

Designing Pedagogical Innovation in Management Education Insights from Indian Scripture for Job fit, Team Building and Leadership

Selvarasu A^{1,✉}

¹ Annamalai University, Chidambaram, Tamil Nadu, India.

✉ Corresponding author: Selvarasu.a.03989@annamalaiuniversity.ac.in

Abstract:

This study explores innovative pedagogical approaches in teaching organizational behaviour to first-year MBA students at Annamalai University, conducted during October-November 2024. The study integrates storytelling, simulation, and case analysis, juxtaposing modern business practices with insights from Indian scriptures. Fifty students participated in activities designed to enhance learning through thematic instruments combining visuals and narratives from contemporary trends and traditional scriptures. The methodology involved three key sections: (i) personality assessments for job and company fit using Myers and Briggs's MBTI, OCEAN Big Five traits, and Holland's RIASEC models, (ii) work group simulations using the Buyer-Utility Experience Map to explore new opportunities, and (iii) case analysis of leadership behaviour, focusing on powers and politics. Students were briefed ten days in advance, allowing preparation for classroom engagement with a dual focus on modern practices and traditional insights. The findings highlighted improved job and company fit profiling when modern practices were supplemented with scriptural insights. Group dynamics in simulations revealed how cultural and philosophical influences shaped problem-solving approaches. Students drew valuable parallels between contemporary corporate leaders and figures from Indian scriptures, emphasizing universal leadership traits. A strong correlation was observed between participation in these activities and enhanced learning outcomes, reflected in higher internal test scores. The study demonstrates that blending modern pedagogies with traditional wisdom fosters deeper understanding, engagement, and holistic development in management education, offering a robust framework for integrating cultural relevance into business teaching practices.

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1. INTRODUCTION

Management education faces the challenge of equipping students with skills that balance technical proficiency, emotional intelligence, and cultural awareness. Traditional instructional methods often fall short of addressing these diverse needs. Indian scriptures, with their rich narratives and timeless principles, offer valuable lessons for leadership, teamwork, and personal alignment. This paper examines how these texts can inspire innovative teaching methodologies to cultivate well-rounded management professionals. Indian scriptures offer timeless leadership archetypes that align seamlessly with modern personality and management frameworks like MBTI, RIASEC, OCEAN, and corporate leadership paradigms. Characters like Krishna, Arjuna, and Hanuman exhibit traits analogous to modern leaders such as Elon Musk, Ratan Tata, and Kiran Mazumdar-Shaw, emphasizing ethical leadership, innovation, resilience, and collaboration. Frameworks like RIASEC highlight visionary roles (e.g., Vishwakarma as the Innovative Creator) and strategic planners (Vidura as the Supportive Planner), while OCEAN traits draw parallels between Krishna's extraversion and Obama's charisma, or Rama's emotional stability and Merkel's composure. Through simulations like buyer-utility mapping and work group roles (e.g., Krishna as a leader,

Sanjaya as an observer), these archetypes teach practical lessons in teamwork, decision-making, and conflict resolution. Combining ancient wisdom with contemporary leadership strategies bridges cultural insights and modern management, enriching pedagogy and leadership development.

2. LITERATURE REVIEW

Recent studies highlight the importance of experiential learning, storytelling, and simulations in teaching leadership and team dynamics. Innovative pedagogy in management education, particularly through the integration of Indian scripture, offers a unique approach to teaching team building, leadership, and job-organizational fit. This approach can be effectively implemented through workgroup simulations, case analysis, and storytelling, which are recognized as powerful pedagogical tools. The use of simulations in management education, as highlighted by Pérez and Chalarca-Guzmán, allows students to engage in scenario planning and decision-making in a controlled environment, fostering the development of managerial competencies and teamwork skills. Storytelling, rooted in cultural and historical contexts such as Indian scriptures, can enhance the learning experience by providing relatable and memorable narratives that

illustrate leadership principles and organizational dynamics. The integration of these methods aligns with the broader trend of innovative pedagogical strategies that emphasize active learning and real-world problem-solving, as discussed by Clack, who notes the effectiveness of role-play and flipped classroom techniques in management education. Furthermore, the principles of innovative pedagogy, as outlined by Matvienko, stress the importance of creating a supportive environment for innovation, involving students in research activities, and collaborating with practitioners to ensure the practical application of theoretical knowledge. This holistic approach is supported by the Multiple Intelligences Theory, which advocates for diverse teaching methods to cater to different learning styles and promote sustainable development. By leveraging these innovative pedagogical strategies, management education can not only enhance student engagement and learning outcomes but also prepare students to meet the evolving demands of the modern workforce.

The integration of ancient Indian scriptures into modern management education offers a promising avenue for developing well-rounded management professionals by addressing the limitations of traditional instructional methods. These scriptures, rich in narratives and timeless principles, provide valuable lessons in leadership, teamwork, and personal alignment, which are crucial for balancing technical proficiency, emotional intelligence, and cultural awareness. For instance, the Bhagavad Gita and Mahabharata offer insights into ethical leadership and decision-making, which are applicable in today's corporate environment. Characters like Krishna and Arjuna exemplify leadership traits that align with modern frameworks such as MBTI and OCEAN, drawing parallels with contemporary leaders like Elon Musk and Ratan Tata. The Ramayana also provides lessons in motivation, ethical values, and team building, which are essential for managerial effectiveness. Furthermore, the teachings of the Bhagavad Gita emphasize the importance of humanitarian touch and self-consciousness in business, promoting sustainable development and organizational excellence. The Vedantic and Buddhist traditions, as discussed in various studies, advocate for a holistic approach to management that integrates spiritual growth with professional development, challenging the technocratic and centralized focus of current economic systems. This holistic approach is further supported by the concept of "Vasudhaiva Kutumbakam" from the Mahabharata, which promotes universal brotherhood and ethical living, essential for good governance and social responsibility. By incorporating these ancient teachings into management curricula, educators can foster a new generation of leaders who are not only technically proficient but also ethically grounded and culturally aware, thus bridging the gap between ancient wisdom and modern management practices.

Management education is increasingly challenged to equip students with a blend of technical skills, emotional intelligence, and cultural awareness, as traditional teaching methods often fail to meet these diverse needs. Indian scriptures, rich in narratives and timeless principles, provide valuable insights into leadership, teamwork, and personal alignment, making them a potent source for innovative teaching methodologies in management education. These ancient texts offer leadership archetypes that resonate with contemporary management frameworks such as MBTI,

RIASEC, and OCEAN, thereby enriching the educational landscape. For instance, characters like Krishna, Arjuna, and Hanuman exemplify traits that align with modern leaders such as Elon Musk and Ratan Tata, emphasizing qualities like ethical leadership, innovation, resilience, and collaboration. Frameworks like RIASEC illustrate visionary roles, with figures like Vishwakarma representing the Innovative Creator, while Vidura embodies the Supportive Planner, showcasing how ancient wisdom can inform modern strategic thinking. Moreover, the OCEAN framework draws parallels between the traits of these characters and contemporary leaders, highlighting Krishna's extraversion akin to Obama's charisma and Rama's emotional stability reflecting Merkel's composure. This synthesis of ancient and modern perspectives not only enhances the understanding of leadership qualities but also provides practical lessons in teamwork, decision-making, and conflict resolution through simulations and role-playing exercises. By integrating these timeless lessons into management education, educators can bridge cultural insights with modern management practices, thereby cultivating well-rounded professionals who are equipped to navigate the complexities of today's business environment. The emphasis on participative management and employee empowerment, as seen in the practices of Indian managers, further underscores the relevance of these teachings in fostering effective leadership and organizational success. In conclusion, the incorporation of Indian scriptures into management education not only addresses the pressing need for a balanced skill set among students but also enriches pedagogical approaches by blending ancient wisdom with contemporary leadership strategies. This holistic approach ultimately prepares future leaders to thrive in diverse and dynamic organizational landscapes.

2.1 Research Gap

There was a focus to make the management education more application oriented with the help of simulations, case analysis, role play, group discussion, etc. However, in the teaching of course on organizational behaviour have been attempted with such combination of simulation and case analysis in addition to personality assessments. Keeping pace with the changing innovation in pedagogical design, the picture and storytelling for personality assessment, simulation for work group formation and case analysis considered as the gap in research.

2.2 Need for the study

The varied performance of students in the first internal assessment by following regular teaching was considered as the problem. In order to enhance their learning and practice towards enhancing the performance in the subsequent assessment and overall internal assessment marks, the design of three innovation in pedagogical teaching of organizational behaviour was attempted among the first year MBA students.

2.3 Objectives of the study

The following objectives of outcome-based approach was proposed for the study.

1. To assess the job and company fit personalities using pictures and storytelling among first year MBA students.

- To observe the group formation behaviour in the work group simulation of buyer-utility experience mapping.
- To study the level of participation among students in the case analysis of corporate leadership on powers and politics.
- To design innovation in pedagogical teaching of modern trends in comparison with content analysis-based insights from Indian scriptures.
- To measure the correlations between the internal assessment marks of simulation, case analysis on the total marks.

2.4 Hypothesis

The scope of the study is to test whether the design and adoption of simulation, case analysis, quizzes, personality assessments enhance the internal assessment marks of students.

H0: There is no significant correlation between the total marks and its components of assessments.

H1: There is significant positive correlation exists between the total marks and its components of assessment.

3. METHODOLOGY

This research employs a mixed-methods approach:

- Content Analysis:** Examines personalities as per MBTI, OCEAN Big five, and RIASEC, in addition to work group, corporate leadership powers and politics of modern trends in comparison with insights from Indian scriptures.
- Experimental Pedagogy:** Designs and implements pictures and images, storytelling, simulations, and visual five select case analysis in management classrooms.
- Survey and Feedback:** Collects data from participants to evaluate the effectiveness of these methods in enhancing learning outcomes.
- Descriptive analysis** of the correlation between the test scores and innovative pedagogical teaching organizational behaviour.

The three specific methods of assessing personality towards job and organizational fit was introduced and the existing scales were demonstrated. However, the triangulation of the qualitative assessments of using pictures and stories were again explained to the students to take part in the survey.

3.1 Description of MBTI personalities in comparison with insights from Indian Scriptures

The table 1 MBTI provides a fascinating alignment of the Myers-Briggs Type Indicator (MBTI) personality types with iconic characters from the Indian epic, the Mahabharata. It categorizes the 16 MBTI types into four overarching groups—Analysts, Diplomats, Sentinels, and Explorers—each reflecting unique personality archetypes. Characters such as Krishna, Yudhishtira, Bhishma, and Draupadi are mapped to specific MBTI profiles based on their distinctive traits and behaviours. For instance, Krishna’s visionary and strategic mindset aligns with the INTJ (Architect) type, while Yudhishtira’s adherence to justice reflects the INFJ (Advocate) type. Similarly, Bhishma’s disciplined and dutiful nature corresponds to the ISTJ (Logistician) type, and Draupadi’s inspirational leadership resonates with the ENFP

(Campaigner) profile. This innovative approach not only deepens our understanding of MBTI through familiar cultural narratives but also offers a unique lens to explore the personalities and moral dilemmas within the Mahabharata.



Figure 1. Design innovation in Pedagogical Teaching of Organizational Behaviour

3.2 Description of RIASEC personalities in comparison with Indian Scriptures

The table 2 presents a unique comparison of the RIASEC 20 personality types with iconic figures from Indian scriptures and their corresponding roles in the modern business world. The RIASEC model, which stands for Realistic, Investigative, Artistic, Social, Enterprising, and Conventional, categorizes personalities into combinations that define specific skills and aptitudes. Each RIASEC combination is linked to an archetype from Indian scriptures, showcasing how ancient wisdom aligns with contemporary professional roles. For instance, Vishwakarma, the divine architect, represents the RIA type as an Innovative Creator, akin to modern-day architects and product designers. Krishna, as a Strategic Implementer (RIE), parallels a business strategist or management leader, reflecting his role as a master tactician in the Mahabharata. Similarly, figures like Bhishma, Ravana, and Hanuman embody various aspects of problem-solving, visionary leadership, and motivational traits, matched with roles such as healthcare specialists, entrepreneurs, and team facilitators. This creative synthesis bridges the gap between ancient spiritual teachings and modern occupational psychology, offering a fresh perspective on the universality of human traits and their relevance across time and cultures.

Table 1. MBTI Personalities in comparison with insights from Indian Scriptures

Introvert Extrovert	Intuition Sensing	Thinking Feeling	Judging Prospecting	Myers Brigg Type Indicator (MBTI) JOB FIT PERSONALITY
Introvert A2 & E2	Intuition B1 & F1	Thinking C1 & G1	Judging D1 & H1	1. INTJ Architect (Analyst) Krishna
Introvert A3 & A4	Intuition B1 & F1	Thinking C1 & G1	Prospecting D2 & H2	2. INTP Logician (Analyst) Vidura
Introvert A2 & E2	Intuition B1 & F1	Feeling C2 & G2	Judging D1 & H1	3. INFJ Advocate (Diplomat) Yudhishtira
Introvert A2 & E2	Intuition B1 & F1	Feeling C2 & G2	Prospecting D2 & H2	4. INFP Mediator (Diplomat) Karna
Introvert A2 & E2	Sensing B2 & F2	Thinking C1 & G1	Judging D1 & H1	5. ISTJ Logistician (Sentinels) Bhishma
Introvert A2 & E2	Sensing B2 & F2	Thinking C1 & G1	Prospecting D2 & H2	6. ISTP Virtuoso (Explorer) Arjuna
Introvert A2 & E2	Sensing B2 & F2	Feeling C2 & G2	Judging D1 & H1	7. ISFJ Defender (Sentinels) Kunti
Introvert A2 & E2	Sensing B2 & F2	Feeling C2 & G2	Prospecting D2 & H2	8. ISFP Adventurer (Explorer) Abhimanyu
Extrovert A1 & E1	Intuition B1 & F1	Thinking C1 & G1	Judging D1 & H1	9. ENTJ Commander (Analyst) Duryodhana
Extrovert A1 & E1	Intuition B1 & F1	Thinking C1 & G1	Prospecting D2 & H2	10. ENTP Debater (Analyst) Shakuni
Extrovert A1 & E1	Intuition B1 & F1	Feeling C2 & G2	Judging D1 & H1	11. ENFJ Protagonist (Diplomat) Bhishma
Extrovert A1 & E1	Sensing B2 & F2	Feeling C2 & G2	Prospecting D2 & H2	12. ENFP Campaigner (Diplomat) Draupadi
Extrovert A1 & E1	Sensing B2 & F2	Thinking C1 & G1	Judging D1 & H1	13. ESTJ Executive (Sentinels) Drona
Extrovert A1 & E1	Sensing B2 & F2	Thinking C1 & G1	Prospecting D2 & H2	14. ESTP Entrepreneur (Explorer) Bheema
Extrovert A1 & E1	Sensing B2 & F2	Feeling C2 & G2	Judging D1 & H1	15. ESFJ Consul (Sentinels) Gandhari
Extrovert A1 & E1	Sensing B2 & F2	Feeling C2 & G2	Prospecting D2 & H2	16. ESFP Entertainer (Explorer) Nakula and Sahadeva

Source: Selvarasu A. Professor of Management, Annamalai University (2024) compiled 16personalities.com and additional insights from Indian scriptures

Table 2. RIASEC 20 Personalities in comparison with Indian Scriptures

RIASEC Combination	Indian Scriptures Characters	Modern Character
1. RIA (Innovative Creator)	Vishwakarma	Architect, Product Designer
2. RIS (Problem-Solver)	Bhishma	Healthcare Specialist, Researcher
3. RIE (Strategic Implementer)	Krishna	Business Strategist, Management Leader
4. RIC (Technical Organizer)	Dronacharya	Trainer, Systems Engineer
5. RAS (Empathetic Designer)	Shabari	UX Designer, Community Artist
6. RAE (Visionary Builder)	Ravana	Entrepreneur, Visionary Innovator
7. RAC (Creative Technician)	Mayasura	Industrial Designer, CAD Specialist
8. RSE (Team Leader)	Sugriva	Operations Manager, Team Coach
9. RSC (Supportive Planner)	Vidura	HR Manager, Organizational Planner
10. REC (Goal-Oriented)	Karna	Project Manager, Logistics Coordinator
11. IAS (Insightful Innovator)	Narada	Creative Consultant, Research Analyst
12. IAE (Persuasive Analyst)	Brihaspati	Public Policy Advisor, Marketing Analyst
13. IAC (Researcher)	Vyasa	Academic Researcher, Archivist
14. ISE (Analytical Leader)	Yudhishtira	Governance Consultant, Ethical Leader
15. ISC (Guide)	Sanjaya	Educator, Mediator
16. IEC (Strategist)	Chanakya	Strategic Consultant, Policy Analyst
17. ASE (Motivator)	Hanuman	Motivational Speaker, Team Facilitator
18. ASC (Creative Leader)	Sita	Creative Director, Mentor
19. AEC (Organizer)	Arjuna	Organizational Leader, Event Planner
20. SEC (Coordinator)	Rama	Program Manager, Diplomatic Coordinator

Source: Selvarasu A. Professor of Management, Annamalai University (2024) compiled <https://openpsychometrics.org/tests/RIASEC/> and additional insights from Indian scriptures

3.3 Description of OCEAN Big Five Personalities in comparison with Indian Scriptures

The table 3 provides a comparative framework of the **OCEAN Big Five Personality Traits**—Openness, Conscientiousness, Extraversion, Agreeableness, and Emotional Stability—by mapping them to notable characters from **Indian scriptures** and their parallel roles in the modern

professional world. **Openness**, characterized by creativity and adaptability, is represented by **Arjuna and Shiva**, akin to modern innovators and philosophers. **Conscientiousness**, reflecting diligence and dependability, is embodied by **Yudhishtira and Hanuman**, paralleling ethical leaders and project managers. **Extraversion**, indicative of charisma and sociability, is attributed to **Krishna and Indra**, representing modern CEOs and team motivators. **Agreeableness**, marked by empathy and cooperation, aligns with **Sita and Vidura**, comparable to mediators and HR professionals. Lastly, **Emotional Stability**, denoting composure under stress, is exemplified by **Rama and Bhishma**, aligning with crisis managers and negotiators. This insightful comparison illustrates how ancient scriptural wisdom can inform modern personality frameworks and professional roles.

Table 3. OCEAN Big Five Personalities in comparison with Indian Scriptures

BIG FIVE TRIATS	PERSONALITY	MODERN ROLES
Openness	Arjuna, Shiva	Innovators, explorers, philosophers
Conscientiousness	Yudhishtira, Hanuman	Ethical leaders, project managers
Extraversion	Krishna, Indra	CEOs, Team motivators
Agreeableness	Sita, Vidura	HR professionals, Counsellors,
Emotional Stability	Rama, Bhishma	Crisis managers, negotiators

Source: Selvarasu A. Professor of Management, Annamalai University (2024) compiled <https://openpsychometrics.org/tests/RIASEC/> and additional insights from Indian scriptures

3.4 Description of the players of workgroup simulation in comparison with Indian scriptures

The ability of teams to collaborate effectively has become one of the most critical drivers of success in today's fast-paced and ever-evolving organizational environments. As workplaces become more globalized, technology-driven, and dynamic, the need for high-performing workgroups has never been more apparent. It is no longer sufficient for teams to simply come together and complete tasks; they must function as cohesive, adaptable units capable of navigating complexity, solving problems, and driving innovation. This is where the concept of workgroup simulation comes into play.

Workgroup guidelines emphasize fostering collaboration, ensuring structured roles, and facilitating effective communication. Each member is assigned specific responsibilities, such as leadership, analysis, and facilitation, to streamline the group's objectives and enhance productivity. Clear timelines, resource allocation, and defined objectives guide activities like research, brainstorming, and presentations. Encouraging diverse skill sets—ranging from analytical thinking and problem-solving to public speaking and empathy—ensures comprehensive and inclusive decision-making. Regular feedback, debriefing sessions, and reflection on challenges faced enhance learning and adaptability, ultimately promoting teamwork and achieving shared goals. These guidelines aim to cultivate an environment of mutual respect, clarity, and alignment for collective success.

In the third week of October 2024, group exercises for MBA students, such as Buyer Utility Experience Mapping (BUEM), emphasized identifying and addressing customer pain points to enhance buyer satisfaction and strategic decision-making. These exercises typically involve structured steps: forming

diverse groups, analyzing buyer experience stages (Purchase, Delivery, Use, Supplements, Maintenance, Disposal), and leveraging utility levers like productivity, simplicity, and environmental friendliness. Through collaborative brainstorming and goal-setting, participants propose innovative solutions to real-world business challenges. Presentations and feedback sessions further refine ideas, while debriefings foster critical reflection. These simulations not only teach practical tools like BUEM but also cultivate teamwork, problem-solving, and strategic thinking skills essential for modern business leaders.

Table 4. Players of Group Simulation in comparison with Indian Scriptures

Work Group Simulation Role	Scriptural Character	Skills Exhibited
Group Leader	Krishna	Leadership, decision-making, conflict management
Observer (Timekeeping)	Sanjaya	Objectivity, analytical thinking, feedback provision
Facilitator	Narada	Coordination, conflict resolution, problem-solving
Analysts	Vidura	Time management, collaboration, facilitation skills
Purchaser (Consumer)	Janaka	Negotiation, decision-making, communication
Service Beneficiary	Sudama	Empathy, communication, critical thinking
Buyer Utility Map Designer	Vishwakarma	Design thinking, visualization, strategic alignment
Presenter	Hanuman	Public speaking, communication, persuasion

Source: Selvarasu A. Professor of Management, Annamalai University (2024) compiled <https://www.blueoceanstrategy.com> W. Chan Kim and Renée Mauborgne & insights from Indian scriptures

The table 4 presents the outcome of content analysis based a unique perspective on modern simulation game roles by drawing insightful parallels with characters from Indian scriptures, highlighting timeless leadership and problem-solving traits. Each simulation role, such as Group Leader, Observer, Facilitator, and others, is mapped to a corresponding scriptural figure based on their exhibited skills and qualities. For instance, Krishna, renowned for his strategic leadership and conflict management during the Mahabharata, is compared to the Group Leader role. Similarly, Sanjaya, with his objectivity and analytical thinking, aligns with the Observer (Timekeeping) role, while Narada, known for his coordination and conflict resolution, is associated with the Facilitator role. Other roles, such as Analysts (Vidura's wisdom), Purchaser (Janaka's negotiation skills), and Presenter (Hanuman's persuasive communication), further bridge ancient scriptural insights with modern applications. By integrating scriptural archetypes with contemporary simulation frameworks, this approach underscores the enduring relevance of ancient wisdom in fostering leadership, teamwork, and innovation in modern contexts.

3.5 Description of Corporate Leadership in comparison with insights from Indian Scriptures

In the fourth week of October 2024, a case analysis presentation was conducted on the corporate leadership on

powers and politics. The content analysis-based outcome in the table 5 provides a comparison of modern corporate leadership dynamics with archetypes from Indian scriptures, exploring leadership powers and politics. It juxtaposes corporate leaders' strategies and challenges with scriptural characters to draw parallels in leadership qualities and ethical dilemmas. For instance, the ethical grounding and strategic foresight of **Ratan Tata vs. Cyrus Mistry** are compared to **Yudhishtira** from the Mahabharata, emphasizing credibility in leadership. The rivalry between **Mukesh Ambani and Anil Ambani** mirrors the tension between **Karna and Arjuna**, highlighting the balance of ambition with collaboration for organizational stability. **Vijay Mallya's** charismatic but ethically flawed leadership is compared to **Duryodhana**, showing that charisma alone cannot sustain leadership without accountability. Similarly, **Ramalinga Raju** is likened to **Shakuni**, revealing the dangers of manipulation and the need for transparency to maintain stability. Finally, **Kiran Mazumdar-Shaw** is compared to **Hanuman** from the Ramayana, symbolizing resilience, innovation, and the ability to inspire teams to overcome challenges and achieve success. This insightful framework bridges timeless leadership lessons from Indian scriptures with contemporary corporate realities.

Table 5. Case analysis corporate leaders in comparison with Indian Scriptures

Modern Corporate Leader	Indian Leadership Archetype	Leadership Qualities
Ratan Tata vs. Cyrus Mistry	Yudhishtira (Mahabharata)	Ethical grounding fosters credibility and strategic foresight.
Mukesh Ambani vs. Anil Ambani	Karna vs. Arjuna (Mahabharata)	Balance ambition with collaboration for organizational stability.
Vijay Mallya	Duryodhana (Mahabharata)	Charisma alone cannot sustain leadership; accountability and ethical responsibility are essential.
Ramalinga Raju	Shakuni (Mahabharata)	Transparency and trust are pillars of sustainable leadership; manipulation leads to long-term instability.
Kiran Mazumdar-Shaw	Hanuman (Ramayana)	Resilience and innovation inspire teams to overcome challenges and drive organizational success.

Source: Selvarasu A. Professor of Management, Annamalai University (2024) compiled Balachandran, R. (2016) Ratan Tata, Kapoor, R. (2008) Mukesh Ambani, Ghosh, B. (2016) Vija Malya, Jammine, A., & Singh, M. (2009) Ramalinga Raju, Mazumdar-Shaw, K. (2010) and additional insights from Indian scriptures

4. RESULTS AND DISCUSSION

The job fit profile of the students has been identified and presented in the following section.

4.1 Summary of MBIT Personality Trends of MBA students

Students exhibited a diverse range of MBTI personalities, reflecting a balance between analytical thinking, creativity, and social empathy. The cohort predominantly includes Analysts, who excel in logical problem-solving and strategic planning, and Explorers, known for their adaptability and curiosity. A smaller but significant group of Diplomats emphasizes collaboration and value-driven leadership. The presence of Sentential types highlights a focus on structure and reliability. This diversity equips the group with

complementary strengths, fostering dynamic teamwork and innovation in various real-world scenarios.

4.2 Summary of RIASEC Personality Trends of MBA students

The students' RIASEC personality profiles reflect a strong inclination toward Artistic traits, highlighting their creativity, self-expression, and innovative thinking. They demonstrate significant potential in areas requiring originality, such as design, media, and performing arts. Complementing this, traits like Enterprising and Social indicate a knack for leadership, collaboration, and interpersonal engagement, suggesting aptitude for roles in management, entrepreneurship, and community-oriented professions. The balanced presence of Investigative, Realistic, and Conventional traits underscores their analytical problem-solving abilities, practical skills, and a structured approach to tasks. Together, this blend of traits showcases a dynamic and versatile cohort capable of excelling in creative, strategic, and socially impactful careers.

4.3 Summary of OCEAN Big Five personalities of MBA students

The OCEAN personality profiles of the students reveal a dominant emphasis on Openness, showcasing their curiosity, imagination, and readiness to explore new ideas and experiences. This is complemented by a notable presence of Conscientiousness, reflecting their disciplined, organized, and goal-oriented nature, which enables them to excel in structured environments. Extraversion is also prominent, highlighting their energy, sociability, and enthusiasm for engaging with others. A smaller representation of Agreeableness and Neuroticism balances the group, suggesting a mix of cooperative tendencies with varying emotional resilience. This diverse profile equips the students with the creativity, determination, and interpersonal skills necessary for success in collaborative and innovative endeavours.

4.4 Summary of Work Group Simulation experience

The workgroup simulation on the Buyer Utility Experience Map demonstrated the students' ability to analyze and innovate across diverse products like air-conditioners, refrigerators, mobile phones, e-bikes, and furniture. Each group systematically mapped buyer experiences across stages such as purchase, delivery, use, supplements, maintenance, and disposal. For air-conditioners and refrigerators, the focus

was on energy efficiency, ease of maintenance, and environmental sustainability. Mobile phones emphasized user-friendly technology, convenience, and innovative features. E-bikes highlighted eco-friendliness and accessibility, while furniture explored aesthetics, durability, and modular functionality. This exercise fostered teamwork, critical thinking, and customer-centric innovation, equipping students with practical skills for real-world problem-solving in consumer-focused industries.

4.5 Summary of Case analysis experience

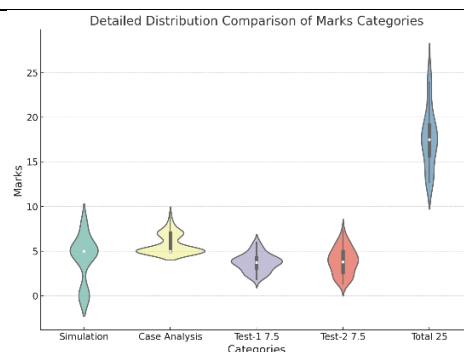
The case analysis delves into corporate leadership through the lens of real-world examples, focusing on power dynamics, political strategies, and governance outcomes. It examines high-profile corporate scenarios, including the Ambani family business split, Satyam's fraud scandal, the Tata-Mistry governance conflict, Vijay Mallya's Kingfisher Airlines mismanagement, and Kiran Mazumdar-Shaw's strategic leadership at Biocon. Each case illustrates different leadership styles—ranging from autocratic to visionary—and the interplay of informal and formal power structures. Lessons highlight the significance of succession planning, financial prudence, ethical governance, and adaptability in volatile markets. The analysis offers actionable insights into balancing power, politics, and ethics for effective corporate leadership.

4.6 Summary of descriptive statistics of internal assessment categories marks

The dataset's descriptive statistics reveal intriguing insights into the performance across five categories: Simulation, Case Analysis, Test-1 (7.5 marks), Test-2 (7.5 marks), and Total (25 marks). On average, participants scored **4.24 marks** in Simulation, which showcased the highest variability (standard deviation of 2.58), indicating diverse levels of skill demonstration. Case Analysis exhibited a slightly higher mean score of **5.75 marks**, with a smaller variability (standard deviation of 1.09), reflecting relatively consistent performance in analytical tasks. Test-1 and Test-2 had mean scores of **3.74** and **3.90 marks**, respectively, with moderate variability (standard deviations of 0.99 and 1.47), suggesting differences in test preparedness. The Total marks, with a mean of **17.62** and a standard deviation of **3.37**, highlight overall performance across categories, ranging from a minimum of **12.7** to a maximum of **25 marks**. These statistics emphasize the balance of consistency in Case Analysis against the variability in Simulation and test scores, providing a comprehensive view of participant performance.

Table 6. descriptive statistics of internal assessment categories marks

Assessment Statistics	Simulation For 5 Marks	Case Analysis For 5 Marks	Test-1 For 7.5 Marks	Test-2 7.5 Marks	Total for 25 Marks
count	59	59	59	59	59
Mean	4.2	5.7	3.7	3.9	17.6
STD	2.6	1.1	1.0	1.5	3.4
Min	0.0	5.0	1.8	1.3	12.7
25%	5.0	5.0	3.1	2.7	15.7
50%	5.0	5.0	3.8	3.8	17.5
75%	5.0	7.0	4.3	5.0	19.1
Max	8.0	9.0	6.0	7.3	25.3



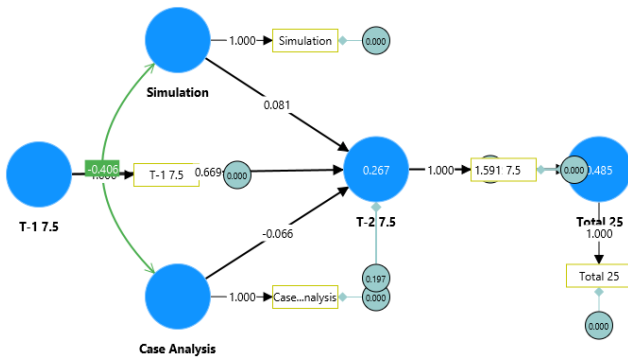


Figure 2. Structural Equation Model

4.7 Description of the Correlation Matrix of internal assessment categories marks

The correlation matrix provides insights into the relationships between various evaluation categories. **Simulation** shows a strong positive correlation with the **Total (0.80)**, indicating its significant contribution to overall performance. Conversely, **Case Analysis** has a weak negative correlation with most categories, including a notable negative correlation with **Simulation (-0.41)**, suggesting these two components assess distinct skill sets. The two test categories, **Test-1 7.5** and **Test-2 7.5**, demonstrate a moderate positive correlation (**0.45**), reflecting a consistency in performance across these assessments. Both tests also positively correlate with the **Total (0.53 and 0.68, respectively)**, highlighting their combined influence on the final scores. This analysis underscores the varied weight and interdependence of different components in shaping overall performance.

Table 7. Correlation Matrix of internal assessment categories marks

	Simulation	Case Analysis	Test-1 7.5	Test-2 7.5	Total 25
Simulation	1.00	-0.41	0.19	0.25	0.80
Case Analysis	-0.41	1.00	-0.34	-0.26	-0.20
Test-1 7.5	0.19	-0.34	1.00	0.45	0.53
Test-2 7.5	0.25	-0.26	0.45	1.00	0.68
Total 25	0.80	-0.20	0.53	0.68	1.00

4.8 Structural Equation Model (SEM) Fit of Innovative Pedagogy Simulation and Case analysis on the improvement of internal assessment scores.

The Structural Equation Model (SEM) depicts the relationships among key variables in a study, possibly related to educational interventions. The model includes latent variables such as **T-1 7.5** (pre-intervention scores), **Simulation**, **Case Analysis**, **T-2 7.5** (post-intervention scores), and **Total 25** (final cumulative outcome). T-1 7.5 strongly

predicts Simulation (path coefficient = 0.669) and has a feedback loop with it (-0.406), suggesting interdependence. Simulation positively influences T-2 7.5 (0.081), while Case Analysis has a small negative effect on T-2 7.5 (-0.066). T-2 7.5, in turn, significantly predicts Total 25 (1.591), indicating its central role in determining final outcomes. The model also incorporates residual variance for unaccounted factors, with all variables normalized for total variance. Overall, the SEM highlights the interplay of baseline measures, intervention strategies, and final outcomes in shaping the results of an educational program. The **Structural Equation Model (SEM)**, representing relationships among variables in a hypothetical study. Here's an analysis based on the image:

Key Elements in the SEM:

- Variables:**
 - Latent Variables (Blue Nodes):** Represent higher-level constructs such as:
 - T-1 7.5:** Likely a measure taken at "Time 1" or a baseline condition.
 - Simulation:** Refers to an intervention or experiential learning process.
 - Case Analysis:** Another learning or instructional method.
 - T-2 7.5:** A measure taken after interventions at "Time 2."
 - Total 25:** A composite or cumulative outcome variable.
 - Observed Variables (Yellow-labelled Rectangles):**
 - Indicate measured data linked to latent variables (e.g., scores or task results).
- Path Coefficients (Values on Arrows):** Represent standardized relationships (direct effects) between variables.
 - E.g., Simulation → T-2 7.5 has a positive effect (0.081).
 - T-1 7.5 → Simulation has a strong positive effect (0.669).
 - Case Analysis → T-2 7.5 has a smaller negative effect (-0.066).
 - T-2 7.5 → Total 25 has a strong positive relationship (1.591).
- Error Terms:**
 - Shown as small gray circles connected to latent variables.
 - Indicate residual variance not explained by the model.
- Model Fit:**
 - Total variance is normalized to 1 for all endogenous variables (e.g., Total 25).
- Feedback Loop:**
 - Notably, there is a recursive effect (T-1 7.5 ↔ Simulation: -0.406), indicating interdependence.

Interpretation - The SEM suggests:

Baseline Effects:

- T-1 7.5 significantly predicts both Simulation (0.669) and Case Analysis (unspecified direct arrow but inferred influence).

Intervention Contributions:

- Simulation positively impacts T-2 7.5.
- Case Analysis has a slight negative effect on T-2 7.5.

Outcome Measure:

- T-2 7.5 strongly influences the final score (Total 25).

Possible Context:

This SEM could relate to a study on **educational interventions** (e.g., MBA/academic programs):

- **T-1 7.5:** Pre-intervention scores.
- **Simulation & Case Analysis:** Teaching methodologies applied.
- **T-2 7.5:** Post-intervention performance.
- **Total 25:** Aggregate final evaluation.

Fitness of the SEM Model of effect of simulation and case analysis on internal assessment of MBA Students

The model fit indices suggest that the structural equation model does not adequately fit the data. The chi-square statistic is significant ($p = 0.000$), which, while expected for large sample sizes, is coupled with a very high chi-square/df ratio (1435.435), indicating poor fit. Key indices such as RMSEA (1.697), SRMR (0.209), GFI (0.691), AGFI (0.074), and PGFI (0.230) all fall outside acceptable thresholds, with RMSEA far exceeding the upper limit of 0.10 for poor fit. Additionally, the normed fit index (NFI = 0.077), Tucker-Lewis index (TLI = -0.846), and comparative fit index (CFI = 0.077) are significantly below the acceptable threshold of 0.90, further confirming poor model fit. These results indicate substantial misspecifications in the model, and adjustments such as modifying paths or revising the model structure are necessary to improve its fit to the data.

4.9 Measures to enhance students’ performance

Improving performance across the evaluation categories requires a targeted and holistic approach. For **Simulation**, enhancing hands-on training and providing diverse, scenario-based practice can help participants build practical skills. In **Case Analysis**, fostering critical thinking through workshops, real-world case studies, and collaborative exercises can improve analytical abilities. To excel in **Test-1** and **Test-2**, regular mock tests, time management strategies, and focused revision of challenging topics are essential.

Holistically, a balanced learning plan that integrates practical, analytical, and theoretical components, combined with personalized mentoring, can drive overall improvement. Additionally, offering stress management support, rewarding consistent efforts, and fostering peer-based learning environments can motivate participants to perform better across all categories. These strategies aim to create a well-rounded framework for enhancing individual and collective performance.

5. FINDINGS, RECOMMENDATIONS AND CONCLUSION

The findings from the study reveal significant insights into the relationship between simulation, case analysis, Test-1, Test-2, and their impact on the total marks of students. On average, participants scored 4.24 marks in simulation, reflecting the highest variability (standard deviation of 2.58), indicative of diverse skill levels in practical applications. Case analysis, with a mean score of 5.75 marks and a smaller standard deviation of 1.09, demonstrated relatively consistent performance in analytical tasks. Test-1 and Test-2 had mean scores of 3.74 and 3.90 marks, respectively, showing moderate variability (standard deviations of 0.99 and 1.47), highlighting differences in test preparedness. Overall, the total marks averaged at 17.62, with a standard deviation of 3.37, reflecting a balance between the consistency of case analysis and the variability in other components. The strong positive correlation (0.80) between simulation and total marks underscores the significant contribution of practical exercises to overall performance, while case analysis showed weaker correlations, suggesting it evaluates distinct skill sets. These findings highlight the interdependence and varied weight of each component in shaping comprehensive student performance.

The study highlights the integration of innovative pedagogical techniques in management education, blending modern practices with ancient Indian scriptures to enhance student learning outcomes. Key findings show that combining storytelling, simulations, and case analysis with scriptural insights fosters a deeper understanding of leadership, teamwork, and organizational behaviour. Students exhibited improved job and company fit profiling, dynamic group participation, and the ability to draw parallels between corporate leaders and scriptural figures, which enhanced their problem-solving and decision-making skills.

Table 8. Model fit Indices

Model fit	Estimated model	Null model	Model fit	Estimated model	Null model
Chi-square	7177.173	7778.808	GFI	0.691	n/a
Number of model parameters	10.000	5.000	AGFI	0.074	n/a
Number of observations	498.000	n/a	PGFI	0.230	n/a
Degrees of freedom	5.000	10.000	SRMR	0.209	n/a
P value	0.000	0.000	NFI	0.077	n/a
ChiSqr/df	1435.435	777.881	TLI	-0.846	n/a
RMSEA	1.697	1.249	CFI	0.077	n/a
RMSEA LOW 90% CI	1.664	1.226	AIC	7197.173	n/a
RMSEA HIGH 90% CI	1.730	1.272	BIC	7239.279	n/a

Recommendations include adopting a holistic approach to teaching, emphasizing hands-on training, case-based learning, and the use of digital tools for storytelling and simulations. The study concludes that incorporating cultural narratives into curricula bridges the gap between ancient wisdom and contemporary management practices, preparing students to navigate modern business challenges with ethical and innovative mindsets.

6. CONCLUSIONS

The integration of modern trends with insights from Indian scriptures in the study demonstrates a transformative impact on management education. By blending storytelling, simulations, and case analysis with scriptural wisdom, students developed a deeper understanding of leadership, teamwork, and organizational behaviour. Scriptural characters like Krishna and Arjuna were juxtaposed with contemporary leaders such as Kiran Mazumdar and Ratan Tata, emphasizing universal traits like ethical leadership, resilience, and strategic thinking. Activities such as Buyer Utility Experience Mapping and corporate leadership case analyses highlighted practical applications, fostering critical thinking and cultural awareness. The approach enhanced job fit profiling, group dynamics, and decision-making skills, reflected in improved internal assessment scores. This synthesis of ancient and modern perspectives bridges cultural insights and business strategies, preparing students to excel in a globalized, ethically grounded corporate landscape

Declaration of compliance with ethical standards

I hereby declare that I have no relevant financial or non-financial interests to disclose. I declare that I have no competing interests that are relevant to the content of this article. I have no financial or proprietary interests in any material discussed in this article and necessary informed consent adhered at the time of classroom teaching as innovative pedagogy.

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