ARCHETYPAL WISDOM FOR MODERN EDUCATION: TEACHING LIFE SKILLS TO MANAGEMENT STUDENTS

Abstract

Life skills play a crucial role in shaping the existence of individuals, especially in a constantly evolving world. The preparation to confront the various challenges life presents, both positive and negative, become imperative. Waiting for answers through experimentation and innovation becomes challenging during these times. This is when our ancient epics serve as a source of wisdom to address new challenges. This paper delves into the utilization of episodes from the Mahabharata to impart life skills essential for navigating the current challenges of the world. The post-method pedagogy theory was employed to comprehend and formulate a teaching toolkit tailored for management studies learners. A pilot study was conducted to assess the effectiveness of the developed a toolkit through an intervention program. The findings underscore the significance of leveraging archetypal wisdom for contemporary issues and highlight the efficacy of the teaching toolkit. This toolkit proved instrumental in aiding learners to comprehend abstract concepts with a high degree of accuracy and relevance.

Keywords: A pilot study was conducted to assess the effectiveness of the developed a toolkit through an intervention program.

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I. INTRODUCTION

The advent of the new millennium has brought about a paradigm shift in several domains, including but not limited to science and technology, education, globalisation, urbanisation, and industry. The advent of innovation has presented significant challenges for today's young, resembling a range of complex difficulties such as epidemics, pandemics, global conflicts, financial crises, economic emergencies, recessions, inflation, and so forth. The aforementioned challenges exerted both direct and indirect effects on the individuals' social, emotional, physical, and psychological well-being. Young individuals, comprising approximately 45 percent of the global population, are widely regarded as valuable contributors to society due to their significant physical and intellectual abilities and potential. Nevertheless, the actuality presents a contrasting depiction. In contemporary society, it is seen that the younger generation often engages in the wasteful utilisation of their time through the consumption of illicit substances and the adoption of deviant social behaviours. The emergence of this novel aspect of the dilemma necessitates a prompt and efficacious resolution from scholars and educators. In the contemporary era characterised by heightened volatility and unpredictability, it is arguable that extensive and comprehensive research may not withstand the test of time.

The Indian ethos has consistently demonstrated remarkable knowledge and practises that have had a significant impact on the global stage. These contributions span a wide range, from recognising the significance of spices in Indian cuisine to utilising yoga and ayurveda for the betterment of human health. The magnitude of India's influence in these areas is substantial. This article contemplates the concept of a "pedagogical approach" in order to explore the potential for creating educational resources on life skills through the examination of teachings from knowledgeable gurus and ancient Indian literature. The Mahabharata holds a significant position as a cherished literature within Hindu mythology, as it recounts the epic tale of the momentous Kurukshetra war, which unfolded between the Kuru and Pandavas kingdoms. The text encompasses enduring wisdom, universally applicable principles, and narratives that have withstood the trials of time. In recent years, there has been a growing scholarly interest in examining texts in order to ascertain their pertinence to modern culture and their capacity to cultivate practical abilities among global audiences.

The Mahabharata holds paramount importance as an ancient Hindu scripture that has garnered widespread recognition and has been subject to extensive scholarly examination over the course of numerous centuries. The text encompasses enduring wisdom, universally applicable principles, and narratives that have withstood the trials of time. The Mahabharata is a highly esteemed literary work that offers not only spiritual advice but also has practical wisdom that may be readily applied to one's daily existence. In recent years, there has been an increased scholarly and research focus on the examination of texts in order to ascertain their pertinence to present-day society and their capacity to foster essential life skills among global audiences.

II. REVIEW OF LITERATURE

1. **The Mahabharata and Life Skills:** The Mahabharata, renowned for its profound spiritual teachings, has significantly influenced and moulded Indian society and culture. The work in question possesses not only religious significance, but also serves as a

repository of practical knowledge that may be readily used in various aspects of daily existence. The teachings of Lord Krishna in this literary masterpiece provide significant perspectives on fundamental life skills, including detachment, duty, devotion, and morality, thereby attracting a wide-ranging international readership. The epic transcends its religious significance to become a storehouse of useful knowledge (Davis, 2014) and functions as a complete life manual, offering priceless teachings on dharma, karma, and the significance of doing the right thing. According to Hawley (2006), According to Doniger (2010), the Mahabharata is a multi-faceted narrative that delves into the intricacies of human relationships and the repercussions of our acts. It offers a profound exploration of the human mind, unveiling diverse aspects of human personality.

The teachings of Lord Krishna and other esteemed figures in the Mahabharata have had a multifaceted impact on Indian culture and society throughout the years (Ganguly, 2015).The text not only serves as an epic, but also functions as a comprehensive manual on human conduct, offering valuable perspectives on the intricate dynamics of human interactions and underscoring the significance of moral principles in the lives of individuals (Chaturvedi, 2012). Moreover, it presents profound observations on the essence of human character, ethical considerations, and practical abilities that can be readily implemented in day-to-day existence (Devdutt Patnaik, 2018). The Mahabharata is regarded as a significant portrayal of Indian civilisation, adeptly encompassing the complexities and paradoxes that exist within society. It delves into various themes, including responsibility, loyalty, power, and governance, so facilitating a deep comprehension of social and political structures (Doniger, 2010). The Mahabharata, within the context of our contemporary, rapidly evolving global society, offers significant perspectives on effectively controlling emotions, adapting to stressful and uncertain circumstances, and successfully negotiating intricate interpersonal dynamics. According to Devdutt Pattanaik (2018), the literary works discussed in the text possess an importance that extends beyond their religious and cultural contexts. These works offer valuable life skills and impart significant ideals. The Mahabharata serves as a profound examination of the human condition and a contemplation of ethical and moral decision-making. It functions as a valuable resource for individuals seeking guidance in leading a virtuous life (Anastasi, 1990). Moreover, the epic has the capacity to foster compassion and empathy within individuals, ultimately leading to inner tranquilly, self-discovery, and an enhanced understanding of the interrelatedness of abstract concepts (Freeman, F.S., 1965). The literature serves as a comprehensive guide that explores the intricate nature of human experiences, encompassing both personal challenges and achievements. Additionally, it offers valuable insights on how to lead a meaningful and satisfying life (Narasimhan, 2018). Consequently, it functions as a practical resource for seeking resolutions and effectively navigating through periods of crisis.

The Mahabharata is a significant collection of human characters that reflects a diverse range of emotions, thoughts, and actions prevalent in civilised society. Each character embodies unique human qualities, which serve as sources of inspiration for readers to embrace the values they represent. Additionally, the epic also serves as a cautionary tale, highlighting the potential consequences of certain emotional patterns, thought processes, and actions that should be avoided. By studying these narratives, individuals can strive to cultivate positive and adaptable traits as they navigate through life (Goldman, 2014). According to Eshwaran (2007), certain abilities hold greater

importance for survival than others. However, acquiring proficiency in certain skills has the potential to improve daily activities and mitigate the stress individuals encounter. During ancient times, individuals successfully navigated and prospered in the face of difficulties through the utilisation of rudimentary frameworks for acquiring essential life competencies (Kumar, 2015). Nevertheless, contemporary psychologists, exemplified by Bandura (1977), have underscored the imperative of integrating these abilities at the formative stages of children's development, offering theoretical justifications for their importance. In ancient India, a systematic technique was employed to efficiently transmit knowledge and morality to children through storytelling. This approach aimed to equip youngsters with the necessary skills to navigate a complex culture and avoid falling victim to deceit (Jebastina & Kumar, 2011; Nair & Santanam, 2011). The application of storytelling as a method to convey wisdom and instruct individuals on navigating societal obstacles is in accordance with the notion of life skills. Life skills, which are of a personal nature, provide individuals with the ability to effectively address challenges within a social framework, with a specific emphasis on human social conduct across different scenarios (Nair, 2010).

According to Gupta (2016), the Mahabharata holds considerable importance as a literary work that possesses the capacity to facilitate the cultivation of essential life skills, including but not limited to leadership, decision-making, conflict resolution, and self-awareness. The epic narratives include captivating accounts that offer impactful illustrations of how to navigate intricate ethical and moral quandaries, fostering the cultivation of individuals' robust moral compass and ethical principles. The Mahabharata, due to its universal themes and characters, has gained enduring popularity across all cultures and time periods. These works offer significant insights into the human condition and serve as valuable guides for navigating the obstacles of life (Goldman, 1984).

The Mahabharata provides insights into the cultural and historical context of ancient India, while also serving as a reflection of the values and ideas prevalent in contemporary culture (Hawley, 2006). The continuing appeal of the Mahabharata can be attributed to its exploration of universal themes and characters. The narratives of this epic dig into the fundamental aspects of the human condition and offer valuable counsel for overcoming the problems of life (Goldman, 1984). The Mahabharata is a multifaceted composition that encompasses both religious and literary dimensions, offering a rich portrayal of diverse characters, intricate plotlines, and profound thematic elements. According to Hawley (2006), these artefacts function as gateways to the historical Indian culture, while also providing insights into the present-day societal progress.

2. **Postmethod Pedagogy:** Previous research has indicated that the Mahabharata can have multiple interpretations depending on the context. This current study aims to examine the Mahabharata in order to identify life skills, utilising the three Ps of postmethod pedagogy as proposed by Kumaravadivelu (2007). Additionally, this study aims to create a toolkit that educators can adapt to suit the specific needs of their students.Kumaravadivelu adopts a holistic perspective on the concept of "pedagogy" in his scholarly endeavours, with the intention of encompassing not only classroom tactics, instructional resources, curricular objectives, and assessment approaches, but also the historical, political, and sociocultural influences that impact the field of English Language Teaching (ELT). According to Kumaravadivelu (2001), he conceptualises a postmethod pedagogy as a

comprehensive framework comprising three fundamental pedagogical dimensions, namely specificity, practicality, and potentiality.

According to Kumaravadivelu (1994), he perceives "method" as a unified collection of theoretical ideas derived from fundamental disciplines, accompanied by a distinct set of instructional strategies targeted at educators in the classroom. According to Nilufer Can, the concept of "postmethod" is educators taking the initiative to develop instructional practises and concepts by drawing upon their prior knowledge and experimental procedures. According to Kumaravadivelu (1994), the notion of "method" encompasses the development of theory-driven pedagogical frameworks by theorists. On the other hand, "post-method" refers to the creation of classroom-oriented theories by practitioners for practical implementation.

In Cheng's (2006) scholarly work, a comprehensive analysis of postmethod pedagogy is presented, wherein it is characterised as a versatile, dynamic, and adaptable instructional framework that distinguishes itself from traditional language teaching methodologies. This perspective distinguishes itself from the tendency to oversimplify the field of Foreign Language Teaching (FLT) and emphasises its complex nature. Furthermore, this underscores the significance of adapting to diverse situations in the field of Foreign Language Teaching (FLT) and underscores the cumulative impact of societal, political, and educational aspects on FLT methodologies.

The discourse is pervaded by the interplay of three crucial instructional factors, namely specificity, feasibility, and potentiality. In order to effectively address the needs of educators and learners, it is imperative that language pedagogy takes into account the distinctive characteristics of the individuals involved, including their aims and the institutional and sociocultural context in which they operate (Kumaravadivelu, 2003). It is imperative to thoroughly analyse the local academic, institutional, and sociocultural circumstances. The feasibility of a concept or idea is contingent upon the interconnection between theoretical principles and their practical application, specifically within the context of the classroom. In the context of educational discourse, a pertinent question arises regarding the potential separation of theory from practise, whereby the dominance of theoreticians may unwittingly marginalise the role of educators. This marginalisation, in turn, hampers teachers' ability to draw valuable theoretical insights from practical experiences and effectively apply theoretical principles in their pedagogical endeavours. According to Kumaravadivelu (2003), it is contended that an attainable educational strategy enables educators to extract theoretical frameworks from their experiential insights and effectively apply theory in practical settings. The concept of potentiality, mostly derived from the educational philosophy of prominent Brazilian critical pedagogists, particularly Paulo Freire, constitutes the third element. Freire and his contemporaries emphasise the inherent connection between pedagogy and power dynamics, which play a crucial role in perpetuating social inequities (Kumaravadivelu, 2003). The proponents argue for the recognition of the perspectives held by both learners and educators, taking into account various elements such as social class, race, gender, and ethnicity. They emphasise the need of cultivating an awareness of how these aspects influence the educational environment. The perspectives of learners are influenced not only by the classroom environment but also by the broader socio-economic and political circumstances, exerting a substantial impact. The aforementioned awareness has the

potential to result in unanticipated pedagogical modifications, which may deviate from the original intentions of policy makers, curriculum developers, or authors of educational materials. According to Kumaravadivelu (2013),The delineation among these three parts exhibits a subtle nature, wherein their different traits frequently intermingle. They have a reciprocal influence on each other, operating in a state of symbiosis. Collectively, these concepts serve as the foundational basis for the postmethod age.

III. RESEARCH METHODOLOGY

The study conducted a preliminary investigation with a sample of 240 undergraduate students pursuing a degree in Management studies. The main aim of this study was to acquire a deeper understanding of the importance and applicability of life skills, particularly in periods of crisis. The researcher conducted a comprehensive survey to examine a range of life skills and did an in-depth analysis to determine the most appropriate ones for learners. In order to facilitate the successful instruction of the aforementioned life skills, the researcher employed the three P's of Postmethod pedagogy, namely particularity, practicality, and possibility, as applied to the research. The researcher has produced a teacher's toolbox that serves as a comprehensive resource for educators by integrating the ideas of the three P's. Based on the fundamental principles of the three Ps, the researcher recognised the significance of students' cultural background. In order to address this, a tailored toolkit was devised with careful consideration for students originating from the Gujarati culture. Subsequently, the efficacy of the teacher's toolkit was assessed through an intervention programme.

In order to accomplish this objective, the researcher employed pertinent events from the Mahabharat, an old Indian epic, which yielded useful insights on diverse facets of life skills.A programme of intervention was performed, including a total of 120 students who were allocated into two distinct groups: an experimental group and a control group. The intervention was administered to the experimental group, which involved the utilisation of the teacher's toolbox and the incorporation of episodes from the Mahabharat during their learning process. Conversely, the control group was not subjected to any targeted intervention. During the course of the study, researchers conducted observations and collected data in order to assess the efficacy of the intervention. The aforementioned observations and findings were later organised into tabular form and subjected to thorough analysis. The objective was to assess the effects of the intervention on the students' comprehension and utilisation of the designated life skills. Through the process of data analysis, the researchers sought to derive significant findings and acquire valuable insights pertaining to the efficacy of the intervention programme.

The teacher's toolkit comprises essential elements intended to enhance the educational experience. Pre-reading questions serve the purpose of stimulating intellectual curiosity and establishing a cognitive structure, so preparing pupils for active reading and enhanced comprehension. The notion of life skills aims to integrate pertinent information regarding soft skills. The utilisation of episodes from the Mahabharata contributes to the enhancement of depth and pertinence, facilitating the impartation of moral teachings and stimulating contemplation on the present importance of the selected soft skill in light of ancient wisdom. The utilisation of reflective questions as a means to facilitate introspection is a pedagogical approach that aims to prompt students to establish connections between their learning

experiences and their personal encounters. This practise serves to cultivate a more profound comprehension of the subject matter at hand. Case studies that depict real-world circumstances serve as a means to connect theoretical concepts with practical applications, fostering the development of decision-making abilities and a comprehensive awareness of the context. Discussion questions play a crucial role in fostering interactive and different perspectives within an academic setting. By encouraging active participation and the exchange of ideas, these questions promote collaborative learning and the cultivation of effective communication skills. Collectively, these elements form a comprehensive set of tools that effectively facilitate, stimulate, and foster the all-encompassing development of kids.

IV. THE TEACHER'S TOOLKIT

1. Compassion

- **Pre-reading Questions**
  - What is your interpretation of the concept of compassion?
  - What is the significance of compassion in the field of management?
  - What is the influence of compassion on the performance of individuals and teams?
  - What are the typical obstacles that impede the implementation of compassion in a professional setting?
  - Can you provide instances of leaders or circumstances were the demonstration of compassion has been observed?

- **Reading:** Compassion is a deeply emotional and compassionate reaction to the suffering of others, motivated by a sincere intention to alleviate their pain and promote their overall well-being. Based on its foundation of benevolence and comprehension, this phenomenon establishes interpersonal bonds, enhances personal experiences, and surpasses limitations. This process entails the acknowledgment of a collective human experience, comprehension of emotional states, and the provision of compassionate reactions. Compassion has a crucial role in cultivating a sense of belonging, fostering unity, and establishing robust interpersonal connections, so engendering trust and closeness. It facilitates the process of resolving conflicts, fostering a sense of harmony and promoting cooperative behaviour. The cultivation of self-compassion has been found to contribute to the development of resilience and overall well-being, resulting in several positive outcomes like decreased levels of stress and increased pleasure with life.

- **The Episode:** Following the demise of Dronacharya, Ashwatthama, driven by a desire for retribution, formulated a strategic scheme to launch a nocturnal assault on the encampment of the Pandavas. He, together with Kripacharya, infiltrated the encampment and executed a formidable assault, leading to the demise of numerous unsuspecting troops and warriors during their slumber. Arjuna, a member of the Pandava lineage, roused from slumber to witness the extensive devastation wrought by the assault orchestrated by Ashwatthama. Subsequently, Arjuna engaged in a direct confrontation with Ashwatthama. A highly intense conflict unfolded, resulting in Arjuna successfully disarming Ashwatthama. In a state of extreme distress and feeling

trapped, Ashwatthama resorted to employing the formidable Brahmastra, an immensely powerful weapon, with the explicit aim of obliterating the entire lineage of the Pandavas, which encompassed the yet-to-be-born child of Uttara, Arjuna's sister-in-law. In light of the severe ramifications stemming from Ashwatthama's deeds, Lord Krishna interceded. He implored Arjuna to effectively respond to the deployment of the Brahmastra in order to avert its potentially devastating consequences. Nevertheless, Arjuna encountered a moral quandary wherein he had to make a decision between executing Ashwatthama in order to safeguard his family or demonstrating mercy and spare the life of his boyhood companion and the offspring of his mentor. In the end, Arjuna made the decision to follow the path of kindness. Instead of executing Ashwatthama, Arjuna directed the Brahmastra towards the adorned crown on his head, therefore rendering his abilities inert and compelling him to submit. Arjuna made the decision to demonstrate mercy and recognise the previous connection he had with Ashwatthama, therefore choosing to spare his life. Lord Krishna expressed admiration for Arjuna's compassionate nature, while also recognising the imperative to take preventive measures against Ashwatthama's potential to inflict further harm. In a gesture of reconciliation, Krishna opted to extract the gem embedded in Ashwatthama's forehead, which served as the catalyst for his invulnerability, so subjecting him to an existence characterised by ceaseless vagrancy and anguish.

- **Questions to Reflect Upon**
  - ➢ What are some of the possible perks for managers and leaders who practise compassion?
  - ➢ How does cultivating kindness help make people more resilient and less likely to get burned out?
  - ➢ What are some ways that managers can help their teams and themselves be more compassionate?
  - ➢ What problems could arise when trying to bring kindness into an organisation?
  - ➢ How can leaders successfully balance the need for compassion with the need for responsibility and high standards of performance?

- **Case Study:** John, a recently appointed manager, has been grappling with emotions of self-doubt and fear. The individual has a persistent tendency to doubt his own choices and have concern regarding his team's perception of him. The individual has observed that their utilisation of negative self-talk is exerting a detrimental influence on their capacity to lead with efficacy. This is evidenced by their reluctance to undertake risks and their deficiency in self-assurance regarding their own capabilities. Following a conversation with a mentor, John makes the decision to commence the cultivation of self-compassion. The individual experiences a discernible change in their cognitive perspective, leading to an increased sense of self-assurance in their capacity to assume a leadership role. Additionally, the individual observes that their team is exhibiting a favourable response to their heightened level of self-confidence.

- **Discussion Questions**
  - ➢ What do you think John's self-doubt and bad thoughts about himself did to his ability to lead?

➢ How could John's practise of self-compassion help him become a better leader?
➢ What are some problems John might run into if he tries to practise self-compassion at work?
➢ How could John's practise of being kind to himself affect his team?
➢ How could John be kind to himself while still holding his team to high standards of performance?

2. Life Skill II- Flexibility and resilience

- **Pre-reading Questions**
  ➢ What does it mean to be flexible, and why is it important in the workplace?
  ➢ What is resilience? How is it different from being flexible?
  ➢ Can you learn to be resilient, or is it something you're born with?
  ➢ How can a group be hurt by not being flexible or resilient?
  ➢ Is it possible to have too much flexibility or resilience? What's the deal?

- **Reading:** Flexibility and perseverance are important qualities that help people deal with problems, adapt to change, and do well in hard times. Being flexible means having an open mind, being able to change, and accepting that change is a normal part of life. It helps people solve problems in new ways and grow in their personal and business lives. Resilience, on the other hand, is the mental strength to get back up when things don't go as planned. People who are resilient see problems as temporary problems and keep a positive attitude and keep trying. At work, resilience helps you deal with worry and stay productive, and in your personal life, it helps you deal with hard things. When people have both flexibility and resilience, they can deal with the unpredictability of life, learn from it, and come out better.

- **The Episode:** The tale concerning Arjuna's banishment and his subsequent period of incognito from the Mahabharat serves as a notable illustration of the life skills of flexibility and resilience. This is evident in Arjuna's actions and answers to the various challenges and circumstances he encounters during this period. Despite being deprived of his royal standing and banished from his realm, Arjuna adeptly adjusts to his altered circumstances and assumes diverse disguises and personas in order to ensure his survival. The individual exhibits adaptability by modifying his strategies and behaviours to align with certain circumstances, as seen by his decision to assume the role of a eunuch in order to gain access to King Virata's court. Moreover, Arjuna demonstrates resilience through his ability to keep an optimistic perspective and persist in the face of arduous trials, as seen by his victorious defence of the kingdom of Virata against invasion. Notwithstanding the deprivation of his weaponry and social standing, he exhibited unwavering concentration and resolute determination in the midst of challenging circumstances. This narrative serves as a compelling illustration of how adaptability and fortitude can enable individuals to effectively handle difficult situations and ultimately develop enhanced strength and competence. Through maintaining a sense of flexibility and adaptability, individuals are able to effectively navigate and respond to dynamic circumstances, so enabling them to modify their plans and activities accordingly. Through the development and nurturing

of resilience, individuals have the capacity to surmount challenges and failures, while sustaining a constructive mindset in the midst of adverse circumstances.

- **Questions to Reflect Upon**
  - ➢ What are some ways to make yourself more open at work?
  - ➢ How can companies help their workers become more resilient?
  - ➢ How can a lack of flexibility or resilience in the workplace lead to conflict or tension?
  - ➢ Can being too tough make someone lazy or unwilling to change?
  - ➢ How can managers make sure that their teams have both the freedom and structure that they need?

- **Case Study:** This case study is about Alex Turner, who wants to be an entrepreneur and has studied management. After Alex finished his bachelor's degree, he started a tech company that helps people who work from home work together. Early on, he ran into problems when his co-founder left without warning, leaving him to change how the company was built. He showed he was flexible by adapting quickly, redefining jobs, and looking for team members with different backgrounds. Even though there was a lot of competition when Alex launched his product, he never gave up. This allowed him to get feedback, improve his product, and find an untapped niche market. There were signs of financial trouble, but because he was flexible, he was able to make strategic deals and cut costs that kept the business going. During a global economic downturn, his business went through another crisis, but Alex's perseverance and ability to spot new trends helped him turn things around successfully, allowing him to eventually thrive despite the problems. This case study shows how important resilience and flexibility are for an entrepreneur's path to success in the face of challenges.

- **Discussion Questions**
  - ➢ How did Alex show that he was flexible in the beginning of his business journey?
  - ➢ What were some of the biggest problems he ran into, and how did he deal with them?
  - ➢ How did he use comments from customers to improve his product?
  - ➢ What can prospective business owners learn from how he deals with constructive criticism?
  - ➢ How did Alex see that trends in remote work were creating new market possibilities, and how did he take advantage of them?

3. **Strategy and Vision**

- **Pre-Reading Questions**
  - ➢ What's the difference between a plan and a long-term goal?
  - ➢ Can a business succeed if it doesn't have a clear plan or goal?
  - ➢ How can a vision help workers be inspired and driven?
  - ➢ What are some examples of companies that have used methods that have worked well?
  - ➢ How can a business's plan help it adjust to changes in the market?

- **Reading:** Strategy and vision are important ways for people, organisations, and countries to move forward. Vision is an inspiring goal that looks to the future and sets the desired future state. Strategy, on the other hand, is a detailed plan of how to get to that goal. Vision is a powerful statement that describes the goals for the future of a person, a company, or a society. It brings people together and gives them a common goal and drive. In business, it shows that you care about more than just short-term goals. It gives me focus and helps me set goals. Strategy is a specific plan for how to reach a goal. It sets goals, decides how to use resources, and puts plans into action. In business, it includes things like market research, positioning against competitors, and operational plans. It helps me break down goals into steps, decide what's most important, and handle my resources. Vision guides strategy, and strategy brings vision to life. A goal gives planning direction and gives things meaning. Strategy makes sure that a goal is possible by giving a road map. Without a vision, a strategy has no point, and a goal without a strategy is just a dream.

- **The Episode:** In the Kurukshetra war event of the Mahabharata, Lord Krishna assumes the role of a strategist for the Pandavas, providing assistance in the formulation and implementation of an effective strategy that ultimately leads to their victory. The individual in question offers valuable assistance and mentorship to the leaders of the Pandava faction, aiding them in comprehending their own capabilities and limitations, evaluating their adversaries, and making astute decisions on the distribution of resources and the synchronisation of their military units. Furthermore, Lord Krishna possesses a distinct and well-defined objective for the culmination of the conflict, namely the reinstatement of dharma and the establishment of a harmonious societal structure. The individual effectively conveys their visionary perspective to the Pandavas, so motivating them to engage in combat for this purpose, despite the presence of formidable challenges. This narrative exemplifies the significance of strategy and vision in attaining intricate objectives, be it in the context of warfare or other disciplines. A meticulously crafted strategy can assist both individuals and organisations in making intentional decisions regarding resource allocation and activity coordination in order to attain their desired outcomes. Simultaneously, a captivating vision has the potential to instigate and invigorate action, especially when confronted with challenging circumstances.

- **Questions to Reflect Upon**
  ➢ Why is it important for businesses to have a clear plan?
  ➢ How can businesses come up with strategies that are both new and useful?
  ➢ What are some possible problems with a plan that is too narrow or too rigid?
  ➢ What are some ways that workers and other important people can be told about the vision?
  ➢ How can businesses figure out if their plans are working and make changes as needed?

- **Case Study:** Green Trans was an innovative start-up that was started by a group of passionate entrepreneurs with backgrounds in engineering and environmental science. Their goal was to change the way people get around cities by using solutions that are good for the environment. Their clear and compelling goal was to make a world

where renewable energy was used to power urban transport, lowering carbon emissions and making cities cleaner. To do this, they came up with a thorough plan that started with electric scooters in heavily populated urban areas and grew to include electric bikes and ride-sharing services later on. Green Trans used cross-functional teams to coordinate activities, took localised methods to problems, and used key performance indicators to measure success all the time. Their seamless merger of strategy and vision shows how aligning intentional choices with an inspiring vision can make a big difference in the quest for sustainability.

- **Discussion Questions**
  - ➢ How did the visionary leaders of Green Trans make a compelling and inspiring plan for the company's future in green transport?
  - ➢ What other environmentally friendly ways of getting around did they come up with later, and how did these additions fit into their general strategy?
  - ➢ How did the company change its plan and get around these problems to be successful?
  - ➢ What can students of management learn from the way they deal with problems?
  - ➢ How did this method to working together help the company succeed?

4. **Learn- Unlearn- Relearn**

- **Pre-reading Questions**
  - ➢ Why is it important to keep learning and getting new skills and information in a world that changes quickly?
  - ➢ What are some examples of old or wrong ideas or assumptions that can stop people from growing and developing?
  - ➢ How can unlearning and relearning help people and organisations adapt to new situations and stay ahead of the competition?
  - ➢ How can people and organisations encourage imagination and new ideas?
  - ➢ What are some problems that people and groups face when they try to learn, forget, and learn again?

- **Reading:** In today's fast-paced world, it's important to understand the loop of learn, forget, and learn again. This process allows people to keep growing and changing, giving them the tools they need to do well even when things get hard. Personal growth starts with learning, which means gaining information and skills, expanding your worldview, and becoming more flexible. But learning alone isn't enough in a world that changes quickly. Unlearning means letting go of old ideas and habits to make room for new ones. An important part of relearning is improving skills to keep up with changing trends. Together, these skills make people more resilient and lead to new opportunities. Learn-Unlearn-Relearn changes the way people think and helps them grow through difficulties. These skills are highly valued in the business world, especially in today's work market. They show that a person is willing to learn, can adapt to new technology, and can handle job changes. This cycle helps build empathy in relationships by getting rid of biases and making links stronger.

- **The Episode:** In the context of the Mahabharata, the character Ekalavya acquires proficiency in archery by self-instruction, achieved by discreetly observing the archery prowess of his guru's disciple, Arjuna, from a considerable distance. Despite without direct access to the teachings of the guru, Ekalavya manages to acquire exceptional proficiency in archery through self-directed learning. Nevertheless, when Ekalavya's guru requests guru dakshina, a customary tribute presented by a student to their teacher, Ekalavya readily amputates his own thumb as a gesture of reverence and compliance, despite the consequential loss of his proficiency in conventional archery. Subsequent to the act of unlearning, Ekalavya engages in a process of relearning, wherein he acclimates himself to his altered circumstances by employing his remaining digits to discharge arrows. The narrative of Ekalavya elucidates the significance of maintaining a receptive disposition towards both acquiring new knowledge and relinquishing preconceived notions, as a means to foster personal development and achieve triumph. Ekalavya's autonomous pursuit of knowledge facilitated the acquisition of remarkable proficiency in archery. However, he concurrently acknowledged the significance of receiving guidance from a mentor and displayed a willingness to make sacrifices in order to avail himself of such instruction. Furthermore, Ekalavya's demonstrated inclination to relinquish his conventional approach to archery and embrace an alternative methodology exemplifies his capacity for adaptability and flexibility in response to evolving situations. The acquisition, abandonment, and further acquisition of information and skills constitute a crucial life competency, especially in the contemporary era characterised by swift transformations. In order to remain abreast of evolving technology and societal demands, individuals are compelled to consistently refresh their expertise and understanding.

- **Questions to Reflect Upon**
  - ➢ Give some examples of times when you had to forget something to learn something new.
  - ➢ How can the process of unlearning be hard or uncomfortable, and how can people get past these problems?
  - ➢ What are some ways that people can keep learning and staying up to date in their field?
  - ➢ How can organisations encourage their workers to learn, unlearn, and learn again?
  - ➢ How can creativity and innovation be encouraged in people and teams, and what role does learning and unlearning play in this process?

- **Case Study:** This case study looks at how CEO Sarah Johnson changed the direction of a struggling retail business through her leadership. Sarah emphasised learning, unlearning, and relearning in her organisation because she knew it was important for it to keep growing. The team stayed competitive by promoting a mindset of lifelong learning and openness to new ideas. They also used new strategies and technologies. Sarah urged people to question the way things were, which led to the end of old ways of doing things, which increased productivity. Also, by relearning and adapting to changes in the market, the company accepted sustainability and attracted customers who cared about the environment. This organization's future was protected by

dynamic vision and strategic approach, which also led to a lot of growth and success in both offline and online markets.

- **Discussion Questions**
  - ➢ Give detailed examples of how these principles have been used in the business.
  - ➢ How did Sarah encourage her workers to keep learning and coming up with new ideas?
  - ➢ How did the team go about letting go of these ways of doing things, and what problems did they face as they did so?
  - ➢ How did this change in strategy affect the company's place in the market?
  - ➢ What can other businesses that are having problems in the fast-changing business world of today learn from how she leads?

5. **Innovation and creativity**

- **Pre-Reading Questions**
  - ➢ What is innovation? Why is it important in business?
  - ➢ How can creativity help people and businesses find new ways to deal with hard problems?
  - ➢ Can creativity and innovation be taught and grown over time?
  - ➢ Can you think of any companies or people who have used innovation and creativity to their advantage and been successful?
  - ➢ Why do you think it's important to think outside the box and come up with new ways to solve problems?

- **Reading:** Creativity and innovation are two sides of the same coin that drive progress, good change, and growth in all areas of life. Creativity comes up with new ideas, and innovation is the process of turning these ideas into useful answers. Creativity means going beyond the rules and discovering imaginary worlds, which can lead to new ideas and insights. Innovators put these creative ideas into action by making real goods or processes. To do this, they need to plan ahead, solve problems, and have an entrepreneurial mindset. Creativity and innovation work well together because creativity sparks inspiration and innovation confirms ideas. In the same way, new ideas lead to more new ideas, causing a cycle of improvement. When societies and organisations adopt this culture, they become more flexible and able to draw and keep talented people in places that value creative expression and new ideas.

- **The Episode:** The narrative around Vamana serves to underscore the significance of innovation and creativity as important factors in attaining success. Vamana, a divine manifestation of Lord Vishnu, assumes the physical manifestation of a diminutive figure and approaches King Mahabali, renowned for his benevolence and philanthropy. Vamana humbly requests a parcel of land, the size of which is limited to three strides. Mahabali, unaware of the impending magnitude of Vamana's strides, granted the seemingly modest appeal. Vamana's strategic approach to overcoming Mahabali was characterised by its ingenuity and unpredictability, hence emphasising the significance of employing creative cognition in the process of resolving challenges. This narrative imparts the lesson that the application of creativity and

innovation has the potential to provide favourable results, even in situations when the likelihood of success appears to be low. By adopting a mindset that values and encourages innovation and creativity, both individuals and organisations can discover novel approaches to address obstacles, recognise potential prospects, and maintain a competitive edge. The significance of this matter is particularly pronounced in the contemporary context of rapid societal transformations, wherein conventional methodologies may have lost their efficacy.

- **Questions to Reflect Upon**
  - ➢ What can you do in your personal and professional life to support creativity and new ideas?
  - ➢ What are some ways to get past mental blocks that can stop you from thinking creatively?
  - ➢ How can a business develop a culture that encourages employees to be creative and innovative?
  - ➢ How do sharing and working as a team help people think of new ideas?
  - ➢ How can people and companies tell if their creative and innovative ideas are working?

- **Case Study:** This case study looks at Innovate Tech, a tech company run by CEO Sarah Miller, who has a lot of ideas. Sarah led the company to find unmet market needs by putting an emphasis on imagination and new ideas. A thorough market study showed how much the new smart phone industry could grow, which led Innovate Tech to put money into cutting-edge research and development. The product was the innovative "Infinity Phone," which went above and beyond what users expected and gave the company a competitive edge. The company's marketing plan relied heavily on creativity. For example, Innovate Tech's social media campaign went viral, which helped build a strong brand personality and customer loyalty. Sarah's ability to change and her desire to keep coming up with new ideas led the company to add smart home solutions and wearable technology to its list of services. This case study shows how important it is to have a strategic vision, come up with new ideas for products, and encourage a creative culture. It can teach management students a lot about how to drive business success in a changing market.

- **Discussion Questions**
  - ➢ What steps did the company take to do a good market study, and how did that affect how they went about making new products?
  - ➢ How did Innovate Tech's commitment to innovation help the product meet market goals that weren't being met?
  - ➢ What can other companies learn from this method about how to connect with their customers?
  - ➢ What strategic factors might have played a role in these choices to diversify?
  - ➢ What benefits did the company get from having this kind of work culture, and how can other companies use this method to get their teams to be more creative?

V. INTERVENTION PROGRAM

For a study on life skills, 240 management students were chosen to be part of a group. 120 of them were put in a group called the "controlled group," which got regular lessons on life skills using traditional methods. On the other hand, the remaining 120 students made up the experimental group. They were taught life skills using the Mahabharat with the help of the Teachers toolkit. After the teaching intervention was over, the results were carefully tallied and looked at to see what effect the teacher's tools had on how well the students understood and used life skills.

1. Controlled Group

Table 1: Understanding Levels of Life Skills

Understanding Level	Self-Compassion	Flexibility and Resilience	Strategy and Vision	Learn-Unlearn-Relearn	Innovation and Creativity
High	40	25	20	15	10
Moderate	50	40	35	30	25
Low	30	55	65	75	80

2. Experimental Group

Table 2: Understanding Levels of Life Skills

Understanding Level	Self-Compassion	Flexibility and Resilience	Strategy and Vision	Learn-Unlearn-Relearn	Innovation and Creativity
High	60	35	30	25	20
Moderate	45	50	40	35	30
Low	15	35	50	60	70

The aforementioned data is subjected to analysis in the following manner:

- The experimental group, which was exposed to instruction on life skills concepts through the utilisation of the designed Teachers toolkit incorporating the Mahabharata, had superior levels of comprehension in comparison to the controlling group. This implies that the implementation of the Teacher's toolkit resulted in a favourable influence on students' comprehension of life skills.
- The experimental group demonstrated a greater proportion of pupils with a strong comprehension of life skills principles in comparison to the control group. This finding suggests that the incorporation of stories from the Mahabharata in the Teacher's toolkit contributed to an enhanced understanding of the concepts among students in the experimental group.
- Both the controlled and experimental groups had comparatively lower levels of comprehension in specific life skills principles, such as innovation and creativity. This

implies that additional focus or alternate instructional approaches may be necessary to improve comprehension in these domains for both cohorts.

- The utilisation of narratives derived from the Mahabharata as an instructional instrument within the experimental group seemed to enhance comprehension of principles related to life skills. This suggests that the inclusion of pertinent narratives or illustrations from these works could potentially enhance students' comprehension of the concepts.

- The experimental group exhibited better levels of understanding, suggesting that the Teacher's toolbox, which incorporated the Mahabharata, has the capacity to improve students' comprehension and use of life skills principles. This implies that the utilisation of such technologies may prove to be advantageous for students studying management, as it aids in the cultivation of essential life skills.

VI. FINDINGS

- The experimental group, which employed the established Teacher's toolkit, demonstrated superior comprehension levels of life skills principles in comparison to the control group.

- The experimental group shown the most notable gain in comprehension when it came to the principles of compassion, flexibility, and resilience, which are essential life skills.

- The experimental group had a comparatively lower percentage of pupils with a limited comprehension of the life skills principles in contrast to the controls group.

- The utilisation of the Mahabharata as instructional instruments within the experimental group seemed to enhance comprehension of ideas related to life skills.

- The experimental group exhibited a greater proportion of pupils who demonstrated a proficient comprehension of compassion, flexibility, resilience, strategy, vision, learn-unlearn-relearn, as well as innovation and creativity, in comparison to the controlled group.

- Both the controlled and experimental groups had comparatively lower levels of understanding in the domain of invention and creativity.

- The experimental group had a greater overall proportion of students who demonstrated a high level of comprehension in life skills principles in comparison to the control group.

- The intervention known as the Teacher's toolkit appeared to yield a favourable outcome in terms of enhancing students' understanding and use of life skills principles.

- The experimental group had a comparatively lower percentage of pupils having a moderate grasp of life skills principles in contrast to the controls group.

- The experimental group demonstrated significant progress in all life skills principles in comparison to the control group.

- Both cohorts exhibited a substantial proportion of students who possessed a moderate degree of comprehension in all aspects of life skills principles.

- The incorporation of the Mahabharata as instructional aids within the experimental group potentially facilitated enhanced understanding and practical implementation of principles pertaining to life skills.

VII. THE DISCUSSION

The results of this study offer significant contributions to our understanding of the effects of a Teacher's Toolkit incorporating the Mahabharata on the comprehension of life skills principles among students in the field of Management. The examination of the data unveiled notable disparities between the group that was subjected to controlled conditions and the group that underwent experimental conditions, suggesting the potential efficacy of the devised toolkit in augmenting students' understanding of these principles.A noteworthy discovery indicates that the experimental group, which received instructional intervention via the Teacher's toolkit, exhibited superior levels of comprehension in relation to all evaluated principles of life skills, in comparison to the controlled group. This implies that the integration of Mahabharata narratives into educational resources yielded a beneficial effect on students' aptitude to comprehend and employ principles related to life skills. The experimental group had the greatest enhancement in their comprehension of compassion, adaptability, and resilience. The obtained outcome suggests that the use of the toolkit facilitated the enhancement of students' comprehension regarding these fundamental principles of life skills. The recognition of the need of compassion in stress management and self-care, as well as the acknowledgment of the necessity of flexibility and resilience in navigating problems, are widely acknowledged in the field of management education. The found favourable impact in these categories indicates that the Teacher's toolbox may have successfully communicated the underlying principles to students.

In contrast, it was observed that both the controlled and experimental groups exhibited diminished levels of comprehension in the domains of invention and creativity. This discovery implies that other tactics or instructional methodologies may be required in order to cultivate certain abilities with optimal efficacy. The potential enhancement of students' comprehension in this domain may be achieved through the integration of interactive and creative exercises, the promotion of critical thinking, and the provision of real-life illustrations of inventive problem-solving. The experimental group demonstrated higher levels of overall understanding in comparison to the controlled group, suggesting that the produced toolkit effectively enhances students' comprehension of life skills principles. The findings underscore the significance of employing inventive pedagogical approaches and integrating culturally pertinent allusions, such as the Mahabharata, to augment student involvement and comprehension in the realm of management education.

VIII. LIMITATIONS AND SCOPE

The research was centred on assessing the effects of a Teacher's toolkit that incorporated the Mahabharata on the comprehension of life skills principles among students studying management. The study examined the levels of comprehension among 240 students studying management. The research compared a group that received traditional teaching methods to an experimental group that utilised a toolkit. The study spanned a duration of 20 hours and employed postmethod pedagogy and the three P's. The scope of this study is limited to students pursuing management education and is specifically focused on the state of Gujarat. The generalizability of the findings may be compromised due to the restricted sample size. The study did not evaluate the long-term retention or practical application of principles related to life skills. Insufficient attention was given to the examination of additional factors that may impact levels of comprehension, as well as the exploration of

cultural and contextual aspects. Additional investigation using bigger sample sizes is required in order to validate and build upon these findings.

IX. CONCLUSION

This study provides an overview of the significant importance of life skills in the field of management education, as well as the possible efficacy of utilising the Mahabharata as a resource for cultivating these qualities. The Teacher's toolkit intervention successfully incorporates cultural narratives, hence enriching students' comprehension and utilisation of life skills. The Three Ps paradigm provided a robust basis for the facilitation of education and acquisition of knowledge. The intervention demonstrates a significant enhancement in kids' acquisition of life skills, particularly highlighting the development of compassion and resilience. Additional investigation is required to delve into the enduring consequences, the ability to retain information over an extended period, and the most effective methods of incorporating new findings. This study highlights the long-lasting importance of cultural texts in promoting fundamental life skills, therefore facilitating ongoing investigation and influential teaching approaches in the field of management education.

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