two millennia ago. Dr. A.P.J. Abdul Kalam's Wings of fire is an autobiographical account of a well-examined life of one of the icons of post-colonial technological renaissance of the country. It is an autobiography which constitutes extraordinary reading for the
young and the old, for a common man or a professional, for the technologically trained and novices alike. There is something that everybody can extract from this book. It is a well written account of life revolving round his own life as the shares his experiences, tastes and the smallest secret of his life.

This autobiographical account has been one of the most inspiring. The account goes deep into his own personal philosophy, austere beyond the reach of most average householders. It records his philosophical and spiritual insights in a most accessible way, in spite of his modest disclaimer "I am not a philosopher".

"Wings of Fire" is the story of Kalam's own rise from obscurity and his personal and professional struggles as well as the story of Agni, Prithvi, Akash. Trishul and Nag-missiles that have become household names in India and that have raised India to the level of a missile power of international reckoning.

Dr. Kalam has maintained the ascetic rigour of his personal life, working 18 hours a day and practising the veena. With characteristic modesty, Kalam ascribes the greatness of his achievements to the influence of his teachers and mentors. He describes the struggle of his boyhood and youth bringing alive everyday life in a small town in South India and the inspirational role of his teachers. This is also the saga of independent India's struggle for technological self-sufficiency and defensive autonomy- a story as much about politics, domestic as it is about science.

Kalam chooses to organise the autobiographical material into four sections: Orientation, Creation. Propitiation and Contemplation, devoted roughly to the first 32
years (1931-1963), the next 17 years (1963-1980), another 10 years (1981-1991) and beyond.

Born to an obscure middle class family in a remote island town, Kalam progressed in sure and steady steps through childhood among loving family members and through scholarship with devoted and inspirational teachers. The first phase of his life titled as 'Orientation' covers 32 eventful years most felicitously in the space of 31 years. His description of the people who shaped his life interweaving religion and education is a charming part of the book. The difficulty involved in getting education is very reminiscent of the era-the late 30's which is full of examples of people of lower middle class living largely in villages and struggling hard to get education in cities /large towns with little infrastructure and finance support. The first chapter captures it succinctly.

Nearly half of the book contains the next 17 years (till 1980) of his life. The second chapter 'creation' covers his struggle at ISRO. Here one sees Kalam managing and inspiring large scale developmental projects on rocket technology. There are several technological aspects discussed here and this would interest the technically minded a great deal. He is seen as an engineer and innovator, inspirer and mentor of courageous colleagues and builder of teams and institutions. This also brought Kalam his first brush with fame, adulation and inevitably professional rivalries due to jealousy. There are several attractive observations, poems and personal details of his family mingled between the hard technical descriptions that keep the reader glued to the book. This chapter ends in the description of his transmission from ISRO to DRDO as the next director of DRDL.
The next ten years are set out in chapter-3 titled as ‘Propitiation’. This constitutes the outstanding accomplishment at DRDL; helping India to acquire modern weaponry and missile systems. If the creation phase was marked by the SLV-3 saga, this phase had the Agni missile and related missile programmes as the defining theme. The methods by which he accomplished this success were mainly three: (1) Generating first rate technologically contemporary project and hold them as challenges to the technical community (2) bringing together academicians and scientists from R&D institutions for reviews, a somewhat scandalizing event in tradition bound defence laboratories (3) Holding a fair number of internal meetings with members drawn from different projects and disciplines so that latent difficult issues come up for discussions.

The last chapter titled ‘contemplation’ contains a consideration of ideas and thoughts arising out of his life, the awards that he received and some message for the future generation. In the last chapter, he remembers great visionaries who prepared him for life, especially Professor Sarabhai, Dr.Dhawan and Dr.Brahm Prakash. He ends the books with the fervent prayer that eventually the country will become a strong prosperous and developed nation.

The book is an inspiring read which takes the reader on a journey of this great man's life. It fills one with joy, with hope, with dreams, Kalam's struggle, his success, his failures, his triumphs and most importantly his 'keep going attitude' catches the attention of the reader. This book is also about the great Indian dream, about
Indianess, about collective goals, about collective triumphs and about taking pride in being Indian.

5.4.3 Event Analysis

Event 1: Kalam's materially and emotionally secured childhood

Dr APJ Abdul Kalam was born in a middle class family in Rameshwaram in the year 1931. His father, a humble boat owner, Jairamabdeen, was a devout muslim and a close friend of the Rameshwaram temple priest. His father possessed neither much formal education nor much wealth, despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. His austere father used to avoid all inessential comforts and luxuries. However, all that was needed was provided for, in terms of food, medicine or clothes. Dr.Kalam's father commanded a high respect as a religious man. He inherited honesty and self discipline from his father, faith in goodness and deep kindness from his mother. Kalam was brought up in a multi-religious and tolerant society. His father often quoted from the Quran to make the young Kalam see the world without fear. He had seven siblings and a loving mother who at times, made chapattis for Kalam while the others were given rice as Kalam's day would start at four in the morning and end at 11 p.m.

Situation: Kalam's early childhood

Major Leadership Qualities

Hard work, perseverance, General cognitive ability,
Expressions/Phrases showing Emergence of Leadership

I've endeavored to understand; fundamental truths revealed to me, I always sat in the front row.

Association with a Leadership Theory

It can be associated with the Process theory of leadership. The process viewpoint suggests that leadership is a phenomenon that resides in the context and makes leadership available to everyone. Process viewpoint of leadership suggests that 'Leaders are not born' but leadership is something that can learned.

Educational Implications

Individuals should be give congenial atmosphere/ climate so that they are able to learn and develop in a positive direction.

Event 2: Schooling at Schwartz High School

As Kalam settled down at the Schwartz High School, Ramanathpuram, the enthusiastic fifteen-year-old within him re-emerged. Kalam had high regards for his teacher Iyadurai Solomon as he made his students feel very comfortable with his warm and open-minded attitude. His relationship with Iyadurai grew beyond that of a teacher and a pupil.

It was Iyadurai who taught him that one should have intense desire to want something and be absolutely certain it would happen. During his school days he had been fascinated by the mysteries of the sky and the flight of birds. He used to watch cranes and seagulls soar into flight and longed to fly. Though he was a simple provincial boy, he was convinced that one day he, too, would soar up into the sky.
Indeed, he was the first child from Rameswaram to fly. During his fourth form, Kalam secured full marks in maths. His maths teacher praised Kalam in the assembly saying that “This boy is going to bring glory to his school and to his teachers”.

As he completed his education at Schwartz he was a self-confident boy determined to succeed. He decided to go for higher education.

**Situation:** Kalam's school experiences

**Major Leadership Qualities**

Strong will power, determination, self confidence

**Expressions/Phrases showing Emergence of Leadership**

I had to desire it intensely, I had been fascinated, I used to watch, I would soar up, I was determined to succeed.

**Association with a leadership Theory**

It can be associated with the Trait theory of leadership. To describe leadership as a trait is quite different from describing it as a process. The trait viewpoint conceptualizes leadership as a property or set of properties possessed in varying degrees by different people. Here Kalam has exhibited traits like ambition, aspiration, hard work, determination and creating a vision.

**Education Implications**

Eager young minds should be made aware of the possibilities and alternatives that lie before them. They should be made aware of a sense of their worth. To succeed in life and achieve results one must understand and master three mighty force-desire, belief and expectations.
Event 3: Kalam's higher education at St. Joseph's College

After completing education at Schwartz, he decided to go in for further education. As he writes “during those days the awareness of the possibilities for a professional education did not exist”. Higher education simply meant going to college. He went to the nearest college, St. Joseph's College at Tiruchhipalli in 1950. He was not a bright student in terms of examination grades but had acquired a practical bend of mind. At St. Joseph's he was lucky to find a teacher like Rev. Father TN Squire. He had close friendship with friends from Srirangam and Kerala. When he was in the final year at St. Joseph's, he acquired a taste for English literature. He began to read classics of Tolstoy, Scott and Hardy. He also read some works in philosophy.

Here for the first time, he learnt the concept of half-life period and matters related to radioactive decay of substances. He established the connection of this concept with the point learnt in High School that decay is inherent in all compound things. He looked at science as a path to spiritual enrichment and self realisation. He was an avid reader of books on cosmology and enjoyed reading about celestial bodies.

Situation: Kalam's Graduation in Physics

Major Leadership Qualities

Competencies in a specialized area, analytical ability, ability to work with ideas, ability to comprehend one’s strengths, tastes and aspirations

Expressions/Phrases showing Emergence of Leadership

I developed, I was learning, realise my dreams, I went ahead at full steam.
Association with a Leadership Theory

It supports Skills approach to leadership. Skills are what leaders can accomplish whereas traits are who leaders are (i.e. their innate characteristics), leadership skills can be acquired through training. Here, Kalam after obtaining his B.Sc. degree realised that physics is not his area of interest and he wanted to join engineering to realise his dreams.

Educational Implications

Individuals should be given enough opportunities to identify their area of interest. He who knows others is learned but the wise one is the one who knows himself. Learning without wisdom is of no use. Learners/ Leaders should pursue their gouts by sheer brilliance and untiring zeal. What one knows and wants to do is a significant factor among successful people.

Event 4 : Kalam's Selection of aeronautical engineering as a field of specialization.

When he joined the B.Sc. degree course at St. Joseph's he was unaware of any other option for higher education. Only after obtaining B.Sc. he realised that physics was not his subject. He wanted to go to engineering to realise his dreams.

He applied for admission into the Madras Institute of Technology (MIT) which was regarded as the crown jewel of technical education in south India at that time. He managed to be on the list of selected candidates but admission to this prestigious institution was an expensive affair. As his father could not pay a thousand rupees as fees, his sister Zohra helped him by mortgaging her gold bangles and a chain.
He was fascinated most at MIT by the sight of two decommissioned aircraft displayed there for the demonstration of the various subsystems of flying machines. He felt a strange attraction towards them and would sit near them after other students had gone back to the hostel, admiring man's will to fly free in the sky, like a bird.

After completing his first year, when he had to opt for a specific branch, he almost spontaneously chose aeronautical engineering. His goal was very clear in his mind that he was going to fly aircrafts.

His third and last year at MIT was a year of transition and was assigned a project, together with four other colleagues to design a low-level attach aircraft. He had taken up the responsibility of preparing and drawing the aerodynamic design. Prof. Srinivasan, the then Director of MIT reviewed his progress and declared it dismal and disappointing. He was given the deadline of three days otherwise his scholarship might discontinue. Through hard work, Kalam performed excellently well.

**Situation:** study of aeronautical engineering

**Major Leadership Qualities**

Responsibility, Initiative, Persistence, Drive, Task knowledge, Motivation , Rising up to expectations, Working/ performing under pressure

**Expressions/Phrases showing Emergence of Leadership**

The goal was clear, I was going to fly aircraft, I had to test my belief.
Association with a Leadership Theory

It can be associated with Team leadership model. The Team leadership model provides a framework in which to study the systematic factors that contribute to a group's outcomes or general effectiveness. Within this approach, the critical function of leadership is to help the group accomplish its goals by monitoring and diagnosing the group and taking the requisite action.

Educational Implications

Learners/ Leaders should have sufficient enthusiasm and an accompanying passion for one's chosen field of study. They should ponder over the point whether the choice articulates others’ inner feelings and aspirations. They need to mobilise strengths of the group members.

Event 5 : Kalam's disappointment due to discontinuation of project 'Nandi'

At the age about 26, Kalam graduated from MIT. He applied for a career in the Indian Air Force (IAF) and also for a job in New Delhi at the Directorate of Technical Development and Production (DTD&P) of the Ministry of Defence. Kalam joined DTD & P (Air) in 1958 and worked on a Project dealing with supersonic target air craft. He was posted at the newly set-up Aeronautical Development Establishment at Bangalore. At ADE, he initiated by himself a project to design and develop an indigenous hovercraft.

After a year, the then Defence Minister, V.K. Krishna Menon was delighted to see that the hovercraft ‘Nandi’ was ready for test flight and wanted to ride in it. Brushing aside an objection by the accompanying group captain, who was worried
about the Minister's safety, the Minister had a ride in the machine which was piloted by none other than Kalam. He suggested that a more powerful vehicle be designed and developed by Kalam's group.

Unfortunately, not long after this, Krishna Menon was replaced as the Defence Minister and with this change, the hovercraft project was, for some reason, discontinued. Kalam was quite dejected at this turn of events.

**Situation:** Initial setback while working on 'Nandi' project

**Major Leadership Qualities**

Failure management, passion, perseverance

**Expressions/Phrases showing Emergence of Leadership**

I was sure about my competence, create my own opportunities, buttressed my ever-optimistic mind, I discovered new meaning.

**Association with a Leadership Theory**

It can be associated with the Situational approach. It focuses on leadership in situations. The premise of the theory is that different situations demand different kinds of leadership. To be an effective leader one requires that the person adapt his or her style to the demands of different situations.

**Educational Implications**

The leader has special responsibility for functioning in a manner that will help the group achieve effectiveness. Within this perspective, leadership behaviour is seen as team-based problem solving, in which the leader attempts to achieve team goals by
analyzing the internal and external situation and then selecting and implementing the appropriate behaviours to ensure team effectiveness.

**Event 6: Showcasing Nandi Project as a path to Rocket Engineering**

Dr. Kalam had put his heart and soul in the hovercraft 'Nandi' Project. Since the project was discontinued, he was disappointed and disillusioned. But the call of destiny was nearing. Another visitor to the Director of ADE wanted to see the hovercraft. At the request of the visitor Dr. Kalam gave him a ride in the machine. Later on, Kalam came to know that the visitor was none other than Prof. M.G.K. Menon, the then Director of the Tata Institute of Fundamental Research (TIFR) at Bombay.

Shortly after this, Kalam was asked to appear for an interview at TIFR, Bombay for the post of Rocket Engineer at the newly set-up Indian committee for space research (INCONSPAR) which had plans to initiate research in India. For the first time he met Vikram Sarabhai who was a member of the selection committee. Kalam was selected for the post of Rocket Engineer and this marked a watershed in his professional career.

**Situation:** Kalam's first meeting with Dr. Vikram Sarabhai

**Major Leadership Qualities**

Managing team work, courage, failure management, passionate, Assertive, perseverance, optimistic, innovating, envisioning.
Expressions/Phrases showing Emergence of Leadership

We were not flying but floating in the air, my dream was enveloped by the larger dream.

Association with a Leadership Theory

It can be associated with Team Leadership Model. Effective team performance begins with the leader's mental model of the situation. This mental model reflects not only the components of the problem confronting the team but also the environmental and organizational contingencies that define the larger context of team action.

Educational Implications

Ideas are present in the consciousness, which when released and given scope to grow and take shape, can lead to successful events. Every individual is the storehouse of great potential and ability within. The only thing needed is to uncap this potential in constructive direction.

Event 7: Dr. Kalam's training at NASA and his gift of the first rocket launch to the nation

Dr. Kalam was selected as a rocket engineer at INCOSPAR. This was a breakthrough a young man like himself had dreamed of. Very soon after this, he was sent to America for a six-month training programme on sounding rocket launching technique at NASA. He started his work at NASA at the Langley Research Centre, Virginia, for advanced aerospace technology. At LRC, he was touched by a piece of sculpture depicting a charioteer driving two horses; one representing scientific
research and the other technological development, metaphorically encapsulating the interconnection between research and development.

As soon as he returned from NASA, India's first rocket launch took place on 21st November, 1963. It was a sounding rocket, called Nike-Apache made at NASA. The assembled rocket was to be shifted to the launch pad by track when it was about to be placed on the launcher it started tilting. Fortunately, they managed to lift the rocket manually. The launch was smooth and problem free. After the successful launch of Nike-Apache, Prof. Sarabhai shared his dream of creating an Indian satellite Launch Vehicle with Dr. Kalam for his work on Nike-Apache sounding rocket, Kalam was rewarded and put in charge of rocket integration and safety.

**Situation:** India's first rocket launching programme

**Major Leadership Qualities**

Satisfying unmet needs, communicating goals, seek commitment, empowering others, inspiring, energizing.

**Expressions/Phrases showing Emergence of Leadership**

Using our collective muscle power, we obtained excellent flight data, returned with or sense of pride and accomplishment, remained alert and focused on my purpose, an opportunity to do a challenging job.

**Association with a Leadership Theory**

It can be associated with Three Skills approach as suggested by Katg (1955, p.34) i.e. technical skills, human skills and conceptual skills. Technical skill is knowledge about and proficiency in a specific type of work or activity. Human skill is
knowledge about and ability to work with people. Conceptual skill is ability to work with ideas. Dr. Kalam exhibited all the three types of skills in the present event.

**Educational Implications**

Learners need to be helped to develop aspirations. Having high expectations will lead them to rise to these expectations. Along with the aspirations, they need to be helped to develop higher order thinking, coordination and motor skills.

**Event 8 : Kalam's major disappointment at the failure of SLV-3 and resolution for success**

Dr. Kalam worked for ISRO for about 20 years. He, along with his team, worked to put India's first satellite into space. By 1979, August, they thought they were ready for the launch. As the project director, he went to the control center for the launch. At the fourth minute before the satellite launch, the computer began to go through the checklist of items that needed to be checked one minute later, the computer programme put the launch on hold. The display showed that some control components were not in order. His team members suggested him not to worry. They did their calculations and there was enough reserve fuel. So Dr. Kalam by-passed the computer, switched to manual mode and launched the rocket. In the first stage, everything worked fine. In the second stage problems developed. In this stage, instead of the satellite going into orbit, the whole rocket system plunged into the Bay to Bengal. It was a big failure.

That day the chairman of Indian Space Research Organisation. Prof. Satish Dhawan had called a press conference. He took the responsibility for the failure. He
said that the team had worked very hard but it needed more technological support. He assured the media that in another year, the team would definitely succeed.

On the spur of moment, Dr. Kalam stood up and addressed Prof. Dhawan saying that even though his friends have technically justified the failure, he takes the responsibility for the SLV-3 failure. As the mission director he could have put the launch on hold and saved the flight if possible. Nobody was more dejected and unhappy than Kalam. Luckily both Dr. Brahm Prakash and Prof. Dhawan were supportive. They consoled and encouraged him to try and try again till he succeeded.

After critically examining all possible reasons for the failure, a second attempt was made on July 18, 1980. This time it was a grand success. Those who had laughed at the failure in August 1979, were now vying with one another to heartily congratulate all concerned, particularly Kalam who was honored by not only the entire science community but by the whole nation.

**Situation:** Dr. Kalam’s experiences at ISRO

**Major Leadership Qualities**

Readiness to work, building team co-ordination, managing failure, providing support.

**Expressions/Phrases showing Emergence of Leadership**

I had learned to absorb these aborted endeavours, I therefore take the responsibility for the SLV-3 failure, the company of Dr. Brahm Prakash filled me with new confidence.
**Association with a Leadership Theory**

It can be associated with Path Goal theory. It suggests that an effective leader has to attend to the needs of subordinates. The leader helps subordinates to define their goals and paths they want to take in reaching those goals. When obstacles arise, the leader needs to help subordinates confront them. The leader's job, according to this theory is to perform the roles of directing, guiding and coaching the group members.

**Educational Implications**

Disappointment and failure are inevitable parts of any attempt, be it learning or leading. Without being dissatisfied or disillusioned by failure, one should keep on trying.

**Event 9 : Dr. Sarabhai's proposal of RATO system and Kalam's success for it**

Early in 1969, Kalam was summoned by Dr. Sarabhai to meet him at New Delhi. At this meeting Dr. Sarabhai outlined to Kalam and others his plan to develop a rocket assisted take off (RATO) system for military aircraft. He took Kalam to the outskirts of Delhi where he showed him a Russian RATO. He asked Kalam if a similar RATO could be developed in India in 18 months if the necessary Russian motors were imported.

The development of RATO became an obsession with Kalam. At the same time the satellite launch vehicle project was also under progress. One day after attending the meeting of missile panel on December 31, 1971 Kalam got the sad news of Dr. Sarabhai's death due to cardiac attack. Kalam was shocked and felt orphaned.
Dr. Sarabhai had been in reality Kalam's mentor the man who had influenced him the most and molded his professional career. After the initial shock, Kalam decided to work as hard as possible to fulfill the dreams of Dr. Sarabhai, which he thought was the best tribute he could pay to the departed soul.

The work on RATO project was speeded up and it was successfully tested in ten months after the passing away of Dr. Sarabhai. This was the way Kalam showed his gratitude to his mentor. It was also for him the best way to get over his sorrow and anguish after Dr. Sarabhai's death.

Situation : Dr. Sarabhai's death and Kalam's tribute to him through RATO Project

Major Leadership Qualities

Goal focusing, structuring for results, facilitating decisions, coaching, collaborating, maintain standards, satisfying needs, sharing information.

Expressions/Phrases showing Emergence of Leadership

I was very curious to know, I made a true estimate of my own ability, I can affirm that, I prefer daring & persistence, I have always supported.

Association with a Leadership Theory

It can be associated with Team leadership approach. Effective team performance begins with the leader's mental model of the situation. This mental model reflects not only the components of the problem confronting the team but also the environmental and organisational contingencies that define the larger context of
team action. Within this perspective, leadership behaviour is seen as team-based problem solving, in which the leader attempts to achieve team goals by analyzing the internal and external situations and then selecting and implementing the appropriate behaviours to ensure team effectiveness.

**Educational Implications**

Building harmonious teams and mentoring strong human relationships can help in developing new programmes, new vistas, new areas and new ideas flourish as people participate.

**Event 10:** *Kalam's illustrious directorship of Integrated Guided Missile Programme (IGMDP)*

Dr. Kalam finally joined the Defence Research and Development Organisation (DRDO) as the Director of the Defence Research and Development Laboratory (DRDL) at Hyderabad on June 1, 1982. Dr. Kalam was aware of the work going on at DRDL in the indigenous development of missile systems.

Dr. Kalam was assigned the Integrated Guided Missile Development Programme (IGMDP) with expeditious Cabinet approval for the IGMDP with a sanction of Rs. 3880 million. The news electrified the DRDL scientists. Five missiles were to be built: the surface- to- surface missile Prithvi; the tactical core missile called Trishul; the surface- to- air medium range missile Aakash; the anti tank missile Nag and the IRBM named Agni which involved the design and development of a re-entry vehicle.
Kalam who had played a leading role in the design and development of SLV-3, which successfully launched the Rohini satellite, was now taking on a much more complex and difficult project namely the IGMDP, and that too just about a year after he had joined DRDL. Perhaps, Kalam's finest hour was the period he spent (about 10 years) at DRDL, executing the IGMDP.

Kalam could capitalise on the tremendous enthusiasm, exuberance and the strong desire on the part of all concerned to make a grand success of IGMDP.

**Situation:** Kalam’s decade as the director of DRDL

**Major Leadership Qualities**

High expectations, Need to excel, training team members in task skills, assessing team and individual performance.

**Expressions/Phrases showing Emergence of Leadership**

I had to take my team forward, fulfill the promises I had made, I examined the working styles, our enthusiasm proved infectious.

**Association with a Leadership Theory**

It can be associated with Achievement oriented leadership which is characterized by a leader who challenges followers to perform work at the highest level possible. This leader establishes a high standard of excellence for followers and seeks continuous improvement. In addition to expecting a lot from subordinates, achievement oriented leaders show a high degree of confidence that subordinates are capable of establishing and accomplishing challenging goals.
Educational Implications

Collaborative efforts/ learning create a scope of interaction of various types. They also provide a platform for exchange of ideas and opinions. Synergy of ideas can result in fruitful outcomes.

Event 11: Kalam’s ordeal during the launching of Agni missile

The Agni missile project, developed as a technology demonstrator project, was pooling all the resources available in the country. The Agni team comprised more than 500 scientists. Many organizations were networked to undertake this huge effort of launching Agni multi-institutional participation, the consortium approach and the empowering technology - these three aspects were applied together to create Agni.

All activities preparatory to the launch went according to schedule. The team was at T-14 seconds when the computer signalled ‘Hold’ indicating that one of the instruments was functioning erratically. This was immediately rectified. In another few seconds multiple Holds were necessitated, resulting in an irreversible power consumption. They had to abort the launch.

Due to this unsuccessful attempt, the press was up in arms, presenting various interpretations of the postponement. There were a series of cartoons in varied newspapers on the failure of Agni.
After a detailed analysis, the launch was scheduled again but unfortunately it was a failure this time, as well. Once again the team faced criticism and fun. Amul's cartoon suggested that what Agni needed to do was use their butter as fuel!

Kalam as the leader of the team, narrated/ shared his SLV-3 experience with the team members and shook them out of their distress and immobility.

Finally, the successful launch of Agni missile was a beautiful morning from a nightmarish sleep. Agni missile was a major achievement in our continuing efforts to safeguard our independence and security by self-reliant means. Technology demonstration through Agni is a reflection of Kalam and his team's commitment to the indigenous development of advanced technologies for the nation's defence.

**Situation: The launch of Agni missile**

**Major Leadership Qualities**

Keeping the team goal focused, maintaining collaborative climate, building confidence among team members, demonstrating technical competence setting priorities, managing performance.

**Expressions/Phrases showing Emergence of Leadership**

I met my team members, i shared my SLV-3 experiences, we should not give up, we should not allow the problem. Let us aim for success, I promise you, we had reached we did it at last.
**Association with a Leadership Theory**

It can be associated with the Team leadership approach. Leadership is the central driver of team effectiveness, influencing the team through four sets of processes: i.e. cognitive, motivational, affective and co-ordination. Cognitively, the leader helps the team understand the problems confronting the team. Motivationally, the leader helps the team become cohesive and capable by setting high performance standards and helping the group to achieve them. Affectively, the leader helps the team handle stressful circumstances by providing clear goals, assignments and strategies. Coordinately, the leader helps integrate the team's activities by matching members’ skills to roles, providing clear performance, strategies and monitoring feedback.

Dr. Kalam, during the ordeal of Agni Missile, exhibited all these four processes for its success.

**Educational Implications**

Learning organisations/ individuals develop their own internal success criteria. They articulate their own standards, expectations and objectives.

At another level, the relationship between teams and the leader is of mutual interdependence. It is about exploring and arriving at an agreement on what each party expects of the other.
5.5 Idea Analysis

5.5.1 Concept Map of the term ‘Integrity’

Integrity is one of the most important and oft-cited of virtue terms. When used as a virtue term ‘integrity’ refers to a quality of a person’s character. Integrity is also attributed to various parts or aspects of a person’s life. We speak of attributes such as professional, intellectual and artistic integrity.

What is it to be a person of integrity? Ordinary discourses about integrity involve two fundamental issues. (1) Integrity is primarily a formal relation one has to oneself or between parts or aspects of one’s self. (2) Integrity is connected in an important way to act morally, in other words, there are some substantive or normative constraints on what it is to act with integrity.

(1) Integrity as self-integration

On the self-integration view of integrity, it is viewed as a matter of person’s integrating various parts of their personality into a harmonious, intact whole. Integrity is primarily a matter of keeping the self-intact and uncorrupted.

(2) The identity view of Integrity

A related approach to integrity is to think of it primarily in terms of a person’s holding steadfastly to their commitments, intentions, promises, convictions and relationships of trust and expectations.
(3) **Integrity as standing for something**

The social character of integrity is a matter of a person’s proper regard for their own best judgment.

Keeping these views on integrity at the centre, it was observed that all the four leaders under study were leaders of integrity. The following table shows their qualities as integrated people.

**Table 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement/Event</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I will not do it. I am here only to build co-operative diaries, not anybody’s private diary. (ITHD-165)</td>
<td>I will not, build Co-operatives</td>
</tr>
<tr>
<td>2</td>
<td>I believed myself to be a part of a mission (ITHD-82)</td>
<td>myself, part of a mission</td>
</tr>
<tr>
<td>3</td>
<td>There are moments in life when it becomes imperative to protect one’s stand (ITHD-55)</td>
<td>Imperative, Protect one’s stand</td>
</tr>
<tr>
<td>4</td>
<td>It was she who restrained her elated followers and reminded them that there was work to do and promises to keep. (IG-72)</td>
<td>restrained, reminded</td>
</tr>
<tr>
<td>5</td>
<td>I had to take my team forward and fulfill the promises I had made. (WOF-119)</td>
<td>had to, fulfill the promises</td>
</tr>
<tr>
<td>6</td>
<td>God has not called me to be successful, God has called me to be faithful (MT-145)</td>
<td>to be successful, to be faithful</td>
</tr>
</tbody>
</table>
A careful study of statements 1, 2 and 3 shows that Dr. Varghese Kurien had a staunch belief in certain core values. He had inculcated these values in his personal life as well. For him, personal integrity meant being honest to one’s self and if one is honest to one’s self, one doesn’t require much effort in being honest with others.

Similarly, statement 4 reveals Mrs. Indira Gandhi’s qualities as an integrated leader. Indira Gandhi’s outstanding victory in the elections of 1971 showed her real integrated character. During the time of victory, she was aware about her duties towards the nation.

APJ Abdul Kalam’s concern as a team leader is also clearly reflected in statement 5. As the head of DRDO, he was clear about his mission. Dr. APJ Abdul Kalam regarded his work on India’s nuclear weapons program as a way to assert India’s place as a future super power.

Mother Teresa’s belief in being faithful to God and her work is clearly expressed in statement no.6. While most of us like to focus on the big idea or the big vision, Mother Teresa focused on faithfulness in smallest things.

**Educational Implications**

For each of the individuals under study, it took a lot of resolve, determination and faith to keep going in the face of incredible difficulties and challenges. When one takes up a big challenge or commits to any cause, one often runs into controversy and conflict. Only a person with integrity can face such situations.
5.5.2. Determination

Determination is another trait that characterizes effective leaders. Determined leaders are very focused and attentive to tasks. They know where they are going and how they intend to get there. Determination is the decision to get the job done. It includes characteristics such as initiative, persistence and drive. People with determination are willing to assert themselves, they are proactive, and they have the capacity to persevere in the face of obstacles. Being determined includes showing dominance at times, especially in situations where others need direction.

Determined people are those who have accomplished spectacular things with readiness to work. Readiness coupled with an optimistic and positive attitude can bring excellent outcomes. Readiness to do something new, to learn something novel changes the individual's behaviour.

Table 2

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements/Events</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>It was crucial for me to expand my knowledge and hone the skills needed to run a modern dairy (ITHD-32)</td>
<td>expand my knowledge, hone the skills</td>
</tr>
<tr>
<td>2.</td>
<td>If you can send me now I can learn something really worthwhile (ITHD-33)</td>
<td>Send me now, learn something worthwhile.</td>
</tr>
<tr>
<td>3.</td>
<td>I visited each plant in turn and studied production process (ITHD-34)</td>
<td>Visited each plant, study production process.</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>4.</td>
<td>I made it a point to speak to every class of workers</td>
<td>Speak to everyone</td>
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<tr>
<td></td>
<td>of dairy (ITHD-34)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I learnt everything that goes into the successful</td>
<td>learnt everything,</td>
</tr>
<tr>
<td></td>
<td>making of milk powder. (ITHD-34)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Boldly she decided to concede the Panjabi speaking</td>
<td>Boldly, decided</td>
</tr>
<tr>
<td></td>
<td>state and was generally praised for it (IG-42)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>... with the strength of God she could accomplish</td>
<td>accomplish, nothing menial, nothing great obstacle</td>
</tr>
<tr>
<td></td>
<td>anything, nothing was too menial, nothing too great</td>
<td></td>
</tr>
<tr>
<td></td>
<td>an obstacle in her path (MT-48)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The next morning I was back at Thumba, physically</td>
<td>exhausted but determined</td>
</tr>
<tr>
<td></td>
<td>exhausted but determined to fulfill our ambition of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>flying an Indian rocket. (WOF-87)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I knew that all I had to do was to remain alert and</td>
<td>Alert, focused</td>
</tr>
<tr>
<td></td>
<td>focused on my purpose (WOF-40)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>To succeed in your mission you must have single</td>
<td>Single minded devotion, goal</td>
</tr>
<tr>
<td></td>
<td>minded devotion to your goal (WOF-89)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I was determined to fight the inertia built in the</td>
<td>determined to fight,</td>
</tr>
<tr>
<td></td>
<td>system before I found myself being dragged (WOF-76)</td>
<td></td>
</tr>
</tbody>
</table>
A close reading of statements 1, 2 and 3 reveal Dr. Kurien's initial experiences in dairy engineering and his zealous nature to learn new things. Similarly statements 4 and 5 reveal his strong determination for experimenting the first ever milk powder plant from buffalo's milk in India.

Statement 6 reveals Indira Gandhi's strong determination during confrontation in Punjab. Statement 7 reveals Mother Teresa's determination to serve people in the name of God. Statement 8, 9, 10 and 11 echo Dr. Kalam's vision and determination of making India independent in rocket technology.

None of these leaders would have earned their legacy if they had not held onto their visions with strong determination in the face of all the contemporary opposition that they undoubtedly received from various sides.

**Educational Implications**

A great leader has a tremendous will power without being overly stubborn. She will focus on the goal yet realise when due to developments in the field a change is necessary. Determination gives one the maker instinct -the ability to exploit one's inner drive to build and grow things as well as connect with others in making.

**5.5.3. Patriotism**

Patriotism is love and devotion to one's country. It has had different meanings over time and its meaning is highly dependent upon context, geography and philosophy.
It is a sentiment related to nationalism, but nationalism is not necessarily an inherent part of patriotism. Webster’s dictionary defines Patriotism as, “one who loves his or her country and supports its authority and interests.” By this definition, when a government commits genocide in the name of its ‘interests’, a Patriot of that country would be someone who supports that government’s authority to do so because of its interests. It follows then by this understanding that there is both morally just Patriotism and morally reprehensible Patriotism depending on the situation. True Patriotism must be more idealistic. A better definition of Patriotism would be: one who defines as his or her interests the welfare and betterment of humanity, and supports and promotes those interests within the country he or she loves. Patriotism does mean loyalty, but it means loyalty to the deepest principles of human life as the lens through which we evaluate justice or injustice at home and abroad – supporting and defending a nation in its fight for those universal interests, denouncing and resisting a nation in its attempts to undermine or attack those universal interests.

True patriotism is in part a standing by our deep convictions on a personal level, even if those convictions may put us at odds with majority opinion at some points in time, as well as advocating and promoting those convictions for the nation as a whole to which one belongs. True patriotism means in part resolving that the convictions we do hold as sacred be determined under the guidance of life principles such as social equality, equal protection under the law, recourse to due process, the sustaining of civil liberties and the fight for human rights and human dignity not merely on one continent or for one group of people, but for all human life.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements/ Events</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>We were a group of five Indians- a Parsi, two Muslims, a Hindu and I was a Christian (ITHD-7)</td>
<td>We, five Indians</td>
</tr>
<tr>
<td>2.</td>
<td>Please remember that you are speaking to a damned ‘native’ (ITHD-60)</td>
<td>Native</td>
</tr>
<tr>
<td>3.</td>
<td>My country knows how to do without you (ITHD-60)</td>
<td>Knows to do, without you</td>
</tr>
<tr>
<td>4.</td>
<td>I stormed out of the meeting which any self-respecting Indian would have done (ITHD-60)</td>
<td>Self-respecting Indian</td>
</tr>
<tr>
<td>5.</td>
<td>What we were doing was important-crucial for our farmers and for the new nation (ITHD-29)</td>
<td>We were during important, new nation</td>
</tr>
<tr>
<td>6.</td>
<td>If Amul uses this emergency to squeeze money, then it is unworthy organization. I want nothing (ITHD-73)</td>
<td>I want nothing</td>
</tr>
<tr>
<td>7.</td>
<td>I convinced the delegates that being an employee of farmers of India, I would use this art for the good of my country not for the good of EEC (ITHD-118)</td>
<td>Convinced employee of farmers, good of my country.</td>
</tr>
<tr>
<td>9.</td>
<td>I promised them that I would not allow India to become dependent on their gifts. (ITHD-118)</td>
<td>Promised, not allow, become dependent</td>
</tr>
<tr>
<td>10.</td>
<td>I have constantly stressed that the real power of India lies in its people (ITHD-161)</td>
<td>stressed, real power of India, people</td>
</tr>
<tr>
<td>11.</td>
<td>We Indians are an extremely intelligent people but we can progress as a nation only when we learn the secret of unleashing this positive power of the people (ITHD-161)</td>
<td>Progress as a nation, unleashing, positive power of people</td>
</tr>
<tr>
<td>12.</td>
<td>The tragedy of India is that we frequently have no respect for Indians, for Indian efforts and for Indian</td>
<td>Tragedy, no respect, Indian effort</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Statements/ Events</td>
<td>Key Words</td>
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<tr>
<td></td>
<td>success (ITHD-172)</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>When I die every single drop of my blood will invigorate the nation &amp; strengthen united India. (IG-182)</td>
<td>die, invigorate the nation strengthen.</td>
</tr>
<tr>
<td>14.</td>
<td>In today's world, technological backwardness leads to subjugation. Can we allow our freedom to be compromised on this account? (WOF-153)</td>
<td>freedom to be compromised</td>
</tr>
<tr>
<td>15.</td>
<td>It is our bounden duty to guarantee the security and integrity of our nation against this threat (WOF-154)</td>
<td>Bounden duty, to guarantee, security, integrity.</td>
</tr>
</tbody>
</table>

The reading of statements 1 to 12 sums up the book, as well as the life of Dr. Kurien, in his own words. This is because the change that he wanted to see not only empowered a lot of people (farmers), as they were getting a higher share of revenue through the cooperative that was owned and run by them, but also proved disruptive for a few of them (middlemen (traders), bureaucrats, competitors and multi-national companies, politicians, etc). And all these people were very powerful, trying every trick in the book to spoil the cooperative model of the business. He does not mince words while saying that the biggest enemy he had to fight throughout his life was the bureaucrats. He also conveys his contempt towards the private firms, particularly MNCs which controlled those bureaucrats.

He was the son of the soil both by chance and choice, and his brand of nationalism is worth following, or at least knowing! For all the technical and economical revolutions he brought to the country, the last salary drawn by him was just Rs. 5000!
Statement 13 reflects Indira Gandhi’s spirit of patriotism. Statement 14 and 15 echo the great Indian dream which our founding fathers had and a dream which Abdul Kalam made a reality. Dr APJ Abdul Kalam regards his work on India's nuclear weapons program as a way to assert India's place as a future superpower. Even during his tenure as the President, APJ Kalam took avid interest in the spheres of India's science and technology. He has even put forward a project plan for establishing bio-implants. He is also an ardent advocate of open source software over proprietary solutions to churn out more profits in the field of information technology in India.

A close review of the above statements reveals the fact that all the four leaders, although from different fields, share one thing in common. They all exhibit their ardent love for the nation. All their worthy endeavors were directed for the national welfare.

Educational Implication

The most popular statement charity begins at home echoes here.

5.5.4 Sociability

Another important trait for leaders is sociability. Sociability refers to a leader’s capacity to establish pleasant social relationships. People want sociable leaders—leaders with whom they can get along. Leaders who show sociability are friendly, outgoing, courteous, and tactful. They are sensitive to others’ needs and show concern for their well-being. Sociable leaders have good interpersonal skills and are ready to help to create cooperative relationships within their work environments.

Being sociable comes easier for some than for others. Some individuals are naturally ‘people persons” while others prefer to be alone. Although people vary in
the degree to which they are outgoing, it is possible to increase sociability. A sociable leader gets along with coworkers and other people in the work setting. Being friendly, kind, and thoughtful, as well as talking freely with others and giving them support, goes a long way to establish a leader’s sociability. Sociable leaders bring positive energy to a group and make the work environment a more enjoyable place.

Table 4

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements/ Events</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Each one of us was distinctly different in manners and skills. (ITHD-37)</td>
<td>different, manners and skills</td>
</tr>
<tr>
<td>2.</td>
<td>Perhaps an organisation needs a mix at its helm. (ITHD-37)</td>
<td>Organisation needs, mix</td>
</tr>
<tr>
<td>3.</td>
<td>Together we were able to propel the cooperative forward rapidly. (ITHD-37)</td>
<td>Together propel forward</td>
</tr>
<tr>
<td>4.</td>
<td>We showed them how it could be done (ITHD-43)</td>
<td>We, showed how</td>
</tr>
<tr>
<td>5.</td>
<td>I take great pride that it is we--our farmers and their cooperatives--who disciplined foreign capital in this country. (ITHD-61)</td>
<td>We, disciplined</td>
</tr>
<tr>
<td>6.</td>
<td>Dalaya and I returned to Anand victoriously. (ITHD-45)</td>
<td>returned victoriously</td>
</tr>
<tr>
<td>7.</td>
<td>It was a moment that called for a resolute unity within the organisation and I was deeply touched that each and every member of the organization stood firmly behind me like a rock. (ITHD-151)</td>
<td>resolute unity, stood firmly like a rock</td>
</tr>
<tr>
<td>8.</td>
<td>Together we can do something beautiful for God (MT- 103)</td>
<td>Together do beautiful for God.</td>
</tr>
<tr>
<td>9.</td>
<td>To get the best from my team members I spoke to them frequently on the goals and objectives of the organisation emphasizing the importance of each member's contribution (WOF-75)</td>
<td>get the best each member's contribution, goals.</td>
</tr>
<tr>
<td>Sr. No.</td>
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<td>Key Words</td>
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<tr>
<td>10.</td>
<td>How good is a leader? No better than his people and their commitment and participation in the project as fall partners (WOF- 59)</td>
<td>Commitment participation, fall partners.</td>
</tr>
<tr>
<td>11.</td>
<td>I visualised my team as a group in which each member worked to enrich the others in the team and experience the enjoyment of working together (WOF-66)</td>
<td>Visualised enrich the others, enjoyment of working together.</td>
</tr>
</tbody>
</table>

A close review of statement 1 to 7 reveal Dr. Kurien’s remarkable leadership while working on the Amul project. Statement 8 explores Mother Teresa’s humanitarian tasks of service of the ‘poorest of the poor’. It shows that she took spiritual path, helping the poor diseased and needy. She spread the message of love to everyone which inspire others to join in this noble task. Statement 9 to 11 delineates Dr. Abdul Kalam’s leadership skills while working as a team leader for a project.

All the four leaders exhibited the ability to create, engage with and nurture purposeful social change.

**Educational Implications**

Education and leadership are the intersection of working with people. A great leader communicates to his/her followers in the first place in order to ensure their support and to other stake holders as well.
5.5.5 Community Building

Community building is a field of practices directed toward the creation or enhancement of community among individuals within a regional area (such as a neighborhood) or with a common interest. It is sometimes encompassed under the field of community development. Community building refers to increase of social justice, individual well-being and reduce negative impacts of otherwise disconnected individuals.

Community building that is geared toward citizen action is usually termed ‘community organizing’. Organizing often means building a widely accessible power structure, often with the end goal of distributing power equally throughout the community. Community organizers generally seek to build groups that are open and democratic in governance. Such groups facilitate and encourage consensus decision-making with a focus on the general health of the community rather than a specific interest group.

If communities are developed based on something they share in common, whether that be location or values, then one challenge for developing communities is how to incorporate individuality and differences.
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Unfortunately we forgot that the biggest asset of India is its people. (ITHD-58)</td>
<td>unfortunately, asset, people</td>
</tr>
<tr>
<td>2.</td>
<td>Any sensible government must learn to unleash the energy of its people. (ITHD-58)</td>
<td>Government learn, unleash, energy</td>
</tr>
<tr>
<td>3.</td>
<td>KDUMPCL was to give a demonstration of what people's energies can do. (ITHD-58)</td>
<td>Demonstration, peoples energies</td>
</tr>
<tr>
<td>4.</td>
<td>After all my responsibility as an employee of farmers was to look after their interest and not the interests of Voltas &amp; others. (ITHD-137)</td>
<td>my responsibility, look after, their interest</td>
</tr>
<tr>
<td>5.</td>
<td>We were keenly aware at NDBD that every new project, each fresh activity undertaken had to fit into a holistic approach to development. (ITHD-139)</td>
<td>Aware, fit into, holistic approach development.</td>
</tr>
<tr>
<td>6.</td>
<td>We were from the very outset, in the business of building and expanding the empire of India’s farmers. (ITHD-163.)</td>
<td>expanding, empire, India's farmers</td>
</tr>
<tr>
<td>7.</td>
<td>NDBD's projects necessarily had but one general mission that of empowering the poor. (ITHD-178)</td>
<td>general mission, empowering the poor.</td>
</tr>
<tr>
<td>8.</td>
<td>&quot;All of them&quot; she added &quot; are members of my family&quot;. (IG-50)</td>
<td>All ,my family</td>
</tr>
<tr>
<td>9.</td>
<td>She did not want to set people against each other but to be a bridge between them. (MT-247)</td>
<td>people, bridge</td>
</tr>
<tr>
<td>10.</td>
<td>If people deepened their faith in prayer they would see &quot; there is no religion, no caste, no color no nationality, no riches and no poverty&quot;. (MT-215)</td>
<td>faith no religion, no caste, no color, no nationality</td>
</tr>
<tr>
<td>11.</td>
<td>To her colour was irrelevant and she was not afraid to do so &quot; white, black, green, yellow whatever, you are all children of God. created for greater things to love and to be loved. (MT-214)</td>
<td>to love, to be loved</td>
</tr>
</tbody>
</table>
A close scrutiny of statements 1 to 7 reveal Dr. Kurien's efforts to build a business model rooted in the illiterate people of rural India. He beat the casteists and religious fanatics to bring people under one banner. He built up a strong community and inspired each one of them to deliver quality and scale up a commercial activity in rural India.

Statement 8 reveals Indira Gandhi's love for the citizens of India. As she was held as Indira Amma by people of India, she was above caste, creed, and religion. Similarly statements 9, 10 and 11 express the fact that Mother Teresa gave herself fully to alleviate the poverty around her by touching one life at a time, and she accomplished so much at the end of her life. Such a reflection expresses a leader’s visionary focus on ‘the big picture’. She drew massive support from the Indian and international communities for the untouchables of the society.

Educational Implications

The vision is a focal point for transformational leadership. It gives the leader and the organisation a connected map for where the organisation is headed. The leader should be effective at building consensus within groups. S/he ought to be above petty reasons for discrimination.

5.5.6. Constructive Depolarisation

Constructive Depolarizing is the ability to calm tense situations where differences dominate and communication has broken down. It includes bringing people from divergent cultures towards constructive management.
In these highly turbulent times, people have different opinions. Leaders need to engage with extreme groups who may not even agree with other similar groups. Extreme positions and polarization are a common place phenomena today.

Constructive depolarization is the maker instinct applied to a conflict, an attempt to remake polarization into dialogue. When leaders encounter conflict, the temptation is to pick sides, which is rarely a good strategy. Conflicts are often dilemmas that must be flipped in order to make good progress.

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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Imagine 5,40,000 farmer members stand in a line at 960 village milk centres irrespective of sex, religion and caste (ITHD-78)</td>
<td>stand in a line irrespective sex, religion caste</td>
</tr>
<tr>
<td>2.</td>
<td>What does it do to a high caste Brahmin to stand behind a Harijan because he came after him? (ITHD-78)</td>
<td>&quot;high caste' Brahmin stand behind Harijan.</td>
</tr>
<tr>
<td>3.</td>
<td>Is it only an orderly milk collection? (IHD-78)</td>
<td>Only orderly milk collection</td>
</tr>
<tr>
<td>4.</td>
<td>Is it not a blow to the caste system? (ITHD-78)</td>
<td>Blow caste system</td>
</tr>
<tr>
<td>5.</td>
<td>What does it do both of them to watch their milk flow into the same can? (ITHD-78)</td>
<td>milk, flow, same can</td>
</tr>
<tr>
<td>6.</td>
<td>Do these experiences not break down caste prejudices? (ITHD-78)</td>
<td>experiences, break down, caste prejudices</td>
</tr>
<tr>
<td>7.</td>
<td>We must order ceasefire in the west. If I don't do it today, I won't be able to do it tomorrow (IG-85)</td>
<td>must order ceasefire</td>
</tr>
<tr>
<td>8.</td>
<td>The great and the humble were threaded alike for in Mother Teresa's eyes they were all children of God and worthy of respect (MT-164)</td>
<td>treated alike, children of God.</td>
</tr>
</tbody>
</table>

Table 6
A close reading of statements 1 to 6 reveals that the Amul model of the cooperative movement not only made the farmers earn more but also brought about a social revolution by empowering women, increasing the hygiene and medical standards of both people and the cattle, breaking caste and religious distinctions.

Statement 7 reveals Mrs. Gandhi’s leadership for the military victory over the U.S. supported Pakistan that resulted in the independence of the wracked nation of Bangladesh. Emerging from this triumph, Gandhi found herself virtually deified by the Indians.

Statement 8 reveals Mother Teresa's compassion for the less fortunate. It also refers to her openness and frankness which helped her establish a powerful network of people from all walks of life.

**Educational Implications**

Leaders need cross-cultural grace in order to constructively depolarize a situation and an ability to listen and learn from people who are very different from them.

**5.5.7 Confidence to march towards vision**

Being confident is another important trait of an effective leader. Confident people feel self-assured and believe they can accomplish their goals. Rather than feeling uncertain, they feel strong and secure about their positions. They do not second-guess themselves, but rather move forward on projects with a clear vision. Confident leaders feel a sense of certainty and believe that they are doing the right
thing. Clearly, confidence is a trait that has to do with feeling positive about oneself and one’s ability to succeed.

If confidence is a central trait of successful leaders, how can you build your own confidence? First, confidence comes from understanding what is required of you. For example, when first learning to drive a car, a student’s confidence is low because he or she does not know what to do. If an instructor explains the driving process and demonstrates how to drive, the student can gain confidence because he or she now has an understanding of how to drive. Awareness and understanding build confidence. Confidence can also come from having a mentor to show the way and provide constructive feedback. This mentor may be a boss, an experienced coworker, or a significant other from outside the organization. Because mentors act as role models and sounding boards, they provide essential help to learn the dynamics of leadership.

Confidence also comes from practice. This is important to point out, because practice is something everyone can do.

In leadership, practice builds confidence because it provides assurance that an aspiring leader can do what needs to be done. Taking on leadership roles, even minor ones on committees or through volunteer activities, provides practice for being a leader. Building one leadership activity on another can increase confidence for more-demanding leadership roles. Those who accept opportunities to practice their leadership will experience increased confidence in their leadership abilities.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement/Events</th>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My colleagues and I, were thinking of ways and means of receiving the gifted</td>
<td>thinking of way &amp; means utilizing generate funds</td>
</tr>
<tr>
<td></td>
<td>commodities and utilising them to generate funds (ITHD-116)</td>
<td></td>
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<tr>
<td>2.</td>
<td>Our proposal envisaged in detail how the European Surpluses were to be used to</td>
<td>envisaged speed up dairy development</td>
</tr>
<tr>
<td></td>
<td>speed up India’s dairy development</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What we tried to do at NDDB was to create peaks of excellence (ITHD-162)</td>
<td>tried to do, create, excellence</td>
</tr>
<tr>
<td>4.</td>
<td>But never once did I let go of the larger vision and mission that had been</td>
<td>let go, larger vision and mission, ingrained in me.</td>
</tr>
<tr>
<td></td>
<td>ingrained in me by people like Tribhuvandas (ITHD-162)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My NDDB colleagues and I were always intensely conscious that each of us keep</td>
<td>conscious, larger dimensions total development.</td>
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<tr>
<td></td>
<td>the larger dimensions of total development in focus (ITHD-162)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I and NDDB could take any amount of abuse and criticism as long as we were</td>
<td>confident, pursuing right path</td>
</tr>
<tr>
<td></td>
<td>confident that we were pursuing the right path. (ITHD-169)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>It was she who restrained her elated followers and remained them that there was</td>
<td>Restrained, reminded promised to keep</td>
</tr>
<tr>
<td></td>
<td>work to do and promises to keep (IG-72)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>She was equally steadfast in insisting that in research and development in the</td>
<td>insisting, keep abreast rest of the world.</td>
</tr>
<tr>
<td></td>
<td>area of nuclear technology India must keep abreast of the rest of the world.</td>
<td></td>
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<tr>
<td>10.</td>
<td>To me, the work and cause of my mission is more important than any individual</td>
<td>work, cause of mission, important.</td>
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<td></td>
<td>(MT-224)</td>
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</tbody>
</table>
A close review of statements 1 to 6 reveals Dr. Kurien's key role in establishing the three tier 'Amul model' and being instrumental in bringing about white Revolution in the country.

Statements 7 and 8 reveal Dr. Kalam as the architect of Indian Missile technology. He demonstrated great confidence in his self and his vision. Similarly statements 9 and 10 reveal Indira Gandhi's confidence to go to great length for achieving the goal.

Statement 11 reveals Mother Teresa's will power which transformed her visions into actions no matter how long they took.

All of the leaders described above set the goals and went for them regardless of the price they had to pay. It is also remarkable that they all were standing up for a suppressed group, advocating their needs and trying to reduce their suffering. It can be vividly imagined that many contemporaries of these leaders may have perceived them as arrogant because of their drive and self-prophesied value for those they represented.

Each one had aspirations and ambitions at the individual level, which simultaneously, also merged with the well-being of the society.
Educational Implications

In leadership, confidence comes from understanding and practice. Taking on leadership roles, even minor ones on communities or through volunteer activities provides practice for being a leader. Building one leadership activity on another can increase confidence for more demanding leadership roles. Those who accept opportunities to practice their leadership will experience increased confidence in their leadership abilities.

Effectiveness of leaders is enhanced when their personal ambitions and aspirations match and merge with those of the community they work for. Each educational leader ought to bear this in mind.