Developing Blended Learning Model for Enhancing Entrepreneurial Skills among Women in Pune District

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CHAPTER I

INTRODUCTION

1.1   Background**:**

Learning occurs in individual due to self-motivations for specific purpose. In traditional point of view, learning is a process which produces desired changes in the behavior. It means learning uses for molding or shaping the behavior of the persons. Actually learning is not only an instrument for molding or making shape in behavior; but also it is a main key of human resource development and transformation of existing reality because *His (man's) adaptation to nature is based essentially on the process of learning, not on instinctual determination* (Formm, 1942)**.** It is a lifelong process for developing human capabilities not only to survive in the nature but transform the existing reality. In such a process, knowledge is not for the sake of knowledge. Knowledge has to contribute in development or in transformation. However, in existing education system learning is just focused on declarative stereotyped knowledge especially in terms of social sciences. Actually, Procedural knowledge (Skills) and declarative knowledge both are very important in any development process.

In information era, all the doors of learning are opened for all through the mode of the Information and Communication Technology (ICT). The huge information is available at internet for all in free of cost. There are so many open education resources are available for the learner which reduced the monopoly of educational institutions day by day. Anyone can access information from anywhere, anytime in any pace because it is in their hand then why majority of teachers tries to deliver information in the classroom even though they realize the important principle of learning by doing. In the twenty first century Education System, Content is directly hands of students. Hence whatever information is in hands of students but question is that how to use it to create development. But the maximum students cannot able to apply the information which is available in their hand for the development point of view. Giving information and knowledge is not a way of leaning in the contemporary period because day by day information and knowledge is being outdated within a day. Therefore a major issue is that How to generate new knowledge and update information for day to day life? How to apply it in the development sectors? In this context, people require the skills for generating new knowledge and updating information time to time and using it for their improving practices. For this purpose, they required lifelong learning to fulfill their daily needs. In rural area, people have not much more awareness and have not sensitizations to utilize this information and new knowledge in terms of development; which is available at the portal, even though they have access of multimedia mobile phones.

People have not skills for how to use information to generate the property; therefore learning has become a key topic, not only for professionals and students in the areas of psychology, pedagogy and education, but also in political and economic context it becomes more important. One

another reason for this is that considered a crucial parameter of completion in the present globalized market and knowledge society (Illeris, 2009)**.** Ultimately learning is the cause of transforming the existing reality**.** But learning is not a readymade factor or any automation in living organism. For the purpose of survives human being apply such a tendency. Illeris defined it as a process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or ageing … and he described that learning process as stretched out between the development of functionality, sensibility and sociality –which are also the general components of what we term as competencies.

Peter Jarvis has put the different idea of learning process; especially his concerned with the idea of disjuncture between persons and their life world. He has depicted the process in which person have certain forms of cognitive disjuncture. The whole person is in the life world and at the point of disjuncture has an experience which might occur as a result of disjuncture. Person can reject it, think about it, respond it emotionally or do something about it or any combination of these but there is always feedback at every point of learning as well as a progressive act. (Jarvis, 2009) On the basis of such experiencing Peter defined learning in the following manner:

Human learning is the combination of the process through out a lifetime whereby the whole person- body (genetic, physical, biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) –experiences social situations, the perceived content of which is then transform cognitive, emotively or practically (or through any combination) and integrated into the individual person's biography resulting in a continually changing (or more experienced) person. (Jarvis, 2009)

According to Peter Jarvis, learning involves three transformations: The Sensations, the person and then the social situation.

According to Robert Kegan, Learning aimed at increasing our fund of knowledge, at increasing our repertoire of skills, at extending already established cognitive structures all deepen the sources available to an existing frame of reference. Such learning is literally *in-form-ative* because it seeks to bring valuable new contents into the existing form of our way of knowing…informative learning involves a kind of leading in, or filling of the form. Transformative learning puts the form itself at risk of change (and not just changes but increase capacity) (Kegan, 2009).

Kolb focus on experience is as a source of learning and development. He defined learning is the process whereby knowledge is created through transformation of experience. (Kolb, 1984). In Dewey's notion of experience as based on transaction between subject and words as well as in the relation between action and thinking...transaction holds the same meaning as experience, but also includes emotion, aesthetics and ethics as well as knowledge. To become knowledgeable is only part of experience. (Elkjaer, 2009). Etienne Wenger also defined learning as social participation. Participation here refers not just to local events of engagement in certain activities

with certain people, but to a more encompassing process of being active participants in the practices of social communities and constructing identities in relation to these communities. (Wenger, 2009)

In the present study, learning has been design on the basis of two major assumptions; one of them is learning through interactions and another one is learning aims at to create the products in terms of things, thoughts, ideas, knowledge, skills, attitudes etc. Interactions have been occurred among women, content and their societal environment through Blended Learning Model.

1.2   Problem to be investigated:

Indian education system is one of the largest education systems in the world but the contribution in creation is found least as compare to other developed countries. The available present data shows that, India produces 50 lakh graduates every year on the one side, and there is a shortage of a required skilled man power on the other side. Aspiring Minds' National Employability Report suggests that, employment needs to be viewed as a two way highway, where both sides have some distance to go before they can arrive at their destinations.

In this context, a committee report (of sector skill on organized retail sector) stated that India, one of the fastest growing economies globally, is also one of the youngest countries with about 58% of its population in the working age-group of 15-59 years. India's "demographic dividend" is projected to increase with 83% of its incremental population growth in the age group 15-59 by 2026. As per the Annual Report to the People on Employment (Ministry of Labor, Government of India), it is estimated that only 2% persons in the age group 15-29 years with formal vocational training and around 8% persons with non-formal vocational training, enter the world of work. (Vijay, 2012) Our strength is a man power in the world; but we are not able to get its benefits of this strength due to the lack of trained and unskilled manpower. While India has large young population, only 10% of the Indian labour forces - 8% informally and 2% formally have acquired vocational skills; whereas the percentage in industrialized countries varies between 60% and 96%. Only about 3.1 million vocational training seats are available in the country whereas about 12.8 million persons enter the labour market every year. In this situation a basic question is that- How to increase the employability of available man power? How to enhance entrepreneurial skills among available manpower?

1.3   Origin of the Research Problem:

In the employment point of view, Women are much more deprived rather than men to get the employment because of lack of vocational education even though women are near about 50% population of our work force. Therefore skill development for women is necessary push point, a serious issue which has to be persuade on mission-mode is required.

We are focusing always on formal higher education system for educating the people but till which was not suitable for women to their lifetime learning. Maximum women could not attend

the formal set up of higher learning after their marriage so that maximum of them are dropped-out from main stream of formal higher learning. Researcher had a question which was '**How can we convey to women for bringing them on the supper high-way of e-Learning?' For the purpose, this study was planned.**

Now we the Indian people are moving with the dream of knowledge based society towards creating skilled manpower in each field of development. But after age of 21, most of Women were preferred to join in work-force as well as be married instead of attaining higher education in regular basis. For the purpose of higher learning, present study has focused on providing learning access to women at working place which was found a better situation for learning as well as effective way of working. For creating this scenario of work place only the **techno-pedagogy had been offered the pragmatic solutions for fulfilling these needs of lifetime learning**. **Therefore this research project was planned for Developing Blended Learning Model for enhancing entrepreneurial skills among women in Pune District.** In this learning scenario Girl students were engaged in their routine classroom simultaneously they were attaining online learning platform. Such a BLM Platform was developed for enhancing Entrepreneurial Skills of those girls. The scope of the study was to implement a BLM for women's LLL and to improve the achievement levels of entrepreneurial skills among them for their livelihood and test its effectiveness. This BLM platform was found helpful to develop training programmes for small scale entrepreneurships.

1.4   Statement of the Problem:

In the experimental space the investigator tries to examine the effectiveness of Blended Learning Model for Enhancing Entrepreneurial Skills among Women. Bearing this in mind and on the basis of theoretical scaffolds the present study is entitled as "Developing Blended Learning Model for Enhancing Entrepreneurial Skills among Women in Pune District."

1.5   Operational definitions:

Researcher has developed entrepreneurial skill matrix as a present research construct. The elements of the said matrix defined in following manners.

1) **Blended Learning Model-** It is an educational communication model where alternative media sources such as print, multimedia, videos, audios, on-line & offline modes of delivery, as well as conventional face-to-face interaction through learning scenarios were applied for imparting entrepreneurial skills among women.

2) **Problem Based Learning Scenario-**In the problem based learning scenario the goals of learner were determined at the first level and key attributes of successful entrepreneurs who had achieved such goals also determined**. The learning outcomes were developed on the basis of those attributes. According to learning outcomes the key events that had been occurred in the life of learners who were achieved these learning outcomes were

determined. A story board was created which provided the opportunities for these events were developed as well as the tasks were provided that the learners had completed within the context of this story where learners were playing the role as a successful entrepreneur.

3) **Entrepreneurial Skills** were defined as skills that developed an individual's Managerial Skills, Employability Skills and Marketing Evaluation skills. But Expertise, Intrinsic Motivation and Thinking Styles were required as the capabilities both to gain entrepreneurial skills and sense of application for running any entrepreneurship.

I. Managerial Skills:

Managerial skills were defined as skills that developed an individual's communication capacity, decision making ability and self-awareness power to manage the enterprises. Expertise, intrinsic motivation and thinking styles as a part of each skill were essential both to manage enterprises and improve one's entrepreneurial quality.

i. *Communication Capacities*

Communication Capacities were defined as the Capacities in handling multimedia, knowledge of content, keeping active in harmonious relations between employees and customers through readiness for conversation, interactions for solving problems and effective feedback.

ii. *Decision Making Abilities*

Decision Making Abilities were defined as abilities in reducing wastage of resources and scrutinizing alternatives to make effective decisions for exploiting opportunities and conflict resolutions.

iii. *Self-Awareness:*

Self-awareness was defined as a power of an individual that developed self-actualization and self-commitment for achieving one's own goal with self-confidence. This power of an individual was required both to adjust flexibly in situation and divergent thinking for need satisfaction.

II. Employability Skills:

Employability skills were defined as skills that developed an individual's long term capacity to build a career and to prosper in a dynamic labor market (Curtis & McKenzie, 2001). These skills were required both to gain employment and to achieve one's potential.

For the purpose of this study, Employability skills were defined as skills required to gain employment as well as to improve one's potential in teamwork, organizing resources and problem solving which were specially required to progress within enterprises.

i. *Teamwork Skills*

Teamwork skills were defined as skills required for leading dynamically with sense of responsibilities of work ownership and applying emotional stability and synergic approach to identify the strengths of each member of team for productive work.

ii. *Organizing Skills:*

Organizing skills were defined as the skills needed to maintain control over the available resources and to plan of hard-work for raising financial and social capital as per the high expectations from him or her.

iii. *Problem Solving skills*

Problem Solving Skills were defined as skills required identifying people concern, realizing problem, setting goals, generating potential solutions, igniting execution and testing its effectiveness for productive outcomes.

III. **Market Evaluating Skills:**

Market Evaluating skills were defined as skills required to analysis market trends, influence ability and improve reflective marketing for costumer satisfactions. These skills of reflection were required to create brand in market.

IV. **Expertise in Entrepreneurship was** defined as knowledge and skills of Management, employability and marketing evaluation for entrepreneurship. Expertise are required especially in knowledge of content, skills of multimedia, reducing wastage of resources and scrutinizing alternatives for decision making, knowledge of self and self-commitments, ethical practices and maintaining control in organization, dynamic leadership and sense of responsibility in team work, problem realization and generating potential solutions, market trends and analytical skills for market evaluation.

V. **Intrinsic motivation** was defined as an energizing of behavior in entrepreneurship that comes from within an individual for achieving skills of keeping active and readiness for conversation, initiative tendency and risk taking for decision making, self-actualization and self-confidence, keeping high expectation and resourceful for organization, emotional stability and work ownership in teamwork, people concern and setting goal for solving problem, trying to increase influential ability and customers' satisfaction in marketing.

VI. **Thinking Styles:** Thinking styles were defined as divergent and convergent thinking for becoming effective entrepreneur. These thinking skills are required for solving issues of entrepreneurships especially interactions for solving problems, feedback, exploiting opportunities, conflict resolutions, need satisfaction, flexibility, rising financial and

social capital, synergic approach for team work, division of labour, ignition of execution and testing its effectiveness, reflective marketing for improving brand.

1.6   Interdisciplinary Relevance of the study:

Arnold and Mabel defined the interdisciplinary research. According to them interdisciplinary research (IDR) is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice (Mabel). In this proposed study "techno-pedagogy" was the interdisciplinary approach to conceptualize the learning process which was operationalized for blended learning constructs. Integration of Mass communication and Media, ICT, pedagogy, socio-economic and psychological perspectives and business management of Women Entrepreneurs was the base of the present research study.

1.7   Objectives of the Study:

The objectives of the study, while focusing on enhancing entrepreneurial skills among women are as follows –

1. To assess the entrepreneurial skills of women in Pune District.
2. To develop the blended learning model with the help of Information and Communication technology for enhancing the entrepreneurial skills among the women.
3. To develop the learning scenarios for entrepreneurial skills and launch them at the distributed learning center for women through BLM.
4. To test the effectiveness of the BLM.

1.8   Variables of the study:

A variable refers to a characteristic or attribute of an individual that can be measured and observed and that varies among the people being studied and is mostly of two types viz independent variable and dependent variable. In the present study, the independent variable and dependent variable were as shown in figure 1–

Figure No. 1. 1: Variables

1.9 Hypothesis & Research Questions:

As per requirement of the study, the hypothesis and research questions were formulated those are mentioned here as follow:

1. There is a significant positive gain in the achievements of women in post-test mean scores of Communication Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
2. There is a significant positive gain in the achievements of women in post-test mean scores of Decision Making skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
3. There is a significant positive gain in the achievements of women in post-test mean scores of Self-Awareness Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
4. There is a significant positive gain in the achievements of women in post-test mean scores of Organization Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
5. There is a significant positive gain in the achievements of women in post-test mean scores of Team-Work Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
6. There is a significant positive gain in the achievements of women in post-test mean scores of Problem Solving Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
7. There is a significant positive gain in the achievements of women in post-test mean scores of Market Evaluating as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

Research Questions:
1. What is the design of BLM?
2. Why to combine the traditional Face-to-Face Learning and Online Learning System?
3. How to combine the creativity components with entrepreneurial skills?
4. How to engage learners creatively in the present Blended Learning Model (BLM)?
5. How to combine the aspects of intelligence and learning activities?
6. What is the design of interactions to engage learners?

1.10 Research Design and Methodology:

Multi-research methods had been employed in the present research study. Literature Survey (Review of Literature) had been reviewed for studying the learning process, learning needs, learning outcomes and different mode of learning, scenario based learning, Blended Learning Entrepreneurial Skills. Pre-Test based on 10 point Likert scale had been administered for assessing pre-level of entrepreneurial skills of girl students and had collected the information about present realities about their entrepreneurial skills in sample college women students.

Product Research Method had been employed for creating BLM and PBSL. **Pre-test – post-test single group experimental research designed had been employed for testing effectiveness of BLM on Entrepreneurial Skills among Women.**

In line with the objectives of the study and the nature of data required for the realization of objectives, mixed methodology coalescing both quantitative and qualitative approaches were adopted for the study. The study was conducted in five phases:

Phase I: Library Research:

Literature Survey (Review of Literature) had been reviewed for studying the learning process, learning needs, learning outcomes and different mode of learning, scenario based learning, and blended learning, entrepreneurial skills, sources of creativity, and aspects of Intelligence etc. topics were reviewed in the present study.

Phase II: Development of Entrepreneurial skill Assessment Tool:

Entrepreneurial Skill Assessment scale was the only tool used in the study with which research data has been gathered and which helped in the assessment of the level of entrepreneurial skills before and the after the intervention of the Blended Learning Model for enhancing entrepreneurial skills. Following are the steps which were followed for tool construction;

1. Initiation was done with the critical literature review of the concept of entrepreneurship

2. After critically reviewing, analyzing, conceptualizing and operationalizing the theories in literature in context to the creative entrepreneurs, the domains of the tool were selected.

3. The domains of being 'creative' and the domains of 'entrepreneurs' according to OECD (2007) were merged together to form a skill matrix of 'Creative entrepreneurs'.

3. Various sub-dimensions were categorized under each domain and maximum items for each sub-dimension were pooled.

4. All the collected items were then sent to the experts for their opinions rating and suggestions. This led to analyze the content validity and preparation of first draft of the tool.

4. The initial draft of the tool was then taken out for the try out on the subjects. All the difficulties faced by the students were reported and rectified from the tool. 100 girl students were selected from Sinhagad Institute of Pune for testing the validity and reliability of tool. Data were collected for analyzing each item.

5. Collected data during try out was used for analyzing each item in the tool. This exercise helped in preparing second drafts.

6. Reliability index were computed for the tool, which led to the preparation of final draft.

7. Preparing scoring scheme and Instruction for administration for each tool in the experiment.

Phase III: Construction of Problem Based Learning Scenarios:

In product development process there are some important steps like community visit, focus group discussions for problem detection, lead user analysis, user designs, and brain storming and community enthusiast. All these steps were employed to generate the ideation to create the BLM. Four cases were selected for case study and learning scenarios were constructed based on story of cases. and Focus Group Discussions also applied with the LMS experts, Brainstorming Techniques, and Review of the Literatures etc. methods of qualitatively used for ideation of design of the BLM. The Problem Based Learning Scenario has been developed by the researcher. . E-Content had been developed for achieving specific learning outcomes. Self-governed Learning Activities were defined based on **the three approaches evolved from Stenberg's "Triarchic Theory" of intelligence. It is blended with the learning activities** the following sequences were adopted for preparing learning scenarios.

1. Select the successful entrepreneurs as a case.
2. Data has been collected through in-depth interview and focused group discussions with successful women entrepreneurs as a case.
3. Data analysis and interpretation
4. Determining career goals of the learners based on case study.
5. Determining commitments of the learners for achieving these career goals.
6. developing key attributes required for reaching the desired career goals
7. On the basis of the key attributes developing learning outcomes
8. Determining the problematic Trigger event that might occur in the life of a selected case for achieving those learning outcome.
9. Developing story on the basis of Trigger event for providing learner the same opportunity
10. Role of the Learner
11. Determining Learning Activities
12. Provision of Assignments
13. Discussion-Forum for discussion

14. Multi Choice Questions

15. Learning Environment and Rational

On the basis of these points only, all the Problem Based Learning Scenarios were constructed in order to make the learners understand and apply all those entrepreneurial skills which are essential for being entrepreneur.

Phase IV: Design of Blended Learning Management System:

The computer software engineers were hired for creating the computer mediator platform for Blended Learning. The design of BLM has been conceptualized by the researcher. The computer engineers have developed the computer mediated process of interactions in BLM on the basis of provided design of the BLM. In present study the web based BLM has been developed which is based on the design depicted in fig. no. 3.2. Only 30% instructions were delivered by face to face learning mode and 70% delivery was occurred by web based learning in the present study. The design was considered in three parts one is open Attractive Web Design in which the information was given in following categories like Home page, Programme structure page where learner can assess to him-self or her-self by self-assessment tool, in last part learner can enrolled and choose the courses.

The uploading and downloading facilities were provided for learners. Linkages of Videos, PDF, PPT, Images, were linked with the BLMS.

Alternative Media Sources: Through Internet, web based learning tools such as website with learning scenarios, whatsApp, e-mail services, had been applied and website had been used as a vehicle to provide the learning scenarios to learner who can access the computer mediated learning situation from anywhere, any time, any pace. LMS had been applied for content management. Mobile learning also was used for sending short messages and in detail oral communication; Print media had been also used to provide for in detail message sending. Face to face learning contact sessions were also organized in this bended learning programme. Videos, audios, computer CD were available to learner as a free offline access. Synchronous and asynchronous way of learning mode had been used for learning.

Phase V: Experimental Research Design:

Quasi experimental single group research design was executed in present research. A women college of commerce in Pune city was selected as a distributed learning classroom for the purpose of experiment. There was not a special sampling strategies were considered for the present study. The purposive sampling strategies were employed in the present study. Before starting intervention pre-test was administered on 50 students but in experiment only 42 girl students were participated. 8 students were drop-out. Those 42 students have registered as

participants in the blended learning programme. Data of 42 students were analyses and interpreted. Blended Learning Model was tried out on 42 students for 52 days. Self-Governed Activities were completed time to time by the student. All online facilities were made available to the registered students. After intervention of BLM the post-test was administered on those 42 students only. Data has been filtered and filled in SPSS 20 version and analyzed the data in tabulation form and tested the effectiveness of BLM scientifically.

Sample: The women who were pursuing education and eager to do business in future or run any entrepreneurship were selected for the purpose of experiment. Only one Women College were selected form Pune city named Huzurpage Women College. for a distributed class-room

Sample Selection:

Sr. No.	Single Group Design	Sample For Need Assessment	No. of Women for experiment
1	Experimental Single Group Pre-Test And Post-Test. Huzurpaga Women College of Commerce selected by Purposive sampling method.	42	42 out of 50 girl students were selected for experiment.

Research Tools:

Research Tools are such kind of vehicle, which either can lead to the ethical satisfaction in researcher's mind or even can collapse the whole scaffolding of the research on its wrong selection or administration. The basic spirit of the whole research can be lost if the suitability of the selected tool is not taken care as per the objectives of the research. Many tools for any particular variable are easily available and accessible that can be used for collecting the data. Every tool has its own advantages and limitations but it is the task of the researcher only, to find out the best appropriate tool for his/her own research. In case if the tool suiting to the needs of the research in hand is not available, than a researcher should not hesitate in constructing his/her own tools, for gathering the data, fulfilling the real need of the research.

In the present research, the researcher had himself constructed the tools for collecting the data as per the requirement and demand of the research work. The researcher has carried out rigorous exercise to evolve a truly acceptable findings pertaining to Entrepreneurial skills. But before constructing the Entrepreneurial Skill Assessment Scale, a matrix has been prepared by the researcher which is reflecting all the basic skills required for being creative entrepreneur. Other than this matrix, scenarios has also been created as research tool for conducting Scenario based learning in order to improve entrepreneurial skill. In detail reporting has been given in the chapter four.

Statistical procedures employed

The statistical procedures employed for analysis of data were

1. Percentage computations
2. Paired t-test

1.11   Significance of the study:

This research study had assessed the Entrepreneurial skills of women. Therefore, the results of this study had built a fundamental base for future online training services as well as future research on women entrepreneur. More importantly, a majority of the existing studies were done the research work on blended learning in western education context with a Western philosophical perspective. Present study had created the blended learning model in Indian context and reflected the main characteristics of Indian learning context, the results of this study had focused on implications for instructional practices and educational research and theorization from different socio-economic perspectives.

This study had found the BLM was very helpful to educational administrators to gain information about e-learning life time needs and preferences of their learners and identify possible areas of improvement in existing e-learning services. In addition to its immediate relevance to the E-Learning system, the findings of this study might have implications for similar public education institutions in developing and implementing quality e-learner support services.

This study was focusing on three aspects of learning. One was a needs assessment study, and performing a needs assessment was an extremely important—and in many cases, the first and foremost—a step of the instructional design process. Without analyzing the needs of learners, the instructional design and development process were in completed because instructional solutions and strategies were closely tied to the needs of learners. Provided that meeting the needs and expectations of learners was a central key point in the development of effective learning programme, the second aspect was developing the blended Leaning Model and to study its impact on academic improvement of students (Women). Third was Preparation of Problem Based Learning Scenarios on Entrepreneurial skills. Problem based scenarios provide the effective situation of learning and it can motivate and engage to students in learning situation.

1.12   Needs and Importance of the Research:

Women's entrepreneurship is both about women's position in society and about the role of entrepreneurship in the same society. Women can do wonders by their effectual and competent involvement in entrepreneurship activities. Empowering women particularly rural women is a challenge. Micro enterprises in rural area can help to meet these challenges. Micro – enterprises not only enhance national productivity, generate employment but also help to develop economic independence, personal and social capabilities among rural women. Following are some of the

personal and social capabilities, which were developed as result of taking up enterprise among rural women.

Advantages of Entrepreneurship among Women

• Economic empowerment

• Improved standard of living

• Self confidence

• Enhance awareness

• Sense of achievement

• Increased social interaction

• Engaged in political activities

• Increased participation level in gram Sabah meeting

• Improvement in leadership qualities

• Involvement in solving problems related to women and community

• Decision making capacity in family and community

Economic empowerment of women by micro entrepreneurship led to the empowerment of women in many things such as socio-economic opportunity, property rights, political representation, social equality, personal right, family development, market development, community development and at last the nation development. (Sathiabama., Rural Women Empowerment & Entrepreneurship development , 2010) (Sathiabama.)

India is a multifaceted society where no generalization could apply to the nations various regional, religious, social and economic groups. Nevertheless certain broad circumstances in which Indian women live affect the way they participate in the economy. A common denominator in their lives is that they are generally confined to home, with restricted mobility, and in seclusion. Other, unwritten, hierarchical practices place further constraints on women. Throughout history, women have generally been restricted to the role of a home-maker; that of a mother and wife. Despite major changes that have occurred in the status of women in some parts of the world in recent decades, norms that restrict women to the home are still powerful in India, defining activities that are deemed appropriate for women. They are, by and large, excluded from political economical life, which by its very nature takes place in a public forum. In spite of India's reputation for respecting women, including treating her as a Goddess, history tells us that women real so ill-treated. There was no equality between men and women. This is true of ancient, medieval and early modern times barring some revolutionary movements such as that of

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Basaweshwara, the 12th century philosopher in Karnataka, who advocated equality, casteless society, status for women, and betterment of the downtrodden. Reform movements in the 19th and20th centuries led by great social reformers provided boost to women's legal status in India.

Empowerment of women, gender discrimination, and violence against women, which have become serious subjects of sociological research in contemporary times, was hitherto neglected. While contemporary social changes have exposed women to unprotected socio-economic, cultural and political environment, there are no corresponding protective social systems and institutions of social justice to safeguard their interests. There are many who are skeptical about women's ability to exercise equal rights with men and about their capacity to play equal role with men. But such apprehensions are ill-founded in the context of the broader opportunities available for women following mechanization of industry and agriculture, enabling women to compete with men successfully.

1.13   Conclusion:

Innovations in science and technology have removed the disparity between men and women attributed to physical strength alone. Women are able to handle modern appliances which require intelligence and training and not merely physical strength. Thus, India has now several women working as pilots, driving locomotives, buses, tractors and machinery in workshops. On the background of above discussions, this study was needful and an important to create the path-breaking way of lifetime learning access for the women empowerment. In this chapter research problem has been explained properly and methodology of research also has been designed accurately.

CHAPTER - 2

REVIEW OF LITERATURE

2.1 Background

 Review of the researches, more specifically of the past researches indeed a very important aspect, as it determines the line of action, in which whole of the research work moves ahead. It becomes the major responsibility of the researcher to summarize the relevant literature, which help readers in grasping the background for understanding the current knowledge on a topic. At the same time, it illuminates the significance for the new study. This literature review bridging the gap between the proposed research and the past researches. This also tells the researcher about various aspects which have already been established by different authors and thus gives a chance to the researcher as well as to the reader to appreciate the evidences present in the context of the topic in hand, with reference to the previous researches (Boote, D.N. & Penny, B., 2005) Reviewing literature helps in identifying the gaps in the information and ideas that may be relevant in the research work. It also provides the idea of mistakes, which may be committed by other researcher. Intellectual context for researcher's work in a certain perspective can only be done by reviewing the literature only. Hill (2005) stated that *literature review provides an overview and critical evaluation of literature relating to research problem*. This chapter is analyzing the literature in a way to categorize it in thematic reflections rather than simply discussing individual's work one after another. It helps in evaluating the depth and breadth of research in terms of remaining questions or the other aspects of topic in need of research. All these researches not only provides the idea regarding the formulated constructs, theories, explanations, hypotheses formulation, it also suggests methods of research appropriate to the problem, statistical data computations useful in the interpretations of result and to contribute in the past legacy of the past researches.

Present study is a developmental study, which includes developing the Blended Learning model for improving the entrepreneurial skills of women. Therefore the major variable in the study include Entrepreneurs and their entrepreneurial skills, Blended Learning and Scenario based Learning as it is the basis of the delivery of the instructions to the learners in the Blended mode.

2.2. Overview of the Tapped Resources for Analyzing Related Literature:

 Researcher had tried to tap the best possible maximum resources, so that scrutinizing of all the variables in relation to the past researches can be done. These resources include the printed as well as the online versions of the primary or the secondary available data. Other than researcher's own university library, Inflibnet where 231 Indian Universities are contributing their own research work online were consulted, seeking for the researches done for the concerned variables.

Table -2.1: Exhibiting the categories of tapped resources for the analysis of related literature

Sr. N.	Categories	Vivid Description of Resources
1	Library	Savitribai Phule Pune University's Library, Inflibnet (e – library)
2	Database	EBSCOHOST, Pro Quest, JSTOR, Taylor & Francis
3	E- journals	Springe Link, Wiley Blackwell Publishing, Springer Link
4	Books	Books on 'Blended Learning', 'Learning', 'Entrepreneurship', 'Creativity' etc.

In the above tabular representation, it is very much clear on the categories and types of all the resources used by the researcher in shaping up the framework. As evident from the above details that other than print resources several available on line resources have been checked out, majority of which were the library databases such as Pro Quest, EBSCO Host, Pub-Med, Wiley Online, Taylor and Francis. Within these searched data bases, the keywords used were 'Entrepreneurial Skills' 'Entrepreneurship and Education' 'Entrepreneurship pedagogy', 'Managerial Skills', 'Employability skills and Entrepreneurship', 'Blended learning', 'Scenario-based Learning'. Other than these major highlighted searching terms, many more other terms were used which brought an ample amount of the literature, which was required to be critically scrutinized in order to appraise them in the context of present problem in hand. However in order to maintain the fluidity and cohesiveness, researcher had selected the researches of last ten years only for all the variables. This selection was done because of novice field and its rarity in Indian research scenario. Relevant researches having direct concern with the present work was not available. When Global scenario is looked upon than it was giving a very Hazy and blurred scenario and in Indian educational researches this field is explored with very less or almost no research. Therefore researcher with the on-going trend has explored the constructs which was workable, well-tested. This only helped the researcher in designing of the whole present research design along with hypotheses formation. Given ahead are the different sections dealing with different variables.

2.3 Scrutiny of Literature In Terms of Entrepreneurship and Education:

The dynamic marketplace in our global society requires that college students become entrepreneurial individuals capable not only discovering opportunities that other overlooked and finding a job, but being able to create one. Yet, the field of entrepreneurship education (EE) has sometimes raised the question: are entrepreneurial skills a genetic gift or are they the result of a

specific educational process? If entrepreneurship is considered a teachable subject, what are the best practices to deliver and foster entrepreneurial skills in education settings?

Entrepreneurship plays a role in fostering innovations that lead to increase productivity (Kuratko, D. F., 2005) and it is strongly associated with economic growth of local economies. Entrepreneurship as an academic field has a vital role in guiding learners to become more entrepreneurial mind-set meaning to develop entrepreneurial skills currently very valued in any society. Entrepreneurial individuals are better prepared to deal with entrepreneurial activities in uncertain and complex environments (Neck, H. M. & Greene, P. G., 2011) Instead of wondering how entrepreneurship should be taught, researchers need to ask how entrepreneurship should be learned. The term entrepreneurship as a field of research is defined as the process that involves ―the discovery, the evaluation and exploitation of opportunities (Shane, S & S Venkataraman., 2000) According to the literature, some of the purposes of entrepreneurship as an academic field are: to facilitate the creation of new businesses through innovation and creativity (Neck, H. M. & Greene, P. G., 2011) (Kirby, D. A., 2004) (Rae, 2005) to help nascent entrepreneurs (students) developing entrepreneurial skills, attitudes, and behaviors (Fayolle, 2013) and to educate and train potential entrepreneurs through new way of thinking. Entrepreneurship is about entrepreneurial individuals interacting with their environment, thus creating, discovering, evaluating and exploiting opportunities in the marketplace (Heinonen, J., & Poikkijoki, S., 2006). Therefore, Education for Entrepreneurship is about more than creating new small businesses or a career choice for self-employment.

Entrepreneurship as a teaching field needs a better understanding of how to best teach entrepreneurship skills and how effective current pedagogies are (Fayolle, 2013) In fact, various scholars claim that the impact of the effectiveness of entrepreneurial pedagogies is still unclear (Fayolle, 2013). Some argue that pedagogies in Entrepreneurial Education must be active, experiential, and real world (Neck, H. M. & Greene, P. G., 2011)but little evidence is provided regarding the accuracy of the relationship between teaching methods and learning outcomes in Entrepreneurial Education Practices (Mwasalwiba, E. S., 2010) or how teaching methods are influenced by the philosophical conceptions by entrepreneurship educators in Entrepreneurial Education (Hannon, P. D., 2005). At this time, there are diverse philosophical perspectives about how we define and teach entrepreneurship and there is not a single entrepreneurship teaching approach used in universities (Neck, H. M. & Greene, P. G., 2011). There was a classification of approaches for teaching entrepreneurship at the university level. Neck et al.2011, identified four different teaching approaches in Entrepreneurship Education depending on the purpose, the topics selected, and some pedagogical implications. The four teaching approaches are: (a) the entrepreneur world (EW), (b) the entrepreneurial process (EP), (d) the entrepreneurial cognition (EC), and (d) the entrepreneurial method (EM). Problem-based or inquiry-based learning, could lead to a higher rate of entrepreneurial activity. (Gibb, 2002), claimed that traditional teaching methods or pedagogies such as are suggested by the first three teaching approaches (Neck, H. M. & Greene, P. G., 2011), do not activate entrepreneurship

because they might inhibit the development of entrepreneurial attitudes and skills in students (Krueger, N. F., 2007). Innovative pedagogies may help improve how we are currently teaching entrepreneurship in universities and how we see and investigated entrepreneurial opportunities (Fisher, 2012).

2.4   OECD Concept of Entrepreneurship

(OECD, 2007), claiming that the decision to become self-employed or to start one's own business is influenced by a number of factors. Professional background, the level of education, current employment, personality traits and the social and regional environment have an impact on the start-up decision. Individual factors alone cannot explain why certain individuals become self-employed and others prefer paid employment. Entrepreneurship is the mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization. (Commission of the European Communities, , 2003) Entrepreneurship is a context dependent social process through which individuals and teams create wealth by bringing together unique packages of resources to exploit marketplace opportunities. (Ireland, Hitt, & Sirmon, 2003). The field of entrepreneurship involves the study of sources of opportunities; the processes of discovery, evaluation, and exploitation of opportunities; and the set of individuals who discover, evaluate, and exploit them. . (Shane, S & S Venkataraman, 2000)

However a number of commonalities emerge. Many recognize the risk-taking role of the entrepreneurs; others the role of innovation, or the creation of something new, whether that be a process, product, market or firm, others refer to the arbitrage role of the entrepreneur. With the above discussion it can be clearly seen that entrepreneurs can be categorized into three major categories of *Person, Process and Outcome*

(OECD, 2007), acclaimed that the idea of risk-taking however cannot be entirely overlooked. According to OECD, the notion of risk or indeed arbitrage is captured within the idea of doing something new. Sometimes the entrepreneur for example creates the arbitrage situation by creating a new product or process for example, or takes a risk by entering a new market. An important and necessary addition to these characteristics for our purposes is in the 'doing' as described earlier. There needs to be some visible manifestation of this doing through the creation of something new that in turn generates value, whether that value is in terms of jobs, wealth or some other policy objective. This created value is only regarded as the outcome of the entrepreneurial venture.

Drawing on the above analysis and arguments, the following definitions of the entrepreneur, entrepreneurship, and entrepreneurial activity are therefore proposed by (OECD, 2007), Entrepreneurs are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurial activity is the enterprising human action in pursuit of the

generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurship is the phenomenon associated with entrepreneurial activity.

OECD has given indicators for entrepreneurs who have been shown to value a number of non-financial measures of success, including autonomy, job satisfaction, the ability to balance work and family. These are all subjectively and personally defined, however can have a major impact on the decisions and exchanges involved in the creation and exploitation of opportunities.

Next section has been dealt with what is the research literature has to say on being creative entrepreneurs. As creative entrepreneurs can only withstand the competition around, so for any individual who wants to be entrepreneur, it is very much important to explore the creative part of being entrepreneur.

2.5   Creative Entrepreneurs

(Babu, R.R; Krishna M.M; Swathi, A., 2013) in his research study exclaimed that Creativity and Innovation are at the heart of the spirit of enterprise. It means striving to perform activities differently or to perform different activities to enable the entrepreneur deliver a unique mix of value. Thus the value of creativity and innovation is to provide a gateway for statue entrepreneurship, which means actively searching for opportunities to do new things, to do existing things in extraordinary ways. Creativity and Innovation therefore, trigger and propel first-rate entrepreneurship in steering organization activities in whatever new directions are dictated by market conditions and customer preferences, thereby delighting the customers to the benefit of the stakeholders. Innovation also means anticipating the needs of the market, offering additional quality or services, organization efficiently, mastering details, and keeping cost under control. Successful entrepreneurs require an edge derived from some combination of a creative idea and a superior capacity for execution. Entrepreneurship is the vehicle that drives creativity and innovation. Innovation is the successful development of competitive edge and as such, is the key to entrepreneurship. Creativity is the starting point for innovation. Creativity is marked by the ability to create, bring into existence, to invent into a new form, to produce through imaginative skill, to make to bring into existence something new. Creativity is not ability to create out of nothing but the ability to generate new ideas by combining, changing, or reapplying existing ideas. According to (Szirmai, A., Naude, W. and Goedhuys, M, 2013) The entrepreneur is primarily concerned with developing new products, processor markets, the ability to bring something new, product, processes or markets, the ability to bring something new into the market. The entrepreneur indulges in original thinking more than any other person thinks and he is able to produce solutions that fly in the face of established knowledge. Entrepreneurs are inclined to be more adaptable and are prepared to consider a range of alternative approaches.

(Babu, R.R; Krishna M.M; Swathi, A., 2013), had given three approaches for the creative Entrepreneurs. These approaches include *Functional approach,* which is related with the

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entrepreneurs being dynamic actors that make key decisions on investment, production, innovation, location, research and development. Another approach include *Economic approach* which focuses on the firm as the key economic actor. The third conceptual approach focuses on *Owner approach*, which include owner operated enterprises. Within this approach, the entrepreneur is the person who is both owner and is actively involved in running the business.

In the present research study, researcher tried to operationalize the theory of creativity from the entrepreneur point of view and have developed the matrix for the creative entrepreneur which has been highlighted in third chapter. Below is the sub-section dealing with the theories of creativity, which have been operationalized for fulfilling the need of the present research.

2.6   Theories of Creativity

For the purpose of present research, basically two theories have been operationalized in context to entrepreneurial point of view, which include Sternberg's Investment Theory of Creativity (1995) and Amabile's Component Theory of creativity (Amabile, 2012)   Sternberg firmly believe that for any individual to be creative, one should have knowledge of the particular content along with imaginative thinking skill and the ability to take risk. One should be supported with the creative environment in order to be creative and for exploring that creative potential, it is very much important to be intrinsically motivated. On the basis of above attributes, Sternberg have given the five components of creativity, which are as follows;

(i)   *Expertise* – It includes well-developed base of knowledge, furnishes the ideas, images, and phrases which is used as mental building blocks.

(ii)   *Imaginative thinking skills* – It provide the ability to see things in novel ways, to recognize patterns, and to make connections.

(iii)   *A venturesome personality*- It seeks new experiences, tolerates ambiguity and risk, and perseveres in overcoming obstacles.

(iv)   *Intrinsic motivation* – It is being driven more by interest, satisfaction, and challenge than by external pressure.

(v)   *A creative environment* – It sparks, supports, and refines creative idea

(Sternberg, 1995), has acclaimed that creative individuals, by their nature, tend to defy the crowd. They resist merely thinking or doing what others are thinking or doing. Rather, they tend to go off in their own direction, seeking to propose ideas that are both novel and useful in some way. The greatest obstacle to creativity, therefore, often is not exactly strictures from others, but rather the limitations one places on one's own thinking. According to his investment theory of creativity People are not born creative or uncreative. Rather, they develop a set of attitudes toward life that characterize those who are willing to go their own way. Examples of such attitudes toward life are willingness to (a) redefine problems in novel ways, (b) take sensible risks, (c) "sell" ideas that others might not initially accept, (d) persevere in the face of

obstacles, and (e) examine whether their own preconceptions are interfering with their creative process. Such attitudes are teachable and can be ingrained in students through instruction that encourages students to think for themselves.

On the same grounds, being creative can be taught to the entrepreneurs, which can become the basis of their success as the entrepreneurs.

Similarly componential theory of creativity (Amabile, 2012) explains that the componential theory of creativity is a comprehensive model of the social and psychological components necessary for an individual to produce creative work. According to this theory, creativity is the result of two basic categories, which involve with in the individual component and outside the individual component. Domain relevant skills, creativity-relevant processes, and intrinsic task motivation comprises of with in individual component, and one component outside the individual – the social environment in which the individual is working. These three within the individual component can be described as follows;

a) *Domain-relevant Skills* - Domain-relevant skills include knowledge, expertise, technical skills, intelligence, and talent in the particular domain where the problem-solver is working. These skills comprise the raw materials upon which the individual can draw throughout the creative process – the elements that can combine to create possible responses, and the expertise against which the individual will judge the viability of response possibilities.

b) *Creativity-relevant Processes* - Creativity-relevant processes (originally called creativity-relevant skills) include a cognitive style and personality characteristics that are conducive to independence, risk-taking, and taking new perspectives on problems, as well as a disciplined work style and skills in generating ideas. These cognitive processes include the ability to use wide, flexible categories for synthesizing information and the ability to break out of perceptual and performance "scripts." The personality processes include self-discipline and a tolerance for ambiguity.

c) *Task Motivation* - A central tenet of the componential theory is the intrinsic motivation principle of creativity: People are most creative when they feel motivated primarily by the interest, enjoyment, satisfaction, and challenge of the work itself – and not by extrinsic motivators.

Entrepreneurs need to be creative for being successful and the components which are very much important for being creative includes Expertise, Thinking Process and Intrinsic motivation. These aspects only have been operationalized along with the concept of Entrepreneur and the matrix has been developed in the present study which is given in the third chapter.
Given ahead are the review of the literature on the entrepreneurial skills, which have been considered for this present study.

2.7　Entrepreneurial Skills

For developing any business or for being an Entrepreneur, it is very much important to have the required skills or expertise in the key area. There are many important key skills which are required by an entrepreneur, but researcher in his literature survey had figured out the most important entrepreneurial skills, which have been discussed ahead in the chapter. (FORBES, 2013), claimed that the required Entrepreneurial skills in an individual are revolving around Personal characteristics, interpersonal skills, critical and creative thinking skills and Practical skills. Keeping this classification in mind, researcher had figured out the important entrepreneurial skill for this piece of research which has been discussed ahead in the next section.

2.7.1 Managerial Skill and Entrepreneurship

Entrepreneurship plays an important role in employment and professional training of an National agency for Development of Small and medium enterprise, reported in 2005 that the second most significant reason for not wanting to be in business were missing skills and experience needed for conducting business.

Basic knowledge in Management is very important as it is required at initial stage and developmental stage for running any enterprise. For running any enterprise, a person should be proficient in managerial functions such as planning, organizing, leading and controlling. Papulova et al. (2007), reported that scholars from faculty of management in Slovakia tried to identify necessary abilities, role and skills, which includes creativity, intuition, goal oriented responsibility, self-confidence, initiative, Independence, cautiousness, Discipline, persistence, optimism and fantasy. Only by intersecting theoretical knowledge with experience from environment, it is possible to gain managerial skills.

Managerial skills are the central component of any firm's innovation strategy. Newton proposed a pyramid of managerial skill which has different levels. In all these levels, basic level includes literacy, numeracy, computer literacy, basic managerial skills, soft skills and communication. Higher level of pyramid constitute planning, strategy, visioning, Leadership and championing.

(Mintzberg, 1971), identified ten roles of manager, which are classified into three broad categories;

a) Interpersonal roles: It includes the role of being figure head, leader, Liaison.
b) Information roles: It includes the role of being monitor, disseminator, and spokesperson.
c) Decisional roles: It includes the role of being Disturbance handler, Resource allocator, Negotiator

Mintzberg (1971) therefore arrange these roles into different functions which broadly categorized into *Planning, Organizing, Staffing, Directing* and *controlling.*

Certain characteristics of being an Entrepreneurship Manager which includes Creative Innovations, Managing change, Investing in Resources and Recognizing opportunities in the environment to increase organizational viability. Research studies have shown that managerial activities and entrepreneurial activities are not mutually exclusive but they overlap (Morris, 2013). All the Entrepreneurial activities can be labelled as opportunity driven whereas all the managerial activities can be labelled as Conservation driven.

Havinal, V. (2009) reported that there exist difference between entrepreneur and manager however both these terms appears to be synonym to each other, still there are certain points on which basis there exist difference between them. It includes motive, status, Risk, Rewards, Innovation, and Qualification. Below is the Table 2.1 reflecting the major point of difference between being an Entrepreneur and a Manager

Table 2.2: Exhibiting the difference between Entrepreneur and Manager

SN	Point of Difference	Entrepreneur	Manager
1.	Motive	Starting venture for personal gratification	Rending services in an enterprise which is already set by someone else
2.	Status	Owner	Servant
3.	Risk	Assumes Risk and uncertainty	Doesn't bear any risk involved in enterprise
4.	Rewards	Profits, which are highly uncertain and not fixed	Certain and Fixed Salary
5.	Innovation	Act as innovator and changing agent as he himself has to think over what and how to produce goods to meet the changing needs of the customer	Simply execution of plans, prepared by the entrepreneur
6.	Qualification	High Achievement motive, originality in thinking, foresight, risk learning ability	Need to have distinct qualification

Above table is representing the difference between Entrepreneur and Manger but the present study is dealing with this fact only that how an Entrepreneurs can himself be a Manager. Until and unless Entrepreneur himself cannot act as a Manager, he cannot manages various tasks related to entrepreneurship, as many roles defined in various theories, indicated in the above literature are reflecting on this basic thought that Entrepreneurs himself needs to be a good manager first than only can be successful entrepreneurs. Moreover, Qualitative case studies of

few established entrepreneurs in Pune district which was done by the researcher in order to assess the basic needs of the women entrepreneur than the need of being good manager emerged out.

Owing to this reason, Managerial skill emerged out one of the basic and important skill for the entrepreneurs but to the best of the researcher's knowledge no study was found which was focusing on improving Managerial skills in order to improve Entrepreneurial skill of any individual. Considering the holistic approach the researcher tried to combine all the essential aspects of the Managerial skill a matrix has been developed by the researcher for the creative entrepreneurs specifically. This matrix has been shown ahead in the chapter three.

2.7.2 Employability Skills and Entrepreneurship

Building upon the basic foundational knowledge of employability skills, a clear understanding for the application of employability skills is necessary. Employability skills (Maxwell; Scott; Macfarlane and Williamson, 2010), also known as soft-skills (Dabke, 2015), (Wats, M., & Wats, R., 2009) and 21st century skills (Beriswill, J., Bracey, P., Sherman-Morris, K., Huang, K., & Lee, S., 2016); (Larson, L. C., & Miller, T., 2011), are defined as a set of attributes, skills, knowledge and attitudes that all labor market participants should possess to ensure they have the capability to be effective in the workplace (Tuan, 2011); (Wikle, T. A., & Fagin, T. D., 2015). Moreover, researchers have determined that it is these skills (i.e., those skills associated with workplace effectiveness) that are pivotal for businesses to remain competitive in the global economic market and foster economic growth (Swathi, 2015),(Wats, M., & Wats, R., 2009)These employability skills are not solely related to one's ability to gain employment, but more so one's ability to retain employment and excel within a career field (Cobb, E. J., Meixelsperger, J., & Seitz, K. K., 2015) (Wats, M., & Wats, R., 2009)Just as core content knowledge is vital to job acquisition, employability skills are essential to retention and progression within the workplace. Workforce well-equipped with these skills has a significant impact on overall effectiveness on work output and quality (Karim, M. R., Huda, K. N., & Khan, R. S., 2012) (Showry, M., & Manasa, K. L., 2014).

From the constructs of business administration hiring policies, many employers are not focusing as much on academic skills but have identified the specific skills of teamwork, problem solving

skills, decision-making capabilities and communication skills as essential characteristics when hiring new employees (Dixon, J., Belnap, C., Albrecht, C., & Lee, K., 2010) (Harwell, 2015). Employability skills are centered on personal and interpersonal skills that are not plainly visible and are difficult to assess and quantify (Woods-Groves, 2015); (Sharma, G., & Sharma, P., 2010)and include skills such as leadership, communication, professionalism, appearance and etiquette (Lazarus, 2013). Employability skills are often seen as 'person capital', or the sum of various personal qualities that employers value or require. These skills, such as responsibility, problem solving, and interpersonal skills have been some of the foundational skills for attaining

and advancing within an employment setting since employability skills were initially recognized (De Fruyt, F., Wille, B., & John, O. P., 2015); (Heimler, R., Rosenberg, S., & Elsa-Sofia Morote., 2012).

Higher-order thinking employability skills include learning; reasoning; thinking creatively; decision-making; critical thinking; problem solving; global awareness; financial, economic, business, and entrepreneurial literacy; innovation information; media and technology literacy; and social and cross-cultural skills. Researchers have widely agreed with the identification and classification of these skills (Tuan, 2011). The second sub-category of employability skills is personal qualities (Yaghoob, M., & Shamsodin, N., 2011). Experts have identified these skills as responsibility, self-confidence, self-control, social skills, integrity, adaptability and flexibility, collaboration, punctuality and efficiency, self-direction and initiative, attitude, personal hygiene, cooperation, Self-motivation,

Self-management, productivity and accountability, and leadership (Adam, J., Bore, M., McKendree, J., Munro, D., & Powis, D., 2012) As state and federal government offices prompt the integration of employability skills into curriculum, educational researchers have designed and implemented a wide variety of programs to build employability skills (Gerrard, 2015) (Messum, D., Wilkes, L., & Jackson, D., 2015) identified the need for future research in other environments beyond the traditional classroom. It was also noted that there may be other teaching practices (e.g., scaffolding) involved in facilitating employability skill development activities within educational settings and future research should look at all angles of the instructional setting. With the demand to integrate employability skill development programs into classroom curriculum and the widespread research in employability skill development, the ultimate goal is to prepare students for the modern day workforce and ensure educational institutions address the changing standards of employability. Experts have noted that employability skills such as work ethics, positivity, integrity, and a willingness to learn and adapt are an integral part of careers and can be easily incorporated into secondary curriculum (Aasheim, C. C., Shropshire, J. J., Lixin Li, L., & Kadlec, C. C., 2012). In the Information Technology industry the required employability skills are teamwork, communication, leadership, conflict management, decision-making, ethics and values, articulation skills, relationship management, problem solving, and time management (Verma, A., & Bedi, M., 2008). Employability skills are the knowledge, skills, and expertise students should master to succeed in work and life in the 21st century Researchers have found that the need for the development of employability skills is not just limited to middle and secondary level students but continues on through postsecondary education and into the workplace (Butum, L. C., Stan, S. O., & Zodieru, A., 2015) (Holtzman, D. M., & Kraft, E. M., 2011).

2.8 Blended Learning and Entrepreneurship

It is widely recognized that the term blended learning is subject to multiple definitions. Eight dimensions of different blends were identified in a UK wide study of undergraduate experience

of blended learning. The *Delivery* dimension of blended learning emphasizes modes which include a combination of face-to-face and distance education, this is in line with the traditional interpretation where the distance education part of the delivery could be the conventional post, radio or television. The *Technology* dimension of blended learning emphasizes a variety of web based technologies and highlights the use of online technologies to facilitate learning, this includes the use of email which again is in line with traditional distance education. The *Chronology* dimension of blended learning highlights the use of synchronous and asynchronous interventions. Other dimensions include *Locus* which exhibits practice based v/s classroom based learning. Dimension of *Roles* depicts Multidisciplinary of Professional roles which may formed in the classroom. *Pedagogical* dimension emphasized on different pedagogical approaches as per the need of the learner. *Focus* is the dimension which acknowledges different aims and finally the dimension of Direction refers to the instructor-directed vs. autonomous or learner-directed learning.

Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick and mortar location away from home. (Staker, H., & Horn, M. B., 2012). A case study of students in Mexico ages six through eight found that the students were more motivated when a blended learning instructional approach was used for math lessons (Garcia, L., & Pacheco, C, 2013). According to them students collaborated with each other and engaged in discussions about math more when the technology was added to traditional instruction. Blended learning environments comprised of a mixture of face-to-face and computer mediated instruction, are gaining rapid popularity in higher education as a way in which to combine the best aspects the traditional face-to-face classroom and the online learning environment. Garrison and other (Garrison, D. & Vaughan, N., 2008)noted that student satisfaction with the flexibility and learning outcomes of the environment and teacher satisfaction with the increased engagement on the part of students in the learning process. They also propose that the thoughtful integration of learning environments can yield higher levels of learning required for today's adult learner. Existing research promotes the benefits of blended learning in higher education: high levels of student satisfaction regarding time flexibility (Dziuban, C.D., Hartman, J.L., & Moskal, P.D., 2004).)(Garnham, C., & Kaleta, R, 2002) increased teacher satisfaction improved learning outcomes (Dzuiban, 2004) (Garnham, C., & Kaleta, R, 2002), (Twigg, 2005) and increased socialization in online interaction as a result of participation in a blended environment (Comey, 2009).

With reference to the Entrepreneurship, there was no such study found by the researcher which is highlighting the use of Blended Learning for teaching Entrepreneurship. So it was quite important to have innovative models for teaching Entrepreneurship and Blended Learning can emerged as one of the most useful model for the same. No model of teaching is superior to the other and they help educators identify and reflect on the different dimension of education and the coherence of their own teaching practices. More research is needed to evaluate the consistency

among different teaching models in Entrepreneurship Education and to find coherence between the basic concepts and foundations about education, pedagogies, and outcomes. (Sarasvathy, 2008) Proposed a competency-based approach to teaching and learning in Entrepreneurship Education. The author claims that a competency-based frame could be a good structure for planning, conducting, and evaluating Entrepreneurship Education Practices, especially for those programs that have the goals for students to act and think like entrepreneurs. Owing to this fact, Pedagogy on Scenario Based Learning in Blended mode will give the learners an opportunity to act and think like entrepreneurs, which help in developing the required skills.

2.9   Scenario Based Learning and Entrepreneurship

 (Chermack, T.J., Lynham, S.A; Ruona, W.E, 2001) has brought this fact into notice that for any business leader or in any business, uncertainty is the most important factor. With global complexities and continual changes in the path of growth there is the requirement of more thorough and comprehensive ability to examine the forces of change and anticipating possible solutions for potential problems. On this basis of strategic planning, the school of thought which emerged out is scenario planning or Scenario based Learning. Rather than claiming on ability to predict the future, Scenario base learning advocates the telling of multiple stories that cover variety of plausible future outcomes. Chermack, and other   (Chermack, T.J., Lynham, S.A; Ruona, W.E, 2001) have described Scenario based learning as the method which focus on long and short term stories about the future, it led the learners to consider paradigms that challenge their current thinking. This method encourages the learners to think the unthinkable. Scenario planning has proven to be an effective method for identifying critical future uncertainties and investigating 'Blind spots' in organization.

Porter (Porter, 1985)defined scenarios as "an internally consistent view of what the future might turn out to be, not a forecast, but one possible future outcome". Schwartz (Schwartz, 1991) defined scenarios as a tool for ordering one's perception about alternative future environment in which one's decision might be played out.

Scenarios are not concerned with getting the future 'right', rather they aim at challenging paradigms of thinking and broadcast a series of stories in which attention is directed to aspects that would have been otherwise overlooked (Shoemaker, 1995). While planning scenarios for Scenario based learning there are five criterions, which are as follows;

1. At least two scenarios are needed to reflect uncertainty
2. Each of the scenario must be plausible
3. The scenario must be internally consistent
4. The scenario must be relevant to the learner's concern.
5. The scenario must produce a new and original perspective on learner's issues

While constructing any scenario, (Schwartz, 1991) suggested some steps for consideration;

1. To identify the focal issue or decision to be made in the scenario
2. To identify the key forces in the local environment. One need to examine the factors that influence the success or failure of the decision or issue identified in the first step.
3. Brainstorming the driving forces in the macro environment such as Political, Economic, Technological, Environmental and Social forces.
4. Rank the key factors on the basis of degree of importance for success and degree of uncertainty surrounding the forces.
5. Development and selection of the general scenario logics according to the matrix resulting from the ranking exercise.
6. Each key factor and driving force is given attention and manipulated within the matrix, resulting from the ranking exercise.
7. Each key factor and driving force is given attention and manipulated within the matrix developed in scenario logics
8. Examine the implication of the developed scenarios
9. Select leading indicators, which signifies that actual events maybe unfolding according to developed scenario.

Ringland, (Ringland, 1998)reported trend impact analysis approach to scenario planning, which requires three phases namely preparation, development and reporting and utilizing. (Wack, 1985), asserts that scenarios must come alive in 'inner space', individual's microcosm where choices are played out and judgement exercised. More than two stories but fewer than five are helpful because they reflect the uncertainty present in future, allow multidisciplinary approach to develop and discuss theories about the world, presenting findings in a tangible real world context and using casual mode of thinking.

(Errington, 2010), the term 'scenario-based learning' refer to any educational approach that involves the use of or dependence upon scenarios to bring about desired learning intentions, scenarios may constitute a given set of circumstance, a description of human behaviour, an online events, a story of human endeavour, an incident within a professional setting or human dilemma. Scenario based learning has various labels used in various contexts 'critical According to Errington (2010) there are three main kind of scenario used in Higher Education settings first to problem-based scenario, created to help students to integrate their theoretical understandings with practical knowledge. It constitutes Decision making and critical analysis are significant components. Second is issue based scenarios which help in examining concerns that inform or influence the area of study. Third one is speculative based scenarios allowing students to contemplate a range of past, present and future factors that inform their discipline. Errington (2010), cited Naidu, S. stating that promoting scenario based learning as a model of situated learning can be put into practice for preparing graduates for profession. According to him in Scenario based learning role of the teacher is that of an engaged architect and choreographer of the learners learning experience rather than guide on the side.

Teacher examined the applicability of Scenario based learning in undergraduate nurse education in Edinburg U.K. where value of Scenario based learning approach to teaching was evaluated among First year undergraduate nursing students. Favourable attitude was found among teachers and students towards Scenario based learning and was considered Scenario based learning as a valuable teaching tool with in the school, from the perspective of both staff and students. For evaluating the staff and students in Scenario based learning there was a kind of evaluation sheet which include following questions such as overall satisfaction with Scenario based learning, Intellectual challenge of Scenario based learning, Intellectual challenge of Scenario based learning, Relevance or interest of Scenario based learning and the best feature of Scenario based learning and suggested changes to Scenario based learning.

Many of the educationists came up with Problem based Scenarios. They can be presented in many formats including text, illustrations, photos, simulations or videos (Schmidt, 1983). These problems should be designed to promote knowledge acquisition through problem-solving strategies. The number of problems will vary to accommodate the learning objectives and are generally ill structured, or messy, and do not results in any one correct answer (Hmelo-Silver, 2004). Problem based Scenarios are most potential in eliciting the desired Learning Outcome (Duch, 2001)s (Hung, 2009)(Jonassen, 1999) (Savery, J.R. & Duffy, T.M., 1995). These Problem based Scenarios are centred on ill-structured problems that are designed to mimic the same challenges as those encountered by the learners on a regular basis, containing the same uncertainties and indecision that are manifested in the complexity of the natural environment. (Choi, I., & Lee, K. , 2009)

Ermter & Glazewski (Ermter, P., & Glazewski, K. D., 2015) had reflected on some of the characteristics of Problem based Scenarios. They are messy, ill structured problems which are authentically contextualized for future work places. They act as real world problem. It triggers curiosity; it challenges, motivates and promotes self-directed learning. At the same time it provides examination from multiple perspectives. (Schmidt, 1983), reported that the extent to which the Problem Scenario is related to one's future plans and profession contributes to the overall experiences with a Problem based learning curriculum and as a result students in Problem based learning is related to their future profession have reported higher degrees of satisfaction with the quality of instruction.

Duch (Duch, 2001)offers suggestions for writing problem-based learning scenarios. This work is perhaps the most practical of its kind, providing an explicit and comprehensible suggestion that makes the process of developing problem scenarios more manageable and clear Duch's (2001) first recommended step for developing problem-based scenarios, which can be summarized as follows;

(i)   Focuses on choosing a central idea or concept considering the type of questions one would find at the end of a typical textbook chapter.

(ii)   Broad objectives involving understanding, solving or explaining should be provided to help the learners work through the problem

(iii)   One should consider the complexities of real-world situations

(iv)   One who is constructing Problem scenarios, they should be encouraged to talk to others in the field as well as conduct research for other ideas on the story line.

(v)   Problem should be presented so that learners can readily identify the learning issues that will lead to the pursuit for new information, and for the same learners will have to do some research and discover materials.

(vi)   Problem designer write a teaching guide that will delineate the problem learning plans or actions to assist the learners with negotiating the learning expectations and activities.

(vii)   The problem developer should identify the resources for the learners.

2.10   Important issues of Blended Learning and Entrepreneurship:

Several research projects have been carried out in the area of entrepreneurships but this study was unique one because in Indian context, previous study didn't focus on lifelong learning of women and its pragmatic solutions as a blended learning. Here some of them reviewed as follow.

Tang Jingwei (2013) has done the research work on **Blended Learning of ESL Based on Moodle Platform.** (Jingwei, Blended Learning of ESL, 2013)This *Study was in Literature and Language. ,* The thesis puts forward a blending way of learning ESL based on platform. Blended learning integrates the ESL courses with the educational technologies and combines the advantages of regular class learning and online learning. The author designs a mode of ESL learning on Moodle platform and suggests some activities of ESL blended learning. Blended Learning is a hybrid way of learning. In this research Moodle is the Abbreviations of Modular Object-Oriented Dynamic Learning Environment, free and open-source e-learning software developed by Marin Dougiamas in 2004. The software is also known as a Course Management System (CMS), a Learning Management System (LMS), or a Virtual Learning Environment (VLE). The system is based on the concepts of social constructivism which tries to offer both educators and students a platform for online interaction and collaboration. Moodle, developed specifically for teaching, can provide a variety of different teaching activities for students, allow students to take full advantage of modern network technology to exchange ideas and obtain learning experience, and build personal knowledge system .According to Dziuban, Hartman and Moskal (2004), "Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities. In other words, blended learning should be   approached   not merely as a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics:

• A shift from lecture- to student-centered instruction in which students become active and interactive learners

(This shift should apply to the entire course, including face-to-face contact sessions);

• Increases in interaction between student-instructor, student-student, student-content, and student-outside resources;

• Integrated formative and summative assessment mechanisms for students and instructor. (Dzuiban, 2004)

Mohammad A. Alseweed (2013) has done research work on "Students' Achievement and Attitudes towards using Traditional Learning, Blended Learning, and Virtual Classes Learning in Teaching and Learning at the University Level." This study aims to investigate the effects of the traditional learning, blended learning and virtual classes learning on university students' achievement and attitudes. 34 male students studying at the English Language Program, Qassim University were divided randomly into three groups, (blended learning, traditional learning, or virtual classes learning). Results indicate that there are significant differences among the instructional approaches in the achievement test scores in favor of blended learning. In addition, the results show significant differences in students' attitudes in favor of blended learning. (Alseweed, 2013)

Andrew Kitchenham, (2013), Adult-Learning Principles, Technology and Elementary Teachers and their Students: the perfect blend? This research focused on Blended learning is a process by which educators use varied web-, print- and classroom-based techniques to present a specific set of skills to a group of learners. Blended learning is well researched in higher education and in the business sector but little research exists on its use in the school system. The aim of this mixed-method study was to examine what external factors promoted or impeded the success of blended learning in the elementary classrooms of ten teachers. The qualitative data were derived from reflective journal entries, a semi-structured interview and my field notes. I found that there were distinct factors related to the success of blended learning. The three factors that promoted blended learning were collaboration, a strong infrastructure and student demand while the three factors that prevented blended learning were a weak infrastructure, time and resources. Further research into blended learning in the elementary classroom needs to be conducted as this study was exploratory. (Kitchenham, 2005)

Rebecca Gill & Shiv Ganesh (2007) has worked on 'Empowerment, Constraint, and the Entrepreneurial Self: A Study of White Women Entrepreneurs.' This study focused on Discourses of entrepreneurship and research on women entrepreneurs have proliferated in the last two decades. This study argues that a particular conception of an entrepreneurial self-underlies much literature on women entrepreneurs and their empowerment, and identifies several key assumptions of this entrepreneurial self. The study then assesses the motivations and experiences of several white women entrepreneurs in a northwestern state in the United States,

finding that aspects of the entrepreneurial self are most evident in the reasons that women provide about why they became entrepreneurs. However, the experiences the women narrate reveal a more Constraints-centered discourse, which features a particular interpretation of the frontier myth of the American West, and bears traces of an emergent, collective notion of empowerment. The authors explain such empowerment from critical and feminist perspectives, offering the concept of bounded empowerment as a lens through which to examine entrepreneurship and gender, and discussing its practical implications. (Ganesh, 2007)

Jay Weerawardena and Gillian Sullivan Mort (2012) had carried out a research project on the topic- "**Competitive Strategy in Socially Entrepreneurial Nonprofit Organizations: Innovation and Differentiation. Researcher concluded that,** Social entrepreneurship has attracted an increasing volume of research in an attempt to understand the basis of successful value creation aimed at solving social problems. In an effort to advance social Entrepreneurship research beyond its current focus on conceptualizing the concept, this article addresses the role of innovation in achieving greater social impact. Using multiple theoretical case studies, this research finds that innovation-based competitive strategies of socially entrepreneurial nonprofit organizations substantially contribute to the achievement of social value. Innovation-based strategies are uniquely characterized by a primary focus on differentiation, with innovations directed at product, process, and system change levels. They tend to actively involve both externally and internally focused learning. Nonprofit organizations' innovation strategies are strongly influenced by their organizational characteristics, in particular the need to build sustainable organizations. The article concludes with implications for theory and practice and directions for further research. (Mort, 2012)

Ken Matsuno, John T Mentzer, & Ay§egul Ozsomer, (2007) had worked on "**The Effects of Entrepreneurial Proclivity and Market Orientation on Business Performance." In this research he found that,** the recent literature suggests a potential tension between market orientation and entrepreneurial proclivity in achieving superior business performance. This is unsettling for marketers, because it could mean that being market oriented is detrimental to a firm that is also trying to be entrepreneurial and successful. To examine this unnerving potential, the authors investigate structural influences (both direct and indirect) of entrepreneurial proclivity and market orientation on business performance. The results indicate that entrepreneurial proclivity has not only a positive and direct relationship on market orientation but also an indirect and positive effect on market orientation through the reduction of departmentalization. The results also suggest that entrepreneurial proclivity's performance influence is positive when mediated by market orientation but negative or non-significant when not mediated by market orientation. The authors also provide a discussion and future research implications. (Ken Matsuno, 2007)

Iyer, Radha (2009**) has done the work on "Entrepreneurial** identities and the problematic of subjectivity in media-mediated discourses." This study focused on discourses of patriarchy and femininity in representations of **Indian women** entrepreneurs in the popular **Indian** print media.

Through critical discourse analysis of data consisting of 46 articles, the article examines the subtle positioning of **Indian women** entrepreneurs in language that is at once restraining and indicative of empowerment and independence. The analysis illustrates media stance as ambivalent and ambiguous with **Indian women** portrayed as traditional and modern, passive and proactive, dependent and independent. The resistive stance of **women** entrepreneurs provides the oppositional discourse of difference termed the discourses of 'being' and 'becoming'1 based on Deleuze and Guattari's (1987) notion of 'becoming'. I conclude the article by accentuating that a critical reading practice is required to identify stereotypes and tease out discourses that illustrate transformative practices. (Iyar, 2009)

Chakravartty, Paula and Sarkar, Sreela has done the survey research entitled, "**Entrepreneurial** Justice: The New Spirit of Capitalism in Emergent India". In their survey of management literature, Boltanski and Chiapello (2005) argue that the 1990s signal a new phase in the spirit of capitalism. We consider how these counter-cultural transformations that shaped new management thinking in Europe and North America traveled to places such as India, where neo-liberal economic reforms led to economic growth alongside unprecedented suffering. Looking across the expansive **Indian** media landscape, we see the growing prominence of India's own "cool capitalists" in the figures of Rajat Gupta and Aamir Khan. Khan's hit talk show Satyamev Jayate helps to popularize this new management culture establishing a new set of moral claims over the future of economic development in the global South. Their article addresses the theme of geo-politics by considering the increasingly influential role of corporate actors in shaping popular debates about the economy, economic distress, and redress. (Chakravartty, 2013)

2.11   Conclusion:

Many research papers and thesis are available at international level on the topic of "Blended Learning" and some of them are on the "Entrepreneurial Skills" but not a single one is available in context of India. Present study proposed that, "Bended Learning platform is an appropriate solution for women Entrepreneurial skills." This research study will evolve the Scenario Based Learning strategies and BLM for women Entrepreneurships.

CHAPTER 3

BLENDED LEARNING MODEL FOR ENHANCING ENTREPRENEURIAL SKILLS AMONG WOMEN

3.1   Background:

This theoretical Chapter devoted for the creation of Blended Learning Model which aims at providing the learning environment for enriching the entrepreneurial skills among women. Product Development process has been employed for developing BLM. Self-instructional strategies are also applied to design the learning situation in the BLM. Face to face and online mode of learning is effectively blended in the BLM which includes 70% learning through online and only 30% happens in face to face mode. There is a scientific course alignment has been established in the different aspects of the BLM such as the aims & objectives, commitments of learner, content and context, learning outcomes and human interactions, Interactions with content, scenarios based learning for creating contextual learning environment etc. Self-governed learning activities have been developed for the purpose of effective learning. Maximum teaching-learning activities were carried out through computer-mediated online platform and some of them were provided through the face to face mode of learning. Development process of BLM has been described in detailed in present paper.

Blended Learning Model is an educational communication model where alternative media sources such as print, multimedia, videos, audios, on-line & offline modes of delivery, as well as conventional face-to-face interaction through learning scenarios were applied for imparting entrepreneurial skills among women. In the present BLM, learning process is essentially occurred based on two assumptions; one of them is 'interactions' among content, learners and societal environment. Learning occurs through a process of interactions among students, instructors, experts, and community of practitioners. It is evidenced that, the learning is also the chemical interactions in the brain. In this context Thomas Hokfelt and others described the understanding of chemical signaling in the concluding part of their article entitled 'Chemical Anatomy of the Brain'. They stated that, 'The results have advanced our understanding of the chemical signaling process in the nervous system. Indeed his to chemistry represents a valuable links between biochemistry and psychology. Thus by providing exact knowledge of localization of the messengers in defined neurons a firm basis can be obtained for psychological and behavioral experiments aiming at improving our understanding of neuronal function under normal and pathological conditions. Of special interest to us has been the finding that neurons may produce and release multiple messengers at their synapses'.   (Tomas Hökfelt, Olle Johansson and Menek Goldstein, 1984). It means the interactions play the vital role in the learning process. The core issue is that, how to create effective interactions between leaner to learner, learner to instructors, learner to community of practices and learner to content. Creating interactions was the biggest challenge before the researcher. Our day to day experience is that creating interactions is always easily possible in the face to face mode of learning; but it is little

bit difficult to create interactions same effectively in online mode. Instructors could observe students' learning dynamics through face to face mode of classroom as well as always was keeping in touch through synchronous and asynchronous way of interactions in the e-learning environment in present BLM. Students had got longer online communications with instructors, experts, mentors, community of practitioners and other learners about learning tasks through the same. Arguably, in such an environment, maximum teaching-learning activities were carried out by computer-mediated online platform and some of them were completed through the face to face mode of learning. Both the benefits of face to face and online mode of learning had been taken into consideration for effective way of learning in the present BLM. In face to face mode of learning, students and teachers were interact each other very much effectively because of their physical presence while interacted each other; but in such a situation student could not be able to interact with community of practitioners and other experts because of physical distance between students and practitioners. But it was so easy and always possible to interact with practitioners time to time in online mode of learning. Only the issue is that the natural social presence is also limited in online learning which is creating a serious cause of students' sense of isolation. It is a key element for the high dropout rate of online learning. (Misanchuk, M & Anderson, T., 2001; Rovai, 2002)The Present research study had eliminated the drawbacks through blending both the way of face to face and e-learning in scientific manner.

Second Assumption is learning which produces 'products' in terms of knowledge, skills, thoughts, designs, things etc. In this BLM the scenario based learning programme has been developed where students played the role as a community of practitioners. Student had to complete self-governed learning activities through that he or she has to produce the products in terms of reports, designs, notes, or critiques etc. Story based learning scenario motivated to students to do learning activities with the computer mediated supports of learning resources. The learning scenario has provided scaffolding with e-learning materials, discussion forum, well designed learning activities and assignments. Special website entitled http://www.dnyanbharati.com/Login.aspx was developed to execute the present BLM. Learner can directly access the facilities of learning at the website. This website was designed by the researcher. It has been funded by the University Grant Commission, Human Resource Development Ministry of India, New Delhi under the major research project. Learner had given the online pre-test for defining his or her level of entrepreneurial skill. Learner can define the level of entrepreneurial skills through online self-assessment tool in the present BLM, after defining the self-level of entrepreneurial skills; learner was enrolled in the courses and completed them from anywhere, any time, with any pace with in stipulated period of 52 days.

3.2   What is Blended Learning?

In knowledge based society, learning is not only the subject of schools, colleges, and universities but also it is a crucial part of business, professions, services, governments, and military settings, and non-government organizations as well. Day by day learning becomes an important part of national economy and socio-politics. Therefore learning resources and learning environment has

to be provided at everywhere for all people to fulfill their day to day needs of learning. It is human right to access learning resources from anywhere, anytime. Blended Learning (BL) is the only pragmatic solutions to fulfill such important learning needs of knowledge based society.

Now a days, some terms are very much popular in higher education such as distributed learning, e-learning, online learning, open education resources, flexible learning, hybrid courses, massive open online courses. But among them blended learning is more comprehensive concept of learning. Graham, Allen and Ure (2003) has defined the blended learning based on the three most commonly mentioned definitions, which are documented as below-

- Combining instructional modalities (or delivery media) (Bersin& Associates, 2003;Orey, 2002a, 2002b; Singh & Reed, 2001; Thomson, 2002)
- Combining instructional Methods (Driscoll, 2002; House, 2002; Rossett, 2002)
- Combining online and Face-to-Face instruction (Reay, 2002; Rooney, 2003; Sands, 2003; Ward &LaBranche, 2003; Young, 2002) (Graham, 2006).

In totality, 'Blended Learning Systems combine face to face instruction with computer-mediated instruction' (Graham, 2006).

Present research study aims at developing blended learning model for enhancing entrepreneurial skills among women.

3.3   Aims and objectives of Creating the BLM:

There was a prime goal of present research study to develop the BLM for providing quality instructional experiences for enhancing entrepreneurial skills among women so that researcher had designed the important research questions for the purpose of Developing Blended Learning Model; those were formed in the question form -What is the design of BLM? Why to combine the traditional Face-to-Face Learning and Online Learning System? How to combine the creativity components with entrepreneurial skills? What is the pedagogy of entrepreneurial skill development? How to engage learners creatively in the present Blended Learning Model (BLM)? How to combine the aspects of intelligence and learning activities? What is the design of interactions to engage learners? What are the efficient ways for interactions with the content?

3.4   Method:

This chapter devoted for the creation of Blended Learning Model .In product development process there are some important steps like community visit, focus group discussions for problem detection, lead user analysis, user designs, and brain storming and community enthusiast. All these steps were employed to generate the ideation to create the BLM. Four Cases of Successful Women Entrepreneurs were selected for the in depth interviews, Focus Group Discussions also applied with the LMS experts, Brainstorming Techniques, and Review of the Literatures etc. methods of qualitatively used for ideation of design of the BLM. The computer

software engineers we rehired for creating the computer mediator platform of learning. The design of BLM has been conceptualized by the researcher. The computer engineers have developed the computer mediated process of interactions in BLM on the basis of provided design of the BLM. The Scenario Based E-Learning Content and strategies of learning has been developed by the researcher and executed them through BLM in Huzurpaga Women College of commerce in Pune city for 52 days to conduct the Entrepreneurial training for women.

3.5   The Design of the BLM:

The present study has developed the design of BLM for women to achieve the entrepreneurial skills and for their personal wellbeing. In which the learning opportunities has been made designed for women to improve their capabilities in entrepreneurship at their own pace. In this designed women can learn from anywhere, any time, even with their own pace. The design of the model has been described which is given in the pictorial form as shown in the figure no. 3.1.

ENT = Entrepreneurs, COL= Colleges, UNI= University, NGO =Non-Government organization, EXP= Experts
A= Alternative Media Sources, C= Channels, L= Leaner,, DC= Distributed Class-Room, PBLS =Problem Based Learning Scenarios
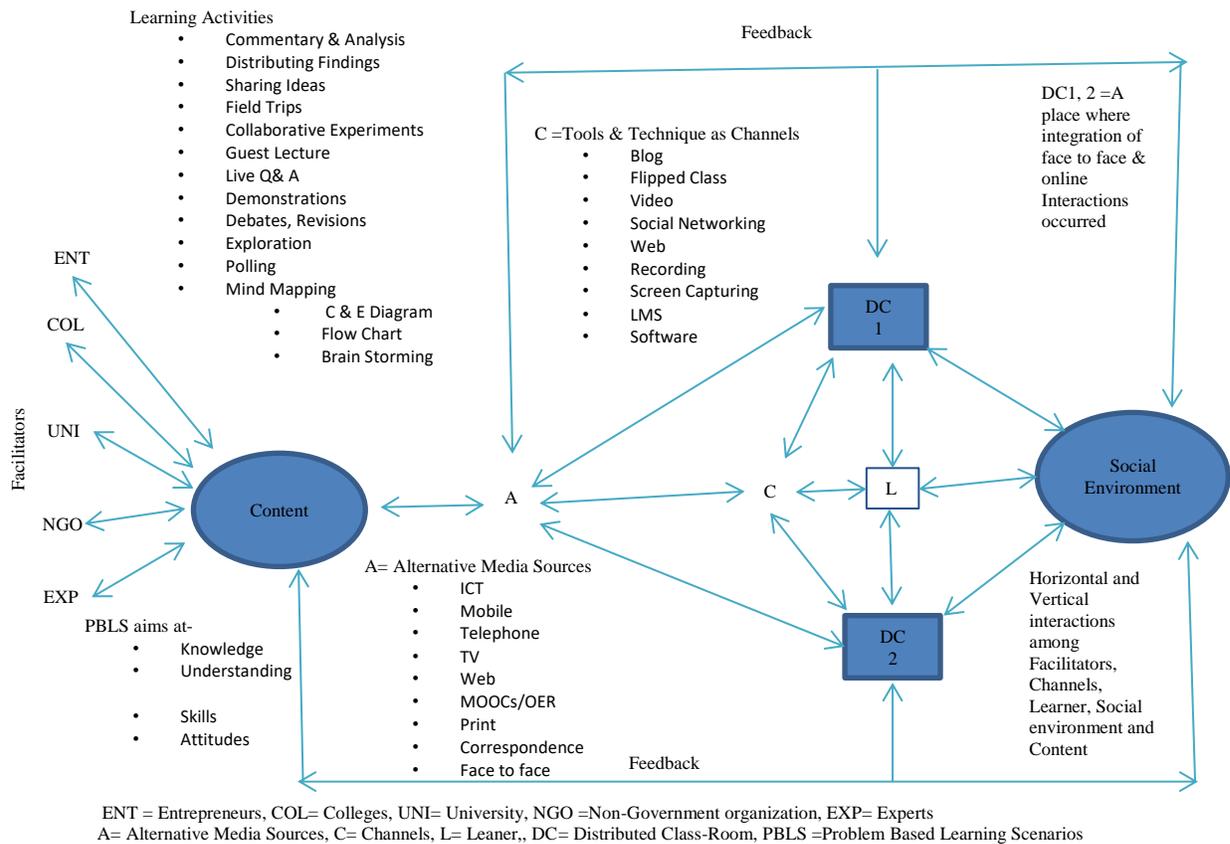
Figure N0.3.1: Design of Blended Learning Model

Blended Learning Design (Tupe, 2015) for Enhancing Entrepreneurial Skills among women has been constructed on four pillars. First pillar indicates the (L) learner as a target group. In this model women who want to become entrepreneurs were the target group. Second pillar indicates societal Environment where the issues and needs of women were taken into consideration. In this

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design, social context is the core part of the learning process. Therefore this pillar has been developed on the basis of social context which explores the aspects of content. It is assumed that women can bring their learning issues in limelight through ICT which is shows in the design. So that third pillar is the Alternative Media Sources in the design through which content would be delivered properly to the target group. A collaborative learning strategy has employed to interact. Blended mode of delivery is useful to the women because they cannot to attend the face to face course in campus in regular mode after their marriage because they were engaged in their regular house-keeping and other works. They didn't have additional time for this value added entrepreneurial training. They have mostly preferred the online mode for learning in leisure time for this purpose. Interaction process is the most useful one another rather than imitation or demonstration in such learning designs. Fourth pillar is the Content. Problem Based Learning Scenarios approaches have been employed to develop the e-learning content. The arrows in figure show the two way interactions between learners and learning content and societal environments. So communication technology is the most useful and effective tool for creating interactions among learners, community of practices and content. The women as a learner are centered in the design of BLM. Self-learning mode has been considered for self-regularity here and instructor plays the role as a facilitator for the learners.

3.6   Combination of the traditional face-to-face learning and online learning systems:

The widespread adoption and availability of digital learning technologies has led to increased levels of integration of computer-mediated instructional elements into the traditional face to face learning experience (Graham, 2006). Availability is not a reason to combine the traditional face to face learning with digital learning but it is highly requirement of digital society. In knowledge based economy, people have to learn lifetime for their profession as well as for personal well-being. In present situation, learning a single discipline is not sufficient for lifelong learning in new era of information so that emerging learning trends are there among students to engage in finding the different interdisciplinary learning resources for versatile experience of multitasking which is the demand of labour market that's why only face-to-face learning environment is not sufficient to fulfill the new demands of learner. Learner wants to learn many courses simultaneously doing the jobs or attending regular classroom. Then how it is possible in traditional way of face-to-face learning mode to attend the various courses? Blended learning environment provides wider canvas of learning through which learner can fulfill their needs and demands of labour markets. In this context Osguthorpe and Graham (2003) identified six reasons that one might choose to design or use a blended learning system which are as follow:

(1) Pedagogical Richness, (2) access to knowledge (3) social interactions, (4) personal agency, (5) cost-effectiveness (6) ease of revision (Graham, 2006)

In present study the web based BLM has been developed which is based on the design depicted in fig. no. 2. Only 30% instructions were delivered by face to face learning mode and 70% delivery was occurred by web based learning in the present study. The design was considered in

three parts one is open Attractive Web Design in which the information was given in following categories like Home page, Programme structure page where learner can assess to him-self or her-self by self-assessment tool, in last part learner can enrolled and choose the Courses. See the website   in   Figure   No.   3.2
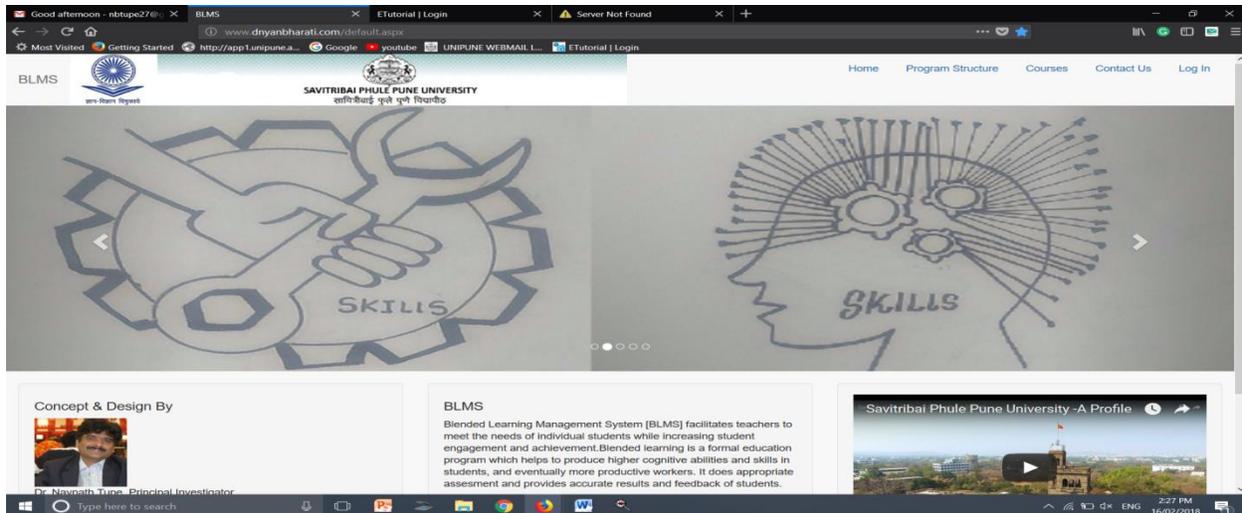
Figure N0. 3.2: Blended Learning Management Systems (Tupe, BLMS, 2017)

BLMS means Blended Learning Management System. BLMS facilitates to teachers as well as learners to meet the needs of an individual student while increasing students' engagement and achievement. It helps to produce higher cognitive abilities and entrepreneurial skills in students and eventually more productive for in service students. It provides activity based learning scenarios to students. It does appropriate assessment and provides accurate results and feedback of student to instructors. It not only blends the mode of learning ways but also blends the different theories and creates the new ideas of learning. For examples face to face and online mode of learning has been blended in this BLMS. In this context *Josh Bersin rightly pointed out about design of blended learning. He concluded that blending of any type increases mastery. If you can add only a single new learning media it will have a significant impact on learning* (Bersin, 2004)**.T**he uploading and downloading facilities are provided for learners. Linkages of Videos, PDF, PPT, Images, were linked with the BLMS. Story base learning scenarios have been developed with learning activates. Learner has to learn story of the woman entrepreneurs and plays the suggested role in the scenario for becoming successful entrepreneur. There are self-governed learning activates and assignments provided in the learning scenarios. Learning resources are also provided for the purpose of completing learning activities. Face to face workshops also provided for the purpose of motivations and clarifications and rectifying the doubts and queries of students. There were ten learning workshops were organized in face to face mode in present study.

3.7   Combination of the creativity components with entrepreneurial skills:

Karlyn Adams has raised the issue about the sources of creativity and innovation in individual in the paper commissioned by the National Center on Education and Economy for the New Commission on the Skills of the American Workforce which is published in September 2005 and in this paper Adams referred to Teresa Amabile Ph.D. in psychology and Head of the Entrepreneurial Management Unit at the Harvard Business School while depicting the sources of creativity and innovation(Adams, September 2005). According to Teresa Amabile, creativity arises through the confluences of the following three components:

Expertise: It means technical, procedural and intellectual knowledge.

Motivation: Intrinsic is more effective than extrinsic motivation.

Thinking Skills: While both Amabile and Gardner assert that thinking is the key aspect of creative process. It is shown in the figure no. 3.3.
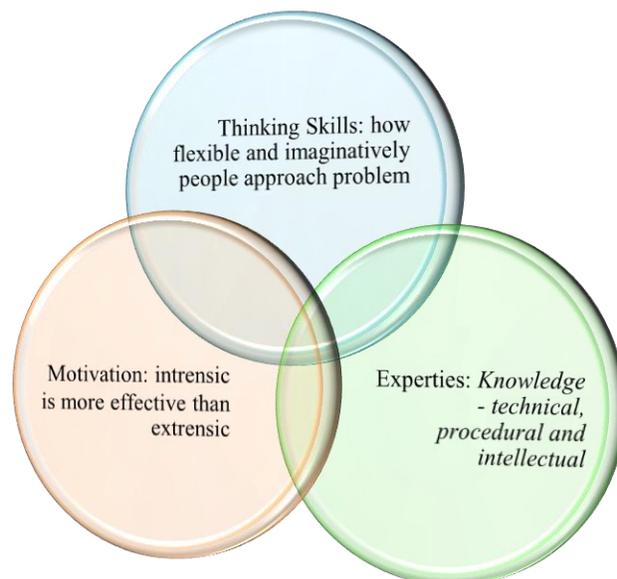
Figure N0. 3.3:Componential Theory of Creativity (Amabile, 2013)

In the present study, researcher has tried to combine the above mentioned creativity components with entrepreneurial skills and created the Entrepreneurial Skill Matrix *(See Fig. No.5).* Expertise (knowledge & skills), Intrinsic Motivation, and Thinking Styles and societal environment are the four components of creativity (Amabile, 2013).Expertise, Intrinsic Motivation, and Thinking Styles were combined with Entrepreneurial Skills such as Managerial Skills, Employability Skills and Market Evaluating Skills. The integrated creativity approach was developed for enhancing entrepreneurial skills among women. The each and every entrepreneurial skill was designed in three layers i.e. the first layer was expertise second layer was intrinsic motivation and third layer was thinking styles. For example, in driving skill driver has to know, how to read the map and find the accurate destiny, (First layer of the driving skill) Driver should be intrinsic

motivated to reach the destiny within stipulated period (Second layer of the driving skill). Driver has to think for how to save the fuel and time properly during driving (Third layer of the driving skill).It is pedagogy of skills which is employed in present research. Actually entrepreneurial skills are more perceptual and perceptions (also called thoughts or cognitions), emotions (or feelings), and motivations (drive) (Amabile Teresa, Steven Kramer, 2011). Such pedagogy helps to improve high inner work life drives for performance in work setups. In settings where people must work together to solve challenging problems, high performance has four dimensions: creativity, productivity, commitment, and collegiality (Amabile Teresa, Steven Kramer, 2011). Researcher has developed the Entrepreneurial Skill Matrix which shows in figure 5as below. Scenario Based Learning programme has been developed for exploration of Entrepreneurial Skill Matrix and Self-Assessment Scale also has been developed which is based on the Entrepreneurial Skill Matrix in present research.

According to OECD, (2007), Entrepreneurship has been defined in terms of *Person, Process* and *Product*. Therefore various factors which are important from the entrepreneurial point of view are categorized into three components which could be mentioned as below.

a) Person: Who have the capability of running or establishing any entrepreneurship and at the same time can deal with the process of entrepreneurial activities.
b) Process: Entrepreneurial Activities
c) Product/Outcome: It can be in the form of evaluation i.e. self-evaluation or Market evaluation where an entrepreneur has to launch his/her product

This matrix has been systematically evolved by the researcher which blends the dimensions of entrepreneurial skills which are categorized into Managerial skills, Employability skills and Market Evaluation skills and the expertise, intrinsic motivation and thinking styles are blended with skill.

The creativity is one of the most important factors for the success rate of an entrepreneur. Startups of the entrepreneur can remain successful and profitable only if they are creative. According to the Componential theory of creativity, any person can be creative if he/she possesses these three components, which are as follows;

a. *Expertise*: Expertise means knowledge and skills in the relevant domain or domains.
b. *Intrinsic Motivation***:** It specifically includes the motivation of a person himself/herself to engage intrinsically in any activity. These intrinsic factors can be interest, enjoyment, or a personal sense of challenge. Only extrinsic motivation is not sufficient to run any firm. Intrinsic motivation is the love of the work itself-doing the work because it is interesting, enjoyable, satisfying, engaging, or personally challenging. Intrinsic motivation –deep engagement in the work. (Amabile Teresa, Steven Kramer, 2011)
c. *Thinking Style***:** This basically includes cognitive and personality processes conducive to novel thinking.

Creative Entrepreneurs ↓	Managerial Skills			Employability Skills			Evaluating Skills
	Communication	Decision-Making	Self-Awareness	Organization	Team Work	Problem Solving	Market Evaluating
Expertise	Knowledge of content	Reducing wastage	Self-Development	Ethical Practices	Dynamic Leadership	Problem Realization	Market Trend
	Multimedia skills	Scrutinizing Alternatives	Self-Actualization	Maintaining Control	Sense of Responsibility	Generating Potential Solutions	Analytical Skill
Intrinsic Motivation	Keeping active	Initiative Tendency	Self-confidence	Resourceful & Persevering	Emotional Stability	People Concern	Influential Ability
	Readiness for conversation	Risk taking	Self-Commitment	High Expectation	Work ownership	Setting goal and interests	Customer Satisfaction
Thinking Style	Interaction for solving problems	Exploiting opportunities	Divergent thinking	Raising Financial Capital	Synergic Approach	Ignition for Execution	Reflective Marketing
	Feedback	Conflict Resolution	Flexibility	Social Capital	Division of Laour	Testing of effectiveness	Branding

Figure N0.3. 4: Entrepreneurial Skills Matrix

Entrepreneurial skills are shown in columns and Expertise, Intrinsic Motivation and Thinking Styles are the three layer of each entrepreneurial skill are shown in the Rows. All the aspects of entrepreneurial skills of girl students were assessed through self-assessment scale based on entrepreneurial Skills Matrix in the present study.

Blended Learning Model has been explored the entrepreneurial skill matrix which provides an authentic and reliable pedagogy to develop entrepreneurial skills among learners.

3.8   How to engage learners creatively in the BLM?

"The engagement of the imagination is the only thing that makes any activity more than mechanical". – John Dewey, Democracy and Education in the same line Elizabeth has put the light on student engagement, Barkley stated that "Student engagement is the product of motivation and active learning. It is a product rather than sum because it will not occur if either element is missing". (Barkley, 2018). In the present BLM, some tools, techniques and strategies has been developed to provide the quality of instructions at experiences for engaging learner creatively in learning.

1. Learners' Commitments:

Commitment is the one of the dimension of people's inner work life influences (Amabile Teresa, Steven Kramer, 2011).Learner's commitments have been taken into consideration as an inner work life influential component. There are strong correlations between the intrinsic motivation and commitments. Motivation is the key drive for human behavior. Motivations play rational and emotional role to form commitment to online brand community by distinguishing different evolutional processes for motivations. (Ting-hsiang,Tseng Hazel H.Huang, Adilina Setiawanb, 2017)The present BLM has conceptualized the course-wise learners' commitments for creating readiness and mentally preparations for learning entrepreneurial skills. In BL situation, students and teachers were not physically presence in face to face forever in the classroom. Self-directedness was the key drive for creating learning in the virtual classroom. Commitment motivates to learner for being active to do learning activity. It was expected that a learner who is affectively engaged has a desire to learn and is willing to commit mental effort to the challenging mental tasks required in the learning process (Jared Strin, Charles R. Graham, 2014) . In Present study commitments were explored through BLM in following manner. See figure no. 3.5:
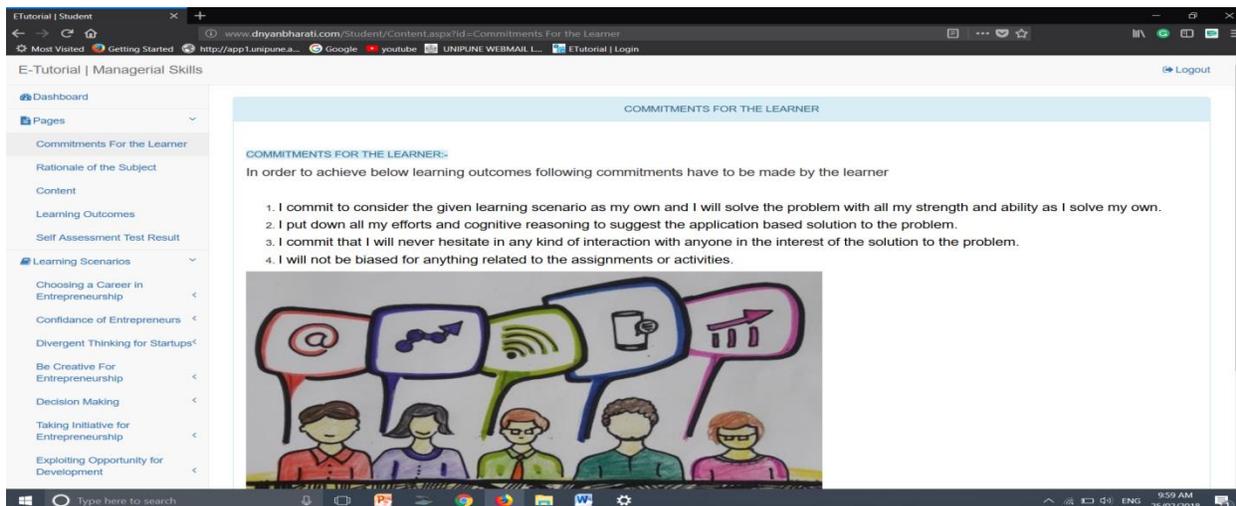
Figure N0. 3.5: Learner's Commitments

If learners are committed to learning apparently success is there in the learning programme. Learner has to stickup with the commitment and intrinsically motivates to achieve the learning outcomes.

2. Learning Outcomes:

How effective learning occur without knowing what you achieve after completing the lesson? It is self-directed learning so learner has to study the learning outcomes and try to find out the proper and appropriate learning resources with the help of BLM to fulfil the learning outcomes. It is a major responsibility of learner to get an accurate and authentic content. Mentor or facilitator was helpful to the students for how to search and how to learn the content. In the present BLM, course wise learning outcomes have been developed and systematically presented in the BLM. Learning outcome gives a look to students to see the content intently. See figure No. 3.6.
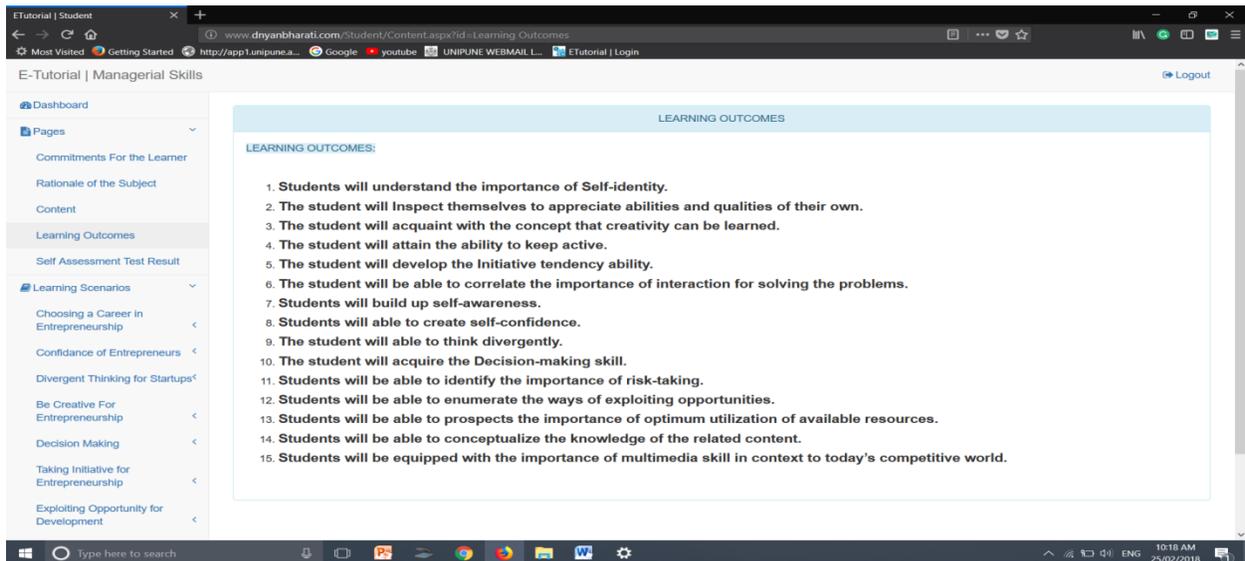
Figure N0.3.6: Learning Outcomes

3. Seeing Differently Towards the Content:

Learning content is a main source of achieving the defined learning outcomes but it is depended on how you understand the content. Anything you learn, you must make use of in other situation. You can never re-enter the very situation which gave birth to learning. Transfer is involved in every instance of learning…People develop ways of experiencing or ways of seeing at different levels of their domain of expertise(John Bowden and Ference Marton, 1998). In this blended learning programme, learners were a varied group of individuals and had a varied set of learning styles. They seemed to achieve higher mastery of content when they could take multiple passes through the material and deal with it through different learning processes. The content and context that learners might need to use it. They have become familiar with it but won't memorize it. Learner knows how to get to it when and why if they need it. Otherwise they don't need and won't bother to learn or think about the content. In this Blended Learning Course, learner had a great opportunity to mix or add two or more learning elements. Learners mixed it what they needed and they subtracted what was not valuable to them.

4. Pedagogy of entrepreneurial skill development:

Scenario based Learning pedagogy has been employed to create the story based learning scenarios in the present BLM. Learning scenarios were not imaginary stories but those had been evolved through reflected reality on the case studies. Five Successful Women Entrepreneurs form Pune region were selected as the cases for the case study purpose. They were interviewed in depth for story writing. Real life situation of them was employed to create learning scenarios. They were successful women entrepreneurs who were struggled so lot for their achievement of success as a woman entrepreneurs and they have created interesting startups of entrepreneurship. Everything was managed on their own basis without getting any help from husband or family. They had created their own social networking for the purpose of their business startups. Through these networking they were in contact of thousands of people. It was their real strength in business which has been converted in a social capital for their entrepreneurship and through which got the earning in fluent manner.

According to Som Naidu six steps are important to create learning scenario which are mentioned as follow-

- Step 1: Determine the goals.

- Step 2: Determine key attributes of the person who has achieved these goals.

- Step 3: Based on this attributes, develop the learning outcomes for your learner

- Step 4: Determine the key events that might occur in the life of a person who has achieved these learning outcomes.

- Step 5: Develop a story board that will be able to provide the opportunities for these events

- Step 6: Develop the tasks that your students will be required to complete within the context of this story(Naidu, Learning Design as an Indicator of Quality in Teacher Education, 13/1/2007)

In Present study the learning scenarios had been created in order to six steps. The story was constructed based on trigger events and role of the learner also designed in the story as per the context. The screen shot of the learning scenario has been presented in the figure No. 3.7.
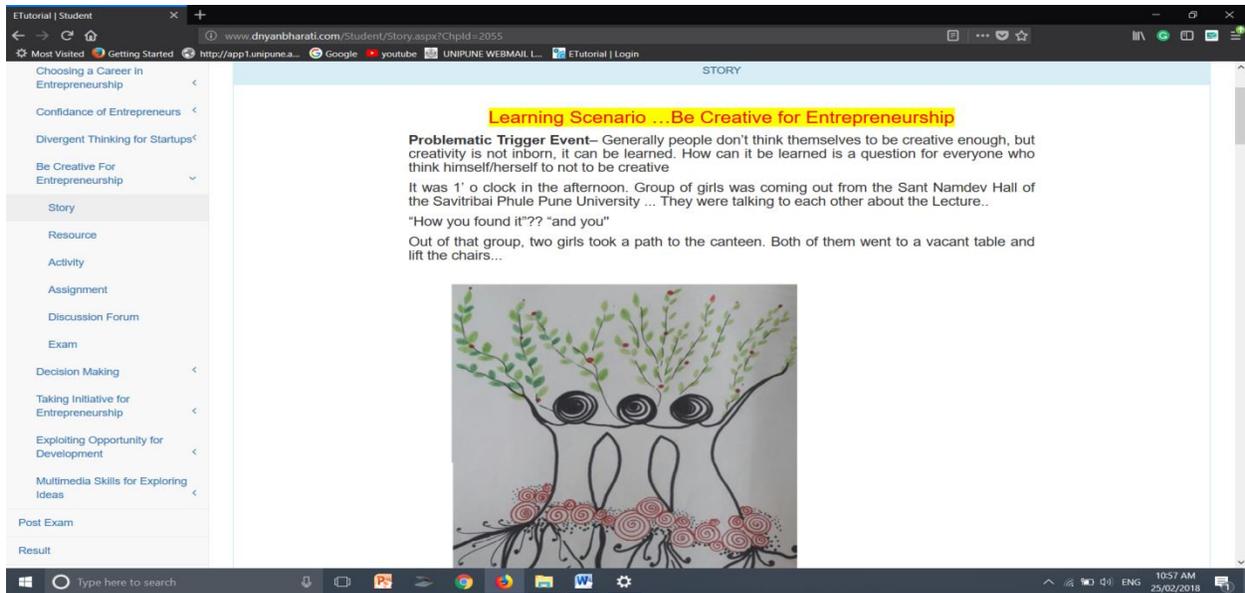
Figure no.3.7: Story Based Learning Scenario

Every learning scenario was encapsulated in interactive form. It has developed in four parts and learning scenario has been in continuous process, learner has to complete all steps one by one in a sequential manner.

In the first step learner has to read the story carefully and try to make their concern with the scenario and define their role appropriately in relation to learning outcomes in the scenario.

Then explore the problems and issues with the help of given learning activities in the context of learning scenario and to find out proper solutions for them and try out it in the context.

The learning resources are available to complete each learning activity which was described in a learning scenario. Learner has to go through them to meet the aims of learning activities*.*

5. Learning Supports:

In present Blended Learning Model student got online support continuously and even they were come in face to face workshops for dealing queries. There were so many support services we remade available in BLM. Discussion forum, Email, WhatsApp, Facebooks and personal contact of counselors, linkages of websites were provided as learning scaffolding. Online Dictionaries, Wikipedia, Google search engines were also used very much effectively. In this context Som Naidu rightly point out that effective learning scaffolds are those that are accessible to the learner at the time, place and pace it is most needed and those that are appropriately matched to, and directed at the task or problem at hand.(Naidu, 2007) In present BLM all essential learning resources were provided to the learners and they could easily access them at any time and any pace, anywhere.

6. Learning Activities:

Present BLM provides different Learning activities under every learning Scenario. It was expected that learner has to interact within group, with mentors and practitioners for completing the activity. Learner could interact with anyone, anytime, at any pace and any place through BLM. Interactions are the important agent in learning process. Interactions with content has traditional involved reading textbooks and other text based material even digital content like video, audio or website also includes for student- content interactions. Societal interactions are most important in learning process. In design of any interactions the instructions are required quite specific and effective for quality interaction with student – student, student-instructors, student-peers or student with community of practitioners. According to Jared Stein and Chales R. Graham, the 3 Es (Effectiveness, Engagement and Efficiency) are commonly used criteria for evaluating the quality of an instructional experience (Jared Strin, Charles R. Graham, 2014).

Combination of the aspects of intelligence with learning activities:

In this context, Stenberg's theory of creativity is also so much related. His Article "Creativity and Intelligence" in the Handbook of Creativity, provides an overview of multitude of theories that have been proposed the concerning relationship between creativity and intelligence. Ultimately Stenberg promotes "Triarchic Theory"(Stenberg, 1999) asserting that there are three main aspects of intelligence; that is a key for creativity- Synthetic, analytical and practical.
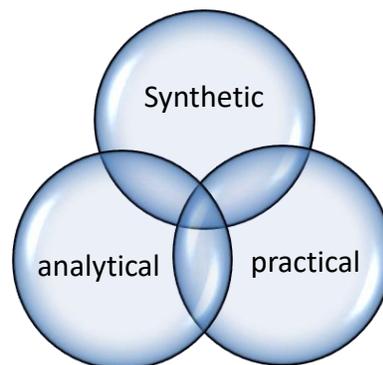
Figure N0.3. 8: Aspects of intelligence

Ultimately intelligence is the basic source of creativity and innovation. An individual can increase his or her intelligence in the particular area like music, mathematics, literature, crafts etc. If you acquired such a potential in particular area it is useful and applicable in the real life situation but it is depend on an individual how he or she apply it in real context.

In present research, the Knowledge, Intrinsic motivation and thinking skills are the major sources of any creativity and innovation. How does an individual acquire the sources of creativity such as technical, procedural and intellectual knowledge, intrinsic motivation and thinking skills in that particular area of problem? But it is possible to an individual when s/he can see differently towards the defined problem. Seeing differently towards the problem is an ability of creative

thinking and it is the capacity of individual intelligence. Present Research has developed the BLM to explore the seeing capacity in different ways.

The Present BLM focused on goal directed and mediated nature of self-governed activities rather than delivering lectures to the students. In this process of learning there is no any ready-made answer to the problem. Students are directed at solving a problem and resources are searched by them as per their requirement for solving problem. There is a platform for searching the resources, interacting with the community of practitioners, instructors, mentors and peers all of could gather on the platform for specific purpose. In this learning process of computer mediated interactions were important and determinant. This platform of BLM was providing opportunities for interaction, discussion, guidance, and support help and so on. With the support of BLM learners could construct knowledge for themselves. Knowledge would be constructed through doing learning activities but specific approach should be there to do self-governed activity. This research study has suggested the three approaches to do learning activities based on **Stenberg's "Triarchic Theory" of intelligence**. It is blended with the learning activities as follow.

a. Analytical Oriented Approach asks students to analyze critique, compare, contrast, assess, evaluate as an activity for solving problem. Lerner tries to recognize the problem of real life situation and gather the data to explore the same. Learner considerers the alternatives and their consequences through evaluating information and chooses the best alternative and plans to execute the action and after all evaluate the action and analyses the solutions which is correct one.

b. Creative Oriented Approach asks students to invent, create, imagine, reflect, predict as an activity for solving problem. Learner tries to understand the problem and imagine for invention, reflect on the contradiction and create the innovative solution and predict as per the results.

c. Practical Oriented Approach asks students to apply, use, implement, put into practice, employ. Learner tries to apply a principle, a formula or a solution or action to remove the contradiction it is called practical oriented approach. In the present model learning activities are categorized on the basis of **Stenberg's "Triarchic Theory**. Learning Activities in the Course of Managerial Skill (Sample) shows in figure no 3.9:

No. LS.	Analytical Oriented	Creatively Oriented	Practical Oriented
MLS 3	**(MLSDTA1):** What is different between divergent and convergent thinking?	*(MLSDTA2): Suppose you are Suman and you are so curious to startups in 'Food Processing Quality Control'. Food Testing Lab Setup is the most needed requirement for the said entrepreneur. How do you think out of the box to raise the fund for this need?*	**(MLSDTA3):**What is your experience of solving the problem of real life?
	(MLSDTA5): How did Suman flexible to overcome the problems?	*(MLSDTA4): Create an idea for your startups and prove it how do you materialize it?*	

| MLS4 | *(MLSBCA1): Explain the investment theory of Creativity. And discuss your explanations with the peer* | *(MLSBCA2): What do you mean by Creativity? Explain with illustration and discuss it on discussion forum in the group.* | *(MLSBCA3): Make a list of all those things in which you are not at all good.* |
| | | *(MLSBCA5): There might be any single incident in your life where you yourself have to solve any problem by doing something creative or by thinking out of the box or if you have not done it yourself than you might have observed it in your near surrounding. Give a detailed account of that creative incident of your life.* | *(MLSBCA4): Make a list of all those things in which you are good or at almost have mastery or you have a great interest in doing it.* |

Figure N0. 3.9: Categorizations of Learning Activities

There were 19 analytical oriented, 12 creatively oriented and only 9 practical oriented learning activities under the Managerial skill course.

3.9   Conclusion:

The main aim of the BLM is to provide the learning environment for enriching the entrepreneurial skills. For that, Self-instructional strategies were employed to design the learning situation. In the present BLM, face to face and online mode of learning was effectively blended in which included 70% learning through online and only 30% happened in face to face mode. There was a scientific and systematic course alignment established in the different aspects of the BLM. The aims & objectives, commitments of learner, content, and context, learning outcomes and Human interactions, Interactions with content were developed. Students were oriented how to learn entrepreneurial skills through each and every task of the BLM. The each session in workshop was finished learning target for next week and tried to explore learning difficulties which were faced by students in previous learning schedule and directing students how they have to complete next learning tasks.

The Blended Learning Management Systems (BLMS) which has specially designed for the scenario based learning. It has designed with simple and attractive web pages as the learning hub. The course pages have updated time to time in each week and Mentor has directed to the students continuously. Each part of learning scenario was a highly interactive & organized sequentially. It was well designed context based story, instructions, learning resources, materials and discussion forums with appropriate hyperlinked to support navigation and scaffolding were systematically defined and activated in the web.

CHAPTER- 4

DATA ANALYSIS AND INTERPRETATIONS

4.1   Background:

The prime objective of the present study was to assess the entrepreneurial skills and to develop the Blended Learning Model (BLM) for enhancing entrepreneurial skills among women. Special Self-Assessment tool based on Likert scale has been developed for determining the level of entrepreneurial skill among women before and after treatment given by the BLM. A well-known women college of commerce in Pune city had been selected for carrying out the research and 42 undergraduate women were participated in the BL programme for enhancing entrepreneurial skills. In the present study, researcher has operationalized the Componential Theory of Creativity (Amabile, 2013) with entrepreneurial skills and through which the Entrepreneurial Skill Matrix has been explored. *(See Fig. No.3.4).* Expertise (knowledge & skills), Intrinsic Motivation, and Thinking Styles and societal environment are the four components of creativity (Amabile, 2013).Expertise, Intrinsic Motivation, and Thinking Styles were combined with Entrepreneurial Skills such as Managerial Skills, Employability Skills and Market Evaluating Skills. The scenario based learning content has been evolved for enhancing entrepreneurial skills and The Self-Assessment Tool has been created based on entrepreneurial Skill Matrix for testing its effectiveness.

4.2   Research Tools for Data Collection:

Research Tools are such kind of vehicle, which either can lead to the ethical satisfaction in researcher's mind or even can collapse the whole scaffolding of the research on its wrong selection or administration. The basic spirit of the whole research can be lost if the suitability of the selected tool is not taken care as per the objectives of the research. Many tools for any particular variable are easily available and accessible that can be used for collecting the data. Every tool has its own advantages and limitations but it is the task of the researcher only, to find out the best appropriate tool for his/her own research. In case if the tool suiting to the needs of the research in hand is not available, than a researcher should not hesitate in constructing his/her own tools, for gathering the data, fulfilling the real need of the research.

In the present research, the researcher had himself constructed the tools for collecting the data as per the requirement and demand of the research work. The researcher has carried out rigorous exercise to evolve a truly acceptable findings pertaining to Entrepreneurial skills. But before constructing the Entrepreneurial Skill Assessment Scale, a matrix has been prepared by the researcher which is reflecting all the basic skills required for being creative entrepreneur. Other than this matrix, scenarios has also been created as research tool for conducting Scenario based learning in order to improve entrepreneurial skill.

4.3   Entrepreneurial Skill Matrix

On the basis of the literature review, researcher had found that all the entrepreneurial skills which were mentioned in previous studies were neither organized nor following any pattern. Therefore in order to fill up this gap, researcher has constructed Entrepreneurial Skill Matrix, which not only helps in organizing the various entrepreneurial skills but at the same time help in developing a theoretical base for organizing the entrepreneurial skills. As indicated in chapter – 2, the focus of present research is to develop skills of creative entrepreneur. Therefore with the discussed theories of creativity, three essential elements came up, which includes Expertise, i.e. knowledge; Intrinsic Motivation and Thinking Style. All characteristics of entrepreneur, which were gathered by extensive literature survey, have been categorized into three major categories of Person, Process and Outcome, (OECD, Entrepreneurship Environment and Policies: Exploiting the Science and Technology Base in the Region of Halle, Discussion Paper, 2007) as per the conceptual definition given by OECD. Therefore on the basis of those three essential elements of creativity along with the managerial Dskills, employability skills and evaluating skills have been clubbed together, to form a matrix. This matrix of creative entrepreneurs can be visualized as shown in the *figure no 3.4.* It can be clearly seen, how theory of creativity has been operationalized along with the entrepreneurial skills, in order to formulate the categories of creative entrepreneurial skills. Therefore from the above matrix, three essentials of creative entrepreneurs, i.e. *Knowledge, Intrinsic Motivation and Thinking style* have been operationalized in three aspects of entrepreneurial skills such as Managerial Skills, Employability Skills and Evaluating Skills. This inclusion has been done on the basis of literature survey as indicated in chapter-2. The skill which comes under entrepreneur being a Person are *Communication skill, Decision Making skill and Self-actualization skill.* Each of these skills has again been categorized into various sub skills; all of these sub skills in each category.

Similarly considering entrepreneurship as a Process, as per the literature review, three skills came forward which are *Organization skill, Team building Skill and Problem Solving skill*. This again has been categorized into various sub-skills, which can be seen from the above table. Finally in the same way, considering entrepreneurship as an outcome, *Marketing Evaluation* is the skill which can be assessed under this.

In this way, whole matrix has been created by the researcher for better organizing and understanding of the entrepreneurial skills. Given ahead are the steps which have been followed in the tool construction of Entrepreneurial Skill Assessment Scale.

4.4   Steps Followed In the Construction of the Entrepreneurial Skill Assessment Scale

Entrepreneurial Skill Assessment scale is the only tool used in the study with which research data will be gathered and which help in the assessment of the level of entrepreneurial skills before and the after the implementation of the Blended Learning Model for enhancing entrepreneurial skills. Following are the steps which were followed for tool construction;

1. Initiation was done with the critical literature review of the concept of entrepreneurship

2. After critically reviewing, analyzing, conceptualizing and operationalizing the theories in literature in context to the creative entrepreneurs, the domains of the tool were selected.

3. The domains of being 'creative' and the domains of 'entrepreneurs' according to OECD (2007) were merged together to form a matrix of 'Creative entrepreneurs'.

3. Various sub-dimensions were categorized under each domain and maximum items for each sub-dimension were pooled.

4. All the collected items were then sent to the experts for their, opinions rating and suggestions. This led to analyze the content validity and preparation of First Draft of the tool.

4. The initial draft of the tool was then taken out for the try out on the subjects. All the difficulties faced by the students were reported and rectified from the tool. 100 girl students were selected from Sinhagad Institute of Pune for testing the validity and reliability of tool. Data were collected for analyzing each item.

5. Collected data during try out was used for analyzing each item in the tool. This exercise helped in preparing Second Drafts.

6. Reliability index were computed for the tool, which led to the preparation of Final Draft.

7. Preparing Scoring scheme and Instruction for Administration for each tool in the experiment.

4.5   Estimating Validity of the Entrepreneurial Skill Assessment Scale:

Validity simply means how well a test measure what it is purported to measure. For a test to be reliable, it is necessary to be valid as well. Researcher has focused on statistically estimating the content validity for the construction of Entrepreneurial Skill Assessment scale. Calculation of other categories of validity such as Criterion related Validity cannot be done because of the absence of any authentic or valid measuring tool for assessing entrepreneurial skills. Therefore content validity was calculated, which reflects the degree to which the measuring instrument spans the domain of the construct's theoretical definition.

As per the process of Validity estimation (Trochim, 2006) validity can be referred as Construct Validity, which can be of two types, i.e. Translation Validity and Criterion Related Validity. Both these types in turn have several parts. For the present research, researcher had measured Translation validity statistically, which has been shown in the figure 4.1;
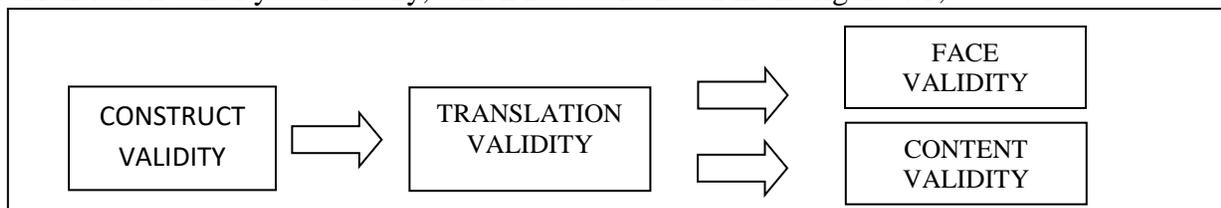
Figure No. 4.1: Exhibiting the construct on validity estimation

60

From the above figure various types of validity came in front. For the present tool of entrepreneurial skill assessment, content validity and face validity can be looked upon from the category of Translation Validity, but from the category of criterion related validity, researchers with the best of their knowledge haven't come across any well-established criterion for checking out any aspect of Criterion related Validity.

There is basically a relationship between content validity and face validity as Carmines & Zeller (1979), (Nunnally, 1967) consider content validity and face validity to be the two sides of the same coin. According to them the assessment of face validity for any tool is an indirect approach to the assessment of content validity (Carmines, Edward G., and Richard A. Zeller, 1979). Researcher employed quantitative assessment of computing content validity and therefore selected the method of Content Validity Index (CVI) over Content Validity Ratio (CVR), for calculating Content Validity because CVI gives item-wise content validity or content validity of Individual items (I-CVI), (Lynn, 1986) as well as it computes the content validity for the overall scale, Scale Content Validity Index (S-CVI), which reflects the precise content validity of the whole tool.

After the exhaustive literature survey review majorly three major domains were selected, all these domains are somehow related to entrepreneurial skill only and imbibe the presence of entrepreneurial ability at their core. These skills include Managerial Skill, Employability Skill and Evaluation Skill. At the same time for the Entrepreneurs to be creative, three major categories are required, which includes Expertise (Knowledge and Skills) , Intrinsic Motivation and Thinking Style ((Amabile T. M., 2012). Thus the major domains stated were combined together with the major categories which led to the rising of several sub-domains reflecting the characteristic of 'Creative Entrepreneurs'. This way a matrix exhibiting the characteristics of creative entrepreneurs has been formed in which 3 major domain comes in horizontal row, whereas the 3 major categories fell into vertical column and various sub-domains are formed in each of the combination of major domain along with every single major category. This led to form around 42 sub-domains. For every sub domain, minimum four statements were constructed. This made the total number of statements in the scale to be 180. All these pooled statements were then submitted to expert for assessing the level of suitability for each statement for that particular domain by rating them on a four point likert scale.

Ratings of the six experts on the 5 point ordinal scale for each item under 42 sub domains of Entrepreneurial Skill Assessment Scale. The five point ordinal scale was given as 1 point (Least), for the content of the item to which the expert completely disagrees and 5 point (highest) for the content of the item to which the expert completely Agree. Now for each item I-CVI (Item wise Content Validity Index) was calculated for this rating of 1-5 was dichotomized into relevant and non-relevant considering 4 and 5 rating as relevant and 1-2 as non-relevant. The midpoint of rating 3 was rejected completely as it was showing the ambiguity of the experts in context to the item. Those experts who rated item as relevant (i.e. rated as 4 or 5) were included in number of

agreements and when the total number of agreements was divided by total number of experts rated for each item then only value of I-CVI was obtained.

As per the criterion developed by Lynn (1986) for item acceptability in case of six experts rating the items there could be only 1 expert who can rate the particular item as irrelevant, i.e. I-CVI value if ranging between 0.83 to 1.00 is totally acceptable, but the value below 0.83, i.e. more than one expert out of six referring the particular item as irrelevant will leads to direct rejection of that particular item as irrelevant will leads to direct rejection of that particular item. Following the Lynn's explanation, (Lynn, 1986) Table 4.1 showing the summary of the numbers of accepted and rejected items in all the major domains of Entrepreneurial Skill Assessment scale.

Table No.4.1 **:** Number of Accepted and Rejected Items in each of the major domain

Sr. No.	Major Domain	No. of Items before computing I-CVI	No. of Items After computing I-CVI	No. of Rejected Items
	I. MANAGERIAL SKILL			
1.	Communication	23	16	7
2.	Decision Making	26	15	11
3.	Self- Actualization	27	26	1
	II. EMPLOYABILITY SKILL			
1.	Organization	27	19	8
2.	Team work	25	20	5
3.	Problem Solving	26	22	4
	III. EVLUATING SKILL			
1.	Marketing Evaluation	26	21	5
	Total	180	139	41

The above table has clearly depicted the number of items accepted and rejected on the basis of individual item wise content validity index (I-CVI) in Entrepreneurial Skill Assessment Scale

Further computing the content validity Index of overall scale i.e. S-CVI (Scale Content Validity Index), it is important to know what exactly S-CVI is. It is averaging the proportion of items rated relevant across each expert. It is best to conceptualize such as the average I-CVI value because this puts the focus on average item quality rather than on average performance by the experts. Therefore for calculating S-CVI proportion relevant by each expert was calculated which is the ratio number of items rated as relevant by the experts to the total number of items. Given here is the Table-4.2, showing proportion relevant by each expert.

Table No.4.2 **:**Determining the Value of Scale Content Validity Index of the Tool

SN	Proportion Relevant	Exp. 1	Exp. 2	Exp. 3	Exp. 4	Exp. 5	Exp. 6
1.	Number of Items rated as Relevant by each expert	$\frac{144}{180}$	$\frac{153}{180}$	$\frac{140}{180}$	$\frac{135}{180}$	$\frac{147}{180}$	$\frac{149}{180}$
	Total Number of Items	0.80	0.85	0.77	0.75	0.81	0.82
2.	Scale-Content Validity Index	$\frac{0.80 + 0.83 + 0.77 + 0.75 + 0.81 + 0.83}{6}$					
3.	Value of S-CVI	0.80					

Waltz et al. (2005) had given the standard criterion for acceptability of S-CVI which is any value ranging from 0.80 - 0.90. Therefore the present value of S-CVI as 0.80 was acceptable and making the whole scale retaining the content validity. After this exercise the second draft of Entrepreneurial Skill Assessment Scale was ready for pilot study having total of 139 items on the 5 point likert scale.

The pilot study had been conducted on the girl students of graduation first year or second year. Therefore a girl student from Sinhagad Commerce College was selected in Pune city for conducting pilot study. The Entrepreneurial Skill Assessment Scale was administered on 110 graduation students. The students were asked to fill the Entrepreneurial Skill Assessment Scale on the 5 point likert type scale. While filing the Entrepreneurial Skill Assessment Scale, the researcher had noted down if the students are facing any problem with regard to the items and at the same time solved it for them. It was noted down that a few students faced the problems in understanding the vocabulary of few items, which later on converted into easier ones. Finally the data were collected from 110 students for analyzing each item, making homogenous groups and calculating reliability to the scale.

4.6   Conducting Item Discrimination of Skill Assessment Scale:

With reference to the nature of the items present in Entrepreneurial Skill Assessment Scale, item difficulty could not be determined in the conventional way, because items in Entrepreneurial Skill Assessment Scale are of divergent nature in which the question of pass and fail doesn't arise. Item discrimination index however is important as it refers to the degree to which it differentiates between those obtaining high and low scores. The item analysis was based on score of a sample of 100 graduate students. Data of 10 students were not taken due to incomplete information provided by them and thus out of 110, data of only 100 students were taken for calculating the Item discrimination index. Two different types of analyses were done for every item. The first type involved the calculations of M, SD and their level of significance with a view to ensure that such items could adequately elicit responses and demonstrate individual differences. The second type of analysis concerned with the calculation of item discrimination in terms of t-ratio by taking upper (U) and lower (L) 27 percent cases of the sample. Table-4.3 displayed in Appendix-I. It is showing the Discrimination Value of all the items retained in the second draft of the Entrepreneurial Skill Assessment Scale. Table 4.3 is vividly expressing the Discrimination Index Value (t-value) after applying Independent Sample t-test on the two groups of 27 % high scorer and 27 % low scorer of the total sample respectively. The acceptance and the rejection of the items is based on the fact that if Significance (2-tailed) Value is lesser than 0.05 (p-value) leads to rejection of the null hypothesis that there lies no significant difference between the two group. Therefore if Significance (2-tailed) < 0.05 (p-value) than the particular item will be accepted as that particular item is able to discriminate between the High Scores group with the low scorer group. After this whole computation, out of 139 items, 39 items were rejected, which are highlighted in the Table 4.3. Now 100 items were received with more refinement and are now this was the third draft ready for more statistical computations and for checking out the reliability.

4.7   Estimating the Reliability of Skill Assessment Scale:

Third Draft which came out after estimation of the Content Validity and Item discrimination of Entrepreneurial Skill Assessment Scale is now having 100 items. Reliability of these items was now estimated to check whether the retained items in the scale were able to measure the same construct in different conditions. There can be various ways of measuring reliability which includes Split-Half Method using Spearman- Brown Formula, Kuder Richardson Method KR-20 and Cronbach's Alpha. The most frequently reported internal consistency estimates are the KR-20 and Cronbach Alpha. However KR-20 can only be applied if the test items are scored dichotomously. Therefore Cronbach's Alpha stands as the best reliability technique that requires only a single test administration to provide a unique estimate of the reliability for a given test. Cronbach's Alpha is the average value of the Reliability co-efficient one would obtain for all possible combinations of items when split into half tests. Its value normally ranges from 0 to 1. However, there is actually no lower limit to the co-efficient. Closer the

Cronbach's Alpha co-efficient is to 1.0, it denotes greater internal consistency of the items in the scale. However all the computations were done using SPSS 20.0 version. Higher value for Cronbach's Alpha indicates good internal consistency of the items in the scale. When Cronbach's Alpha was calculated for the remaining items for judging its internal consistency, it comes to be 0.963, which was quite higher and in the acceptable range. The item total statistics which includes scale mean, scale variances correlation within each item. Inter-item correlation and corrected item total correlations were all lying in the acceptable range.

Table No.4.4 **:** Exhibiting the Cronbach' Alpha Reliability value

Cronbach' Alpha	Cronbach Alpha based on Standardized items	No of items
0.963	0.971	100

Table-4.4 is showing the Reliability Statistics for Entrepreneurial Skill Assessment Scale. Exhibiting the Cronbach' Alpha Reliability value of the Entrepreneurial Skill Assessment Scale

From the table 4.4 it can be seen that there is a very higher internal consistency between the items left out after item analysis. At the same time in Table-4.5 attached in Appendix –II, it can be seen that for no item, Cronbach' Alpha if item deleted was not decreasing at all, which means there is no requirement for further deleting any item.

Thus with all the discussion researcher can confirm that the Research tool, Entrepreneurial Skill Assessment Scale used in the present research is Valid and Reliable.

4.8 Data Analysis and Interpretation:

In the present study, researcher has evolved the skill matrix which explored three by three matrixes of entrepreneurial skills. It indicates Managerial skills, Employability Skills and Market evaluating skills in columns and it shows Expertise, Intrinsic Motivation, and thinking styles as a layer of skills in rows. The level of Entrepreneurial Skill Matrix among women has been measured by 10 Point Likert Scale before and after implementation of Blended Learning Model for enhancing the entrepreneurial skills among women.

This scale was administered on the college women students those who wanted to participate in BLM for learning entrepreneurial skills. The tool was developed for assessing basic level of Entrepreneurial Skills among women.

Women participants were requested to indicate how much they agree or disagree with each of the given statements under each category by circling a number between "1 and 10" where 1-4

indicated that they strongly disagree (SD) with the statement and a 7-10 means they strongly agree with the statement. A "5" indicated they only slightly disagree (SLD) and a "6" shows only slight agreement (SLA). Participants have circled the appropriate number in each column. (See Appendix –III Pre-Test Post-Test) Data has been filled in SPSS Version 20 and has analyzed as below.

4.9   Characteristics of Respondents:

1. The majority of women (around 76%) of commerce discipline were participated in present research; those who were the students of Huzurpaga Women College of Commerce in Pune City. Relatively a small number of women (around 24%) of Bachelor of Business Administration (BBA) discipline were participated in this research from same college. Total 50 women were registered for participation in the research but 42 women were continuously participated in the quasi experiment one group Pre-Test Post-Test research design from start to end; only 8 women were drop-out.
2. The majority of women (around 97.6%) are unmarried who are studying in same College of commerce. Only a single woman was married.
3. The average age of the respondents was 19 years only.
4. The 57% of majority women of General Category were participated as participants in the research. Women of V.J.N.T community were the smallest slice in the participation of research that constituted as 7% only. Participation of women of OBC and SC   were 22% and 14 % respectively.
5. Majority of women were having the interest in Accounting and Banking which constituted as 24% and 33% respectively.

4.10 Level of Entrepreneurial Skills among Women:

Present study had an objective to assess the level of entrepreneurial skill among women. In Indian scenario of entrepreneurship, School education is not so much serious regarding entrepreneurship education even Nayee Taleem- a Method of Teaching enunciated by Mahatma Gandhi in school education. From beginning, we are not paying attention towards entrepreneurship education. In European countries, people are aware about entrepreneurship education. However, less than half of EU citizens feel that their school education helped them to better-understand the role of entrepreneurs in society (47%) or gave them the skills and know-how to enable them to run a business (41%). Only 28% of Eurobarometer respondents agreed that their school education made them interested in becoming an entrepreneur; although this figure ranged from 65% in Portugal to 17% in Germany and the United Kingdom (Commission, 2012). This study tried to assess the entrepreneurial skills before intervention of BLM. The pre –

test and post-test has been administered on college going girl students Sand data collected for the purpose of entrepreneurial skills presented in the table no.4.6.

Table No 4.6: Self-Assessment Level of Entrepreneurial Skills among women

Count

Range	Level of Entrepreneurial Skills	Level of Entrepreneurial Skill among Women Before Treatment Pre-Test Status		Level of Entrepreneurial Skill among Women After Treatment Post-Test Status	
		No. Respondents	Percentage.	No. Respondents	Percentage.
Score 1 -249	No Level of Entrepreneurial Competence	17	40.48	00	0
Score 250-299	Low Level of Entrepreneurial Competence	17	40.48	00	0
Score 300-349	Average Level of Entrepreneurial Competence	07	16.66	16	38.09
Score 350 399	Moderate High Level of Entrepreneurial Competence	01	2.38	25	59.53
Score 400-450	High Level of Entrepreneurial Competence	00	00	01	2.38
	Total Respondents	42	100	42	100.00

Table No. 4.6 shows that, before intervention of BLM, the most of the women respondents in pre-test results have low level of entrepreneurial competence(40.48%); and most of the crucial point is that two fifth girl students of total respondents have no level of entrepreneurial competence even they are learning in commerce faculty that are constituted of 40.48 %. Around 17% of women have average level of entrepreneurial competency and least of all only 2.38% women have moderate high level of entrepreneurial competency. It is reported that women are not acquiring minimum level of entrepreneurial competencies even they are going to college regularly. It means that traditional classroom produces very much weak work-force into the labour market. If the BLM intervention provides to the undergraduate women students they can

boost their level of entrepreneurial skills through self-instructional mode of learning. In present study researcher has made available the scenario based learning courses in blended mode of learning to the women students in Huzurpaga College of commerce for 52 days only as a sample experiment. The effects of intervention of BLM, Majority of 60% women have increased the skills up-to moderate high level of entrepreneurial competence. Subsequently 38% of women have acquired the average level of entrepreneurial competency and least of all only 2% women have achieved the high level of entrepreneurial competence with the help of BLM.

4.11 Managerial Skills:

In present study, Managerial skills were defined as skills that developed an individual's communication capacity, decision making ability and self-awareness power to manage the enterprises. Expertise, intrinsic motivation and thinking styles as a part of each skill were essential both to manage enterprises and improve one's entrepreneurial quality. According to **Mary Parker Follet**, "Management is the art of getting things done through people (Akrani., 2011)". There are so many skills are important to manage the workers and work but communication skills, decision making skills and self-awareness skills are mostly determinant skills which are essential for getting things done through people. These limited three skills are measured under the managerial skills. The story based learning scenarios with self-governed learning activities were developed in BLM for enhancing Entrepreneurial Skills and launched it as a Blended Learning Programme on experimental group of women in the Hujurpaga women college of commerce in Pune City. The data has been collected to test the effectiveness of BLM by 10 Point Likert Scale as Pre-test Post-test before and after intervention of BLM for enhancing the entrepreneurial skills among women which is presented under each category of Skills.

4.11.1 Communication Skill:

Communication is a process of exchange the ideas, thoughts between two or more people. In this process message sender, receiver, message, channel, media and feedback are the crucial components of the communication. In present Study, Knowledge of message content, multimedia skills, keeping active in communication, readiness for conversation, interaction for solving problems and feedback were considered as sub-skills of communication. These sub-skills were measured by Pre-Test and Post-Test 10 point Likert scale here for the purpose of testing the effectiveness of Blended Learning Model through the one group pre-test post-test quasi-experimental research design. Data has been presented in the table no. 4.7.

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Table No.4.7: Effect of BLM for Enhancing Communication Skills among Women

Paired Samples Test

	Mean	N	Std. Deviation	Paired Differences					T	df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Communication Skills Before Treatment – Communication Skills After Treatment	35.4048 50.4524	42	7.21469 3.57636	-15.04762	7.17024	1.10639	-17.28202	-12.81322	-13.601	41	.000

Observation: The results of the paired samples t test are reported in Table 4.7 In the pre-test post-test single experimental group of women, the paired samples t test revealed that there was a significant difference between communication skills before (M = 35.4048, SD = 7.21) and communication skills after (M = 50.45, SD = 3.58), t (df41) = -13.601, p = .000. It Means communication after had a higher mean than communication before. In addition, the mean difference between the two was 15.04762.

In terms of the hypothesis testing the differences in means test is represented as follows:

H_o (Null hypothesis): There is not a significant positive gain in the achievements of women in post-test mean scores of Communication Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

H_A (Alternative Hypothesis): There is a significant positive gain in the achievements of women in post-test mean scores of Communication Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

The test statistic was calculated by SPSS-Version 20. The Table No.4.7 shows that the calculated t-test value is -13.601 which significant at 41 degree of freedom on tests mean scores of Communication Skills. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Communication Skills.

Inferences:

The test statistic which was calculated to be t value -13.601 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on communication skills achievement of women before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has to gain reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

4.11.2 Decision Making Skills:

Decision Making Skill is one of the pivotal key in managing the work and workers. Manager has to make decision time to time for reducing wastage and has to acquire the skill of scrutinizing alternatives for effective decision. In context of sustainable development, making decisions for reducing wastage are rather critical than utilizing the optimum resources. Initiative tendency and risk taking is quite essential qualities of manager while making decision for exploiting opportunities and conflict resolution for improvement of enterprises. Thus, knowledge of reducing wastage, skill of scrutinizing alternatives, initiative tendency, risk taking, exploiting opportunities, conflict resolution were considered as sub-skills of decision making which were measured in present Study. The data is shown in the table no.4.8.

Table No. 4.8: Effect of BLM for Enhancing Decision Making Skills among Women

Paired Samples Test

	Mean	N	Std. Deviation	Paired Differences					t	Df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Decision Making Skills Before Treatment - Decision Making Skills After Treatment	34.3095 48.8571	42	6.77329 4.12353	-14.54762	7.22193	1.11437	-16.79813	-12.29711	-13.055	41	.000

Observation: The results of the paired samples t test are reported in Table4.8. In the pre-test post-test single experimental group of women, the paired samples t test revealed that there was a significant difference between Decision Making Skills before (M = 34.3095 , SD = 6.77329) and Decision Making Skills After (M = 48.8571, SD = 4.12353), t(df41) = -13.055, p = .000.

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Decision making after had a higher mean than Decision Making before. In addition, the mean difference between the two was 14.54762.

In terms of the hypothesis testing the differences in means test is represented as follows:

H_o (Null hypothesis): There is not a significant positive gain in the achievements of women in post-test mean scores of Decision Making skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

H_A (Alternative Hypothesis): There is a significant positive gain in the achievements of women in post-test mean scores of Decision Making skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

The test statistic was calculated by SPSS-Version 20. The Table No.4.8 shows that the calculated t-test value is -13.055 which significant at 41 degree of freedom on test mean scores of Decision Making Skill. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Decision Making Skill.

Inferences:

The test statistic which was calculated to be -13.055 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Decision Making Skill achievement of women after studying in BLMFEES. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has gained reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

4.11.3 Self-Awareness Skills:

Self-awareness is a state in which people attend to their own consciousness, body, personal history, or some other aspect of themselves. Self-awareness, self-esteem, self-actualization are the psychological state which creates power in mind to realize internal and external situation; such a state of mind generates new ideas, views, ways, thoughts for managing the customer satisfactions as well as expectations of subordinators.

Self- Development, Self- Actualization, Self-confidence, Self- Commitment, Divergent thinking, and Flexibility are the measures of self-awareness in this study. Data has been presented in the table no.4.9.

Table No. 4.9: Effect of BLM for Enhancing Self-Awareness Skills among Women

Paired Samples Test

	Mean	N	Std. Deviation	Paired Differences					t	Df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Self-Awareness Skills Before Treatment - Self-Awareness Skills After Treatment	38.3571 / 49.6429	42	7.41726 / 3.81154	-11.28571	6.79414	1.05	-13.40	-9.17	-10.765	41	.000

Observation: The results of the paired samples t test are reported in Table 4.9. In the pre-test post-test experimental group of women, the paired samples t test revealed that there was a significant difference between Decision Making Skills before (M = 38.3571, SD = 7.41726) and Decision Making Skills After (M = 49.6429, SD = 3.81154), t(df41) = -10.765, p = .000.

Decision making after had a higher mean than Decision Making before. In addition, the mean difference between the two was 11.28571.

In terms of the hypothesis testing the differences in means test is represented as follows:

H_0 (Null hypothesis): There is not a significant positive gain in the achievements of women in post-test mean scores of Self-Awareness Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

H_A (Alternative Hypothesis): There is a significant positive gain in the achievements of women in post-test mean scores of Self-Awareness Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

The test statistic was calculated by SPSS-Version 20. The Table No.4.9 shows that the calculated t-test value is -10.765 which significant at 41 degree of freedom on test mean scores of Self-

Awareness Skill. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Self-Awareness Skill.

Inferences:

The test statistic which was calculated to be -10.765 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Decision Making Skill achievement of women after studying in BLMFEES. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has gained reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

4.12 Employability Skills:

Employability skills were defined as the skills that developed an individual's long term capacity to build a career and to prosper in a dynamic labor market (Curtis, D., & McKenzie, P., 2001). These skills were required both to gain employment and to achieve one's potential in enterprises.

For the purpose of this study, Employability skills were defined as the skills required to gain employment as well as to improve one's potential in teamwork, organizing resources and problem solving which were specially required to progress within enterprises. Thus organization, teamwork and problem solving were the measures of Employability Skills in this study.

4.12.1 Organization Skills:

Organizing skills were defined as the skills needed to maintain control over the available resources and to plan of hard-work for raising financial and social capital of organization as per the high expectations from himself or herself as a workforce.

Thus, knowledge of Ethical Practices and skills of Maintaining Control over the available resources, Resourceful & Persevering, High Expectation, Raising Financial Capital, and Social Capital were considered as the sub-skills of Organization Skills which were measured in present Study. The data is shown in the table no.4.10.

Table No. 4.10: Effect of BLM for Enhancing Organization Skills among Women

Paired Samples Test

	Mean	N	Std. Deviation	Paired Differences					t	df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Organization Skills Before Treatment - Organization Skills After Treatment	34.6429 49.7857	42	7.48925 3.17410	-15.14286	7.75091	1.19599	-17.55821	-12.72750	-12.661	41	.000

It is evident from table 4.10 that, at the pre-test and post-test stage Experimental group of women, the paired samples t test revealed that there was a significant difference between Organization Skills before treatment (M = 34.6429, SD = 7.48925) and Organization Skills after treatment (M = 49.7857, SD = 3.17410), f(41) = -12.661, p = .000. Organization Skills after had a higher mean than Organization Skills before treatment of BLM. In addition, the mean difference between the two was 15.14286.

In terms of the hypothesis testing the differences in means test is represented as follows:

H_o (Null hypothesis): There is not a significant positive gain in the achievements of women in post-test mean scores of Organization Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

H_A (Alternative Hypothesis): There is a significant positive gain in the achievements of women in post-test mean scores of Organization Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

The test statistic was calculated by SPSS-Version 20. The Table No.4.10 shows that the calculated t-test value is -12.661which significant at 41 degree of freedom on test mean scores of

Organization Skills. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Organization Skills.

Inferences:

The test statistic which was calculated to be -12.661 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Organization Skills achievement of women after studying in BLMFEES. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has gained reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

4.12.2 Team-Work Skills:

Teamwork skills were defined as skills required for leading dynamically with sense of responsibilities of work ownership and applying emotional stability and synergic approach to identify the strengths of each member of team for productive work in enterprises.

Thus Dynamic Leadership, Sense of Responsibility, Emotional Stability, Work Ownership, Synergic Approach, and Division of Laour were considered as the sub-skills of Team Work Skills which were measured in present Study. The data is shown in the table no.4.11.

Table No.4.11: Effect of BLM for Enhancing Team-Work Skills among Women

Paired Samples Test

	Mean	N	Std. Deviation	Paired Differences					t	df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Team-Work Skills Before Treatment - Team Working Skills After Treatment	36.3810 49.1190	42	8.75953 3.15612	-12.73810	8.42	1.299	-15.36	-10.12	-9.805	41	.000

It is evident from table 4.11 that, at the pre-test and post-test stage Experimental group of women, the paired samples t test revealed that there was a significant difference between Team-

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Work Skills before treatment (M = 36.3810, SD = 8.75953) and Team-Work Skills after treatment (M = 49.1190, SD = 3.15612), f(41) = -9.805, p = .000. Team-Work Skills after had a higher mean than Team-Work Skills before treatment of BLM. In addition, the mean difference between the two was 12.73810.

In terms of the hypothesis testing the differences in means test is represented as follows:

H_o (Null hypothesis): There is not a significant positive gain in the achievements of women in post-test mean scores of Team-Work Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

H_A (Alternative Hypothesis): There is a significant positive gain in the achievements of women in post-test mean scores of Team-Work Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

The test statistic was calculated by SPSS-Version 20. The Table No.4.11 shows that the calculated t-test value is -9.805 which significant at 41 degree of freedom on tests mean scores of Team-Work Skills. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Team-Work Skills.

Inferences:

The test statistic which was calculated to be -12.661 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Team-Work Skills achievement of women after studying in BLMFEES. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has gained reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

4.12.3 Problem Solving Skills:

Entrepreneurs create products or services that solve the problems of people or costumers. An idea which generates potential solution in different way for routine problem is a basic process of entrepreneurship. It requires a developed look to see differently towards problem. In this study, identifying people concern, realizing problem, setting goals and interest, generating potential solutions, igniting execution and testing its effectiveness for productive outcomes were considered the sub-skills of problem solving which were measured in the present study. The data has been shown in table no. 4.12.

Table No. 4.12: Effect of BLM for Enhancing Problem Solving Skills among Women

Paired Samples Test

	Mean	N	Std. Deviation	Paired Differences					t	df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Problem Solving Skills Before Treatment - Problem Solving Skills After Treatment	37.2619 50.4286	42	7.43118 3.64352	-13.16667	7.89849	1.21876	-15.628	-10.705	-10.803	41	.000

It is evident from table 4.12 that, at the pre-test and post-test stage Experimental group of women, the paired samples t test revealed that there was a significant difference between Problem Solving Skills before treatment (M = 37.2619, SD = 7.43118) and Problem Solving Skills after treatment (M = 50.4286, SD = 3.64352), f(41) = -10.803, p = .000. Problem Solving Skills after had a higher mean than Problem Solving Skills before treatment of BLM. In addition, the mean difference between the two was 13.16667.

In terms of the hypothesis testing the differences in means test is represented as follows:

H$_o$ (Null hypothesis): There is not a significant positive gain in the achievements of women in post-test mean scores of Problem Solving Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

H$_A$ (Alternative Hypothesis): There is a significant positive gain in the achievements of women in post-test mean scores of Problem Solving Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

The test statistic was calculated by SPSS-Version 20. The Table No.4.12 shows that the calculated t-test value is -10.803 which significant at 41 degree of freedom on tests mean scores of Problem Solving Skills. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Problem Solving Skills.

Inferences:

The test statistic which was calculated to be -10.803 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Problem Solving

Skills achievement of women after studying in BLMFEES. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has gained reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

4.13   Market Evaluating Skills:

Market of product is the out-put of Entrepreneurs. The life of any enterprises is depended on its marketing. So market evaluating process is a continuous and cyclic process to sustain the market. Evaluating skills were defined as skills required to analysis market trends, influence enterprise in the market. Influential Ability and improve reflective marketing for costumer satisfactions. These skills of reflection were required to create brand in market. Thus Market Trend, Analytical Skill, Influential Ability, Customer Satisfaction, Reflective Marketing, Branding were considered as the sub-skills of market evaluating which were measured in this study. The data has been presented in the table no. 4.13.

	Mean	N	Std. Deviation	Paired Differences					t	df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Market Evaluating Skills Before Treatment - Market Evaluating Skills After Treatment	34.7619 49.6190	42	6.63255 4.83358	-14.85714	7.88816	1.21717	-17.315	-12.399	-12.206	41	.000

Table No. 4.13: Effect of BLM for Enhancing Market Evaluating Skills among Women
Paired Samples Test

It is evident from table 4.13 that, at the pre-test and post-test stage Experimental group of women, the paired samples t test revealed that there was a significant difference between Market Evaluating Skills before treatment (M = 34.7619, SD = 6.63255) and Market Evaluating Skills after treatment (M = 49.6190, SD = 4.83358), f(41) = -12.206, p = .000. Market Evaluating Skills after had a higher mean than Market Evaluating Skills before treatment of BLM. In addition, the mean difference between the two was 14.85714.

In terms of the hypothesis testing the differences in means test is represented as follows:

H$_o$ (Null hypothesis): There is not a significant positive gain in the achievements of women in post-test mean scores of Market Evaluating as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

H$_A$ (Alternative Hypothesis): There is a significant positive gain in the achievements of women in post-test mean scores of Market Evaluating as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

The test statistic was calculated by SPSS-Version 20. The Table No.4.13 shows that the calculated t-test value is -12.206 which significant at 41 degree of freedom on tests mean scores of Market Evaluating Skills. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Market Evaluating Skills.

Inferences:

The test statistic which was calculated to be -12.206 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Market Evaluating Skills achievement of women after studying in BLMFEES. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has gained reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

4.14   Story Based Learning Scenario

There was a requirement for the construction of small scenarios to which learner can empathize or can consider those scenarios as to be their real life situation and imply their learning in solving the problems which was presented in the scenarios. Such kinds of Learning Scenarios are called as Problem based Learning Scenarios. Therefore in the present study, researcher has constructed Learning Scenarios involving all the entrepreneurial skills taken in the present study. Researcher has asked the question regarding the approbation to story based Learning scenarios after implementation of BLM and data has been collected by post-test which is presented in table no.4.14.

Table No.4.14: Approbation to Story Based Learning Scenarios

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	40	95.2	95.2	95.2
Valid	No	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Table No. 4.14 depicts those 95% women students positively approbated to Story Based Learning Scenarios. Relatively a small number of women around 5% only didn't approbate to

the Story Based Learning Scenarios. Majority of women students realize the importance of such a real life situation of problem based learning Scenarios which were developed under the BLM.

4.14.1 Learning Motivation from the Story of Entrepreneurs:

Problem Based Learning Scenarios were constructed based on the story of real life of successful women entrepreneurs. Problematic trigger event was designed in each learning scenario that might occur in the life of a person for achieving those learning outcome. Learner defines his or her role in the scenario to solve the problem posed in scenario. Did the learners motivate to solve their problems from the story of entrepreneurs? The data has been collected regarding such a question which is presented in the table no.4.15

Table No.4.15: Motivation from The Story of Entrepreneurs

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	40	95.2	95.2	95.2
Valid	No	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Table No 4.15 reveals that, Majority 95.5% women agreed that they were motivated in learning from the story of Entrepreneurs. Near about only 5% women students were not agreed for motivation in their learning from the story of entrepreneurs.

4.15 General Opinions of Students on BLM:

Colors, figures, charts, videos, interesting women entrepreneurial stories, additional reading, self-governed learning activities, discussions, interactions, MCQs were scientifically constructed in the BLM for the purpose of academic enjoyments. The general opinions of students on BLM are asked to the students after intervention.

4.15.1 Academic Enjoyment: The question was asked to the participants regarding academic enjoyment in BLM after its implementation in the quasi-experimental group of women; the responses are recorded as shown in the table no.416.

Table No. 4.16: Academic Enjoyment in BLM

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	34	81.0	81.0	81.0
Valid	No	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

Table 4.16 reveals that, majority 81% women accepted that there was academic enjoyment in BLM for enhancing entrepreneurial skills. Relatively a small number of women around 19% women didn't feel academic enjoyment in BLM.

4.15.2 Learning Experience of BLM:

The question was asked to the participants about learning experience of BLM. The participants has noted their experience of BLM which is shown in the table no 4.17

Table No. 4.17: Learning Experience of Blended Learning Model

		Frequency	Percent	Valid Percent	Cumulative Percent
	It is Interested	10	23.8	25.6	25.6
Valid	It is very motivating	29	69.0	74.4	100.0
	Total	39	92.9	100.0	
Missing	System	3	7.1		
Total		42	100.0		

Table 4.17 reveals that, majority 69% women experienced that it was very motivating learning model and 24% women felt that it was interested model; relatively small number of women did not give any responses regarding their learning experience of BLM.

4.15.3 Learning Effect of BLM:

Scenario Based learning technology was applied for developing learning content. Self-governed Learning activities also constructed on the basis of Stenberg's theory of intelligence.   Face to face and online mode of interactions were blended very systematically. On this background the question was asked to the respondents regarding learn in BLM. Data has been presented in the table no.4.18.

Table No. 4.18: Learning Effect of BLM

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	39	92.9	92.9	92.9
Valid	No	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Table 4.18 reveals that maximum 93% women were learned in BLM successfully. Relatively very small number around 7% of women could not able to learn properly in BLM. Overall BLM was found successful for enhancing entrepreneurial skills among women.

4.15.4 Learning Activities:

Present BLM provided different Learning activities under every learning Scenario. It was expected that learner has to interact within group, with mentors and practitioners for completing the activity. Learner could interact with anyone, anytime, at any pace and any place through BLM. Interactions are the important agent in learning process. Interactions with content has traditional involved reading textbooks and other text based material even digital content like video, audio or website also includes for student- content interactions. Societal interactions are most important in learning process. In design of any interactions the instructions are required quite specific and effective for quality interaction with student – student, student-instructors, student-peers or student with community of practitioners. In terms of computer mediated interactions between learners to learner, Learner to teachers and learners to professionals. Learner was facing problems in completing learning activities. In this context just question regarding facing problems was asked to the participants. The data has been presented in the table no. 4.19

Table No. 4.19: Facing Problems in Learning Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	40.5	40.5	40.5
	No	25	59.5	59.5	100.0
	Total	42	100.0	100.0	

Table no. 4.19 shows that, majority 60% of women were facing problems in learning activities in BLM; as counterpart 40% women were not facing the problems in doing learning Activates .

4.16 Conclusion:

This chapter has elaborated the assessment level of entrepreneurial skills among college going girl students and majority girl students were found below average level of entrepreneurial skills in pre-test scores that could have done much better in their post-test scores after intervention of BLM through which the circumstances has been made a little more favourable and encouraging to them for enhancing entrepreneurial skills. In this learning scenarios learner can learn from anywhere any time and with their own pace they can interact to the field experts easily from their place through internet access allowed to them. Story Based Learning Scenarios motivates to learner for doing learning activities time to time. All the inferences of the effectiveness of the BLM on Managerial Skills, Employability Skills and Market Evaluating Skills were observed in the present study. The data has been observed, analyzed and interpreted in this chapter. Next chapter is devoted for summary of findings and implications of the study.

CHAPTER- 5

SUMMARY OF FINDINGS, IMPLICATIONS AND CONCLUSION

5.1 Background:

This present chapter portrays the results of effectiveness of Blended Learning Model (BLM) for enhancing entrepreneurial skills among women. In order to meet the needs of 21st century economy there must be entrepreneurially driven improvements in educational system. The study has implications for policy makers, educators and practitioners in the field. It provides new insights for education system, can be replicated in pan disciplinary learning environment within higher education setup. Findings and conclusions drawn out as of the study and recommendations and implications flourished for further research in the pasture of lifelong learning is also thrashed out in this section. The varied facets of the present study are abridged underneath the following heads.

5.2 Statement of the problem:

In the experimental space the investigator tries to examine the effectiveness of Blended Learning Model for Enhancing Entrepreneurial Skills among Women. Bearing this in mind and on the basis of theoretical scaffolds the present study is entitled as "Developing Blended Learning Model for Enhancing Entrepreneurial Skills among Women in Pune District."

5.3 Objective of the Study:

The objectives of the study, while focusing on enhancing entrepreneurial skills among women are as follows –

5. To assess the entrepreneurial skills of women in Pune District.
6. To develop the blended learning model (BLM) with the help of Information and Communication technology for enhancing the entrepreneurial skills among women.
7. To develop the learning scenarios for entrepreneurial skills and launch them at the distributed learning center for women through BLM.
8. To test the effectiveness of the BLM.

5.4 Research Questions:

There was a prime goal of present research study to develop the BLM for providing quality instructional experiences for enhancing entrepreneurial skills among women so that researcher had designed the important research questions for the purpose of Developing Blended Learning Model;

1. What is the design of BLM?
2. Why to combine the traditional Face-to-Face Learning and Online Learning System?

3. How to combine the creativity components with entrepreneurial skills?
4. How to engage learners creatively in the present Blended Learning Model (BLM)?
5. How to combine the aspects of intelligence and learning activities?
6. What is the design of interactions to engage learners?

5.5 **Variables of the study:**

A variable refers to a characteristic or attribute of an individual that can be measured and observed and that varies among the people being studied and is mostly of two types viz independent variable and dependent variable. In the present study, the independent variable and dependent variable were as shown in chapter first figure no. 1.1 –

Dependent Variables			**Independent Variables**
A. Managerial Skills	B. Employability Skills	C. Market Evaluation Skill	D. Blended Learning Model
1.Communication	1 Organizational Skills	1 Market Evaluating Skills	
2. Decision Making	2 Team-Work Skills		
3. Self -Awareness	3 Problem Solving Skills		

5.6 Hypothesis of the Study:

1. There is a significant positive gain in the achievements of women in post-test mean scores of Communication Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
2. There is a significant positive gain in the achievements of women in post-test mean scores of Decision Making skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
3. There is a significant positive gain in the achievements of women in post-test mean scores of Self-Awareness Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
4. There is a significant positive gain in the achievements of women in post-test mean scores of Organization Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
5. There is a significant positive gain in the achievements of women in post-test mean scores of Team-Work Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.
6. There is a significant positive gain in the achievements of women in post-test mean scores of Problem Solving Skills as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

7. There is a significant positive gain in the achievements of women in post-test mean scores of Market Evaluating as compared to Pre-Test mean scores before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills.

5.7 Methodology in brief:

In line with the objectives of the study and the nature of data required for the realization of objectives, mixed methodology coalescing both quantitative and qualitative approaches were adopted for the study. The study was conducted in five phases:

5.7.1 Phase I: Library Research:

Literature Survey (Review of Literature) had been reviewed for studying the learning process, learning needs, learning outcomes and different mode of learning, scenario based learning, and blended learning, entrepreneurial skills, sources of creativity, and aspects of Intelligence etc. topics were reviewed in the present study.

5.7.2 Phase II: Development of Entrepreneurial skill Assessment Tool:

Entrepreneurial Skill Assessment scale was the only tool used in the study with which research data has been gathered and which helped in the assessment of the level of entrepreneurial skills before and the after the intervention of the Blended Learning Model for enhancing entrepreneurial skills. Following are the steps which were followed for tool construction;

1. Initiation was done with the critical literature review of the concept of entrepreneurship

2. After critically reviewing, analyzing, conceptualizing and operationalizing the theories in literature in context to the creative entrepreneurs, the domains of the tool were selected.

3. The domains of being 'creative' and the domains of 'entrepreneurs' according to OECD (2007) were merged together to form a skill matrix of 'Creative entrepreneurs'.

3. Various sub-dimensions were categorized under each domain and maximum items for each sub-dimension were pooled.

4. All the collected items were then sent to the experts for their opinions rating and suggestions. This led to analyze the content validity and preparation of first draft of the tool.

4. The initial draft of the tool was then taken out for the try out on the subjects. All the difficulties faced by the students were reported and rectified from the tool. 100 girl students were

selected from Sinhagad Institute of Pune for testing the validity and reliability of tool. Data were collected for analyzing each item.

5. Collected data during try out was used for analyzing each item in the tool. This exercise helped in preparing second drafts.

6. Reliability index were computed for the tool, which led to the preparation of final draft.

7. Preparing scoring scheme and Instruction for administration for each tool in the experiment.

5.7.3 Phase III: Construction of Problem Based Learning Scenarios:

In product development process there are some important steps like community visit, focus group discussions for problem detection, lead user analysis, user designs, and brain storming and community enthusiast. All these steps were employed to generate the ideation to create the BLM. Four cases were selected for case study and learning scenarios were constructed based on story of cases; and Focus Group Discussions also applied with the LMS experts, Brainstorming Techniques, and Review of the Literatures etc. methods of qualitatively used for ideation of design of the BLM. The Problem Based Learning Scenario has been developed by the researcher. . E-Content had been developed for achieving specific learning outcomes. Self-governed Learning Activities were defined based on **the three approaches evolved from Stenberg's "Triarchic Theory" of intelligence. It is blended with the learning activities** the following sequences were adopted for preparing learning scenarios.

1. Select the successful entrepreneurs as a case.
2. Data has been collected through in-depth interview and focused group discussions with successful women entrepreneurs as a case.
3. Data analysis and interpretation
4. Determining career goals of the learners based on case study.
5. Determining commitments of the learners for achieving these career goals.
6. developing key attributes required for reaching the desired career goals
7. On the basis of the key attributes developing learning outcomes
8. Determining the problematic Trigger event that might occur in the life of a selected case for achieving those learning outcome.
9. Developing story on the basis of Trigger event for providing learner the same opportunity
10. Role of the Learner

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11. Determining Learning Activities

12. Provision of Assignments

13. Discussion-Forum for discussion

14. Multi Choice Questions

15. Learning Environment and Rational

On the basis of these points only, all the Problem Based Learning Scenarios were constructed in order to make the learners understand and apply all those entrepreneurial skills which are essential for being entrepreneur.

5.7.4 Phase IV: Design of Blended Learning Management System:

The computer software engineers were hired for creating the computer mediator platform for Blended Learning. The design of BLM has been conceptualized by the researcher. The computer engineers have developed the computer mediated process of interactions in BLM on the basis of provided design of the BLM. In present study the web based BLM has been developed which is based on the design depicted in fig. no. 3.1. Only 30% instructions were delivered by face to face learning mode and 70% delivery was occurred by web based learning in the present study. The design was considered in three parts one is open Attractive Web Design (See fig. no.3.2) in which the information was given in following categories like Home page, Programme structure page where learner can assess to him-self or her-self by self-assessment tool, in last part learner can enrolled and choose the courses. **T**he uploading and downloading facilities were provided for learners. Linkages of Videos, PDF, PPT, Images, were linked with the BLMS.

Alternative Media Sources: Through Internet, web based learning tools such as website with learning scenarios, whatsApp, e-mail services, had been applied and website had been used as a vehicle to provide the learning scenarios to learner who can access the computer mediated learning situation from anywhere, any time, any pace. LMS had been applied for content management. Mobile learning also was used for sending short messages and in detail oral communication; Print media had been also used to provide for in detail message sending. Face to face learning contact sessions were also organized in this bended learning programme. Videos, audios, computer CD were available to learner as a free offline access. Synchronous and asynchronous way of learning mode had been used for learning.

5.7.5 Phase V: Experimental Research Design:

Quasi experimental single group research design was executed in present research. A women college of commerce in Pune city was selected as a distributed learning classroom for the purpose of experiment. There was not a special sampling strategies were considered for the present study. The purposive sampling strategies were employed in the present study. Before

starting intervention pre-test was administered on 50 students but in experiment only 42 girl students were participated. 8 students were drop-out. Those 42 students have registered as participants in the blended learning programme. Data of 42 students were analyses and interpreted. Blended Learning Model was tried out on 42 students for 52 days. Self-Governed Activities were completed time to time by the student. All online facilities were made available to the registered students. After intervention of BLM the post-test was administered on those 42 students only. Data has been filtered and filled in SPSS 20 version and analyzed the data in tabulation form and tested the effectiveness of BLM scientifically.

5.8 Statistical procedures employed

The statistical procedures employed for analysis of data were

3. Percentage computations
4. Paired t-test
5. Mean
6. Standard Deviation

5.9 Major Findings:

The major findings of the present study have been presented in following manners.

5.9.1 Level of Entrepreneurial Skills among Women students:

Before intervention of BLM, the most of the women respondents in pre-test results have low level of entrepreneurial competence(40.48%); and most of the crucial point is that two fifth girl students of total respondents have no level of entrepreneurial competence even they are learning in commerce faculty that are constituted of 40.48 %. Around 17% of women have average level of entrepreneurial competency and least of all only 2.38% women have moderate high level of entrepreneurial competency. It is reported that women are not acquiring minimum level of entrepreneurial competencies even they were going to college regularly. It means that traditional classroom produces very much weak work-force into the labour market. If the BLM intervention provides to the undergraduate women students they can boost their level of entrepreneurial skills through self-instructional mode of learning. In present study, the scenario based learning courses were made available in blended mode of learning to the women students in Huzurpaga College of commerce for 52 days only as a sample experiment. The effects of intervention of BLM, Majority of 60% women have increased the skills up-to moderate high level of entrepreneurial competence. Subsequently 38% of women have acquired the average level of entrepreneurial competency and least of all only 2% women have achieved the high level of entrepreneurial competence with the help of BLM.

5.9.2 Managerial Skills:

1. **Communication Skills:** The test statistic which was calculated to be t value -13.601 was given level of significance at DF 41 Thus these two scores of pre-test (M = 35.4048 and SD score is 7.21) and post-test (M = 50.45, SD = 3.58), t = -13.601, at df41 p = .000 were differed significantly on communication skills achievement of women before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has increased the level of communication skills reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

2. **Decision Making Skills:** The test statistic which was calculated to be t value -13.055 was given level of significance at DF 41 Thus these two scores of pre-test ((M = 34.3095, SD = 6.77329) and post-test (M = 48.8571, SD = 4.12353), t value = -13.055, at df41 p = .000 were differed significantly on Decision Making Skills achievement of women before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has increased the level of decision making skills reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

3. **Self-Awareness Skills:** The test statistic which was calculated to be t value -10.765 was given level of significance at DF 41 Thus these two scores of pre-test (M = 38.3571, SD = 7.41726) and post-test (M = 49.6429, SD = 3.81154), t value = -10.765, at df41 p = .000 were differed significantly on Self-Awareness Skills achievement of women before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has increased the level of Self-Awareness skills reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

5.9.3 Employability Skills:

4. **Organization Skills:** The test statistic which was calculated to be t value -12.661 was given level of significance at DF 41 Thus these two scores of pre-test (M = 34.6429, SD = 7.48925) and post-test (M = 49.7857, SD = 3.17410), t value = -12.661, at df41 p = .000 were differed significantly on Organization Skills achievement of women before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has increased the level of Organization skills reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

5. **Team-Work Skills:** The test statistic which was calculated to be t value -9.805 was given level of significance at DF 41 Thus these two scores of pre-test (M = 36.3810, SD = 8.75953) and post-test (M = 49.1190, SD = 3.15612), t = -9.805, at df41 p = .000 were differed significantly on team-work skills achievement of women before and after

intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has increased the level of team-work skills reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

6. **Problem Solving Skills:** The test statistic which was calculated to be t value -10.803was given level of significance at DF 41 Thus these two scores of pre-test (M = 37.2619, SD = 7.43118) and post-test (M = 50.4286, SD = 3.64352), t = -10.803, at df41 p = .000 were differed significantly on problem solving skills achievement of women before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has increased the level of problem solving skills reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

5.9.4 Market Evaluation Skills

7. **Market Evaluating Skills**: The test statistic which was calculated to be t value -12.206 was given level of significance at DF 41 Thus these two scores of pre-test (M = 34.7619, SD = 6.63255) and post-test (M = 49.6190, SD = 4.83358), t = -12.206, at df41 p = .000 were differed significantly on market evaluating skills achievement of women before and after intervention of the Blended Learning Model for Enhancing Entrepreneurial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of women has increased the level of market evaluating skills reasonably much more in post-test with compared to pre-test as a result of BLM treatment.

5.9.5 Blended Learning Design:

8. In the present study, Blended Learning Design is constructed based on four pillars those are Learner, Societal Environment, Alternative Media Sources and Content which founds effective learning design for enhancing entrepreneurial skills among women. Maximum 93% women were learned in BLM successfully. Relatively very small number around 7% of women could not able to learn properly in BLM. Overall BLM was found successful for enhancing entrepreneurial skills among women.

9. The purviews of prevailing teaching learning process at higher education level are not enough in effectuating entrepreneurial skills among students. The traditional classroom is not sufficient to meet the needs of 21st century economy because students demand is to learn simultaneously many courses for acquiring the skills of multitasking. It is not possible without blending the face to face mode with online learning.

10. The entrepreneurial skills were enhanced effectively among women students through blended learning if the skills were designed into three layers i.e. expertise, intrinsic motivation and thinking styles and presented them in the form of problem based learning scenarios. Majority 95.5% women agreed that they were motivated for learning entrepreneurial skills from the story of Entrepreneurs. Near about only 5% women students were not agreed for motivation in their learning from the story of entrepreneurs.

11. Learners' commitments, learning outcomes, problem Based learning scenarios, defining learners' role, self-governed learning activities, assignments, discussion forums, MCQs, availability of learning resources were found effective strategies for engaging learners in blended learning. Colors, figures, charts, videos, interesting women entrepreneurial stories, additional reading, self-governed learning activities, discussions, interactions, MCQs were scientifically constructed in the BLM for the purpose of academic enjoyments. The question was asked to the participants regarding academic enjoyment in BLM after its implementation in the quasi-experimental group of women. Majority 81% women accepted that there was academic enjoyment in BLM for enhancing entrepreneurial skills. Relatively a small number of women around 19% women didn't feel academic enjoyment in BLM.

12. Self-Governed Learning Activities are found effective if those are designed into analytical, synthetic and practicum approaches.

13. 95% women students positively approbated to Story Based Learning Scenarios. Relatively a small number of women around 5% only didn't approbate to the Story Based Learning Scenarios. Majority of women students realize the importance of such a real life situation of problem based learning Scenarios which were developed under the BLM.

14. Majority 69% women experienced that it was very motivating learning model and 24% women felt that it was interested model; relatively small number of women did not give any responses regarding their learning experience of BLM.

15. Majority 60% of women were facing problems in learning activities in BLM; as counterpart 40% women were not facing the problems in doing learning Activates .

5.10 Implications

The findings of the present study have the ensuing implications:

1. Prevailing modes of curriculum transaction in Arts, Commerce and Science education are insufficient enough to equip students in entrepreneurial skills. There are no any facilities of learning those who want to earn extra vocational credit courses other than regular specific courses like B.A., M.A., B.Sc., M.Sc., and B.Com. M.Com. in existing higher education system. For example if any student of physics want to earn a credit course of Solar Energy ; in existing university system there is no any opportunity to earn such credit courses except attending in face to face mode of regular classes in said discipline. This is a new demand of 21st century economy of India. The benefits of blended learning allow students to mix and match according to their needs. Blended Learning Model can able to provide such demands of learning to earn extra credits courses to improve creativity and employability competencies among students simultaneously completing regular degree courses.

2. In Indian scenario of education, there is a crucial problem of employability among graduate people. The changed scenario of Indian economy demands the need to develop entrepreneurship skills and competencies of creativity to properly train and educate learners in accordance with the requirements of the business enterprise and service sectors as well. For this purpose, education system of higher education has to change the instructional

design and try to involve the community of practices in learning system. It is only possible through BLM. In Blended Learning, Learner can interact with the practitioners from the place of learning and get the experiences of real life situation of practices as well as practitioners can get training for solving the problems and improving practices through such types of learning technology from their working place. Such a reciprocal situation of education to be needed for change by creating blended learning pathways with the support of instructional strategies to students as well as practitioners that strengthens professional excellence at all facets.

3. In present reality, various measures have been suggested to increase and sustain female participation in the Indian economy. To support meaningful female participation, education needs to be matched with corresponding job creation. There is a need to introduce government reforms to reduce gender inequality in access to employment in the labour market. Pathways from education to opportunity can be nurtured through deliberate, focused efforts to help young women minds to pursue their dreams, to transform their aspirations into reality and in turn revitalize, grow and achieve their goals by developing entrepreneurial attitudes and employability skills through the Blended Learning Model. Women those who are engaged in housekeeping or services and simultaneously they want to improve their entrepreneurial skills for participating in income generating activities; it is only possible through this Blended Learning Model.

4. The study revealed the enhancement and retention of entrepreneurial skills among the women after intervention of BLM in which the Entrepreneurial Skill Matrix is evolved through combination of Componential Theory of Creativity (Amabile, 2013) with entrepreneurial skills. In this study, entrepreneurial skills are designed with the three layers of creativity components-expertise, intrinsic motivation and thinking styles; such design of entrepreneurial skills are so much effective for becoming creative entrepreneurs and it makes interesting to learn the skills rapidly as well. According to Dennis Sale and others, 'ten cognitive scientific principles (The Core Principles of Learning) are identified as central to good learning design, irrespective of delivery mode' (Dennis Sale, Cheah Sin Moh, Mark Wan, 2017).

5. Activity Based Learning is a new craze in education now a days; because doing, thinking, and feeling all the ways of learning are applied in this kind of learning. Stenberg (1999) asserted that there are three main aspects of intelligence; that is a key for creativity-Synthetic, analytical and practical. Ultimately intelligence is the basic source of creativity and innovation. An individual can increase his or her intelligence in the particular area like music, mathematics, literature, crafts, entrepreneurship etc. If you acquired such a potential in particular area it is useful and applicable in the real life situation but it is depend on an individual how he or she apply it in real context (Stenberg, 1999)**. This research study has suggested the three approaches like   Analytical Oriented Approach, Creative Oriented Approach, Practical Oriented Approach to do learning activities based on** Stenberg's "Triarchic Theory" of intelligence and creativity. This design of Learning Activities is found effective to create the intelligence in particular area of subject.

6. The interactions play the vital role in the learning process. Creating effective interactions between leaner to learner, learner to instructors, learner to community of practices and learner to content is the major challenge in any academic programme. In present Story Based Learning Scenario, Students had got longer online communications with instructors, experts, mentors, community of practitioners and other learners about learning tasks through the same. Arguably, in such an environment, maximum teaching-learning activities were carried out by computer-mediated online platform and some of them were completed through the face to face mode of learning. Both the benefits of face to face and online mode of learning had been taken into consideration for effective way of learning in the present BLM. In face to face mode of learning, students and teachers were interact each other very much effectively because of their physical presence while interacted each other; but in such a situation student could not be able to interact with community of practitioners and other experts because of physical distance between students and practitioners. But it is so easy and always possible to interact with practitioners time to time in online mode of learning. Story Based Learning Scenario is very much effective for motivating to solve day to day problem through interactions in their situation.

5.11 Limitations of the Study:

The study has a few limits that need to be taken into consideration. First, the study is limited by sample of 42 girl students of a women college of Commerce. Secondly only one college from Pune city is selected as a sample in this study. Thirdly, the researcher has focused only on single group quasi-experimental research design for this study and only tried out Blended Learning instructional model for handling entrepreneurial skills at higher education level.

5.12 Conclusion

The present study reveals the need for reifying prevalent instructive modes of disciplines under public university and the Blended Learning mode is capable to realize the core outcome of disciplines by enhancing academic performance, augmenting entrepreneurial skills among students at higher education level augmenting entrepreneurial skills and employability skills among students at higher education level. By launching programme for 52 days the interaction effect of BLM, it is evident that BLM is effective for improving the Entrepreneurial skills among commerce girl students at higher Education. There is significant a difference was observed in post test scores and pre-test scores among girls. It seems that the experimental group of women has increased the level of entrepreneurial skills reasonably much more in post-test with compare to pre-test as a result of BLM treatment simultaneously completing their regular study of commerce and BBA discipline. They have earned extra credits through BLM which are more useful for their future career. They have not only earned the skills but acquired the full of confidence for income generation.
It can be inferred that interactions with practitioners and involvement of student infield has been increased due to BLM functioning in the learning.

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APPENDIX –I

Table – 4.3: Exhibiting the output of Item Analysis along with Discrimination's' value

	GROUP	N	Mean	Std. Deviation	Std. Error Mean	t value
Stat1	LOW SCORER	26	4.2308	1.0318	0.20235	0.063 **(Rejected)**
	HIGH SCORER	27	4.7037	0.6688	0.12871	
Stat2	LOW SCORER	26	4.5	0.94868	0.18605	0.056 **(Rejected)**
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat3	LOW SCORER	26	3.7692	1.21021	0.23734	0.001
	HIGH SCORER	27	4.7407	0.52569	0.10117	
Stat4	LOW SCORER	26	3.8077	1.02056	0.20015	0.001
	HIGH SCORER	27	4.7037	0.54171	0.10425	
Stat5	LOW SCORER	26	4.2308	1.06987	0.20982	0.025 **(Rejected)**
	HIGH SCORER	27	4.7778	0.50637	0.09745	
Stat6	LOW SCORER	26	4.4231	1.02657	0.20133	0.091 **(Rejected)**
	HIGH SCORER	27	4.8148	0.48334	0.09302	
Stat7	LOW SCORER	26	3.8077	0.98058	0.19231	0.001
	HIGH SCORER	27	4.6296	0.56488	0.10871	
Stat8	LOW SCORER	26	3.6538	0.93562	0.18349	0.001
	HIGH SCORER	27	4.5185	0.70002	0.13472	
Stat9	LOW SCORER	26	3.3077	1.28901	0.2528	0.235 **(Rejected)**
	HIGH SCORER	27	3.7407	1.22765	0.23626	
Stat10	LOW SCORER	26	3.2692	1.48479	0.29119	0.002
	HIGH SCORER	27	4.2222	1.01274	0.1949	
Stat11	LOW SCORER	26	3.4231	0.98684	0.19353	0.001
	HIGH SCORER	27	4.2963	0.82345	0.15847	
Stat12	LOW SCORER	26	3.4615	1.02882	0.20177	0.001
	HIGH SCORER	27	4.5556	0.50637	0.09745	
Stat13	LOW SCORER	26	3.1538	0.92487	0.18138	0.001
	HIGH SCORER	27	4.4074	0.74726	0.14381	
Stat14	LOW SCORER	26	3.4231	1.10175	0.21607	0.002
	HIGH SCORER	27	4.2963	0.77533	0.14921	
Stat15	LOW SCORER	26	4.1923	0.98058	0.19231	0.002
	HIGH SCORER	27	4.8519	0.45605	0.08777	
Stat16	LOW SCORER	26	3.6923	1.08699	0.21318	0.134

	HIGH SCORER	27	4.1111	0.89156	0.17158	**(Rejected)**
Stat17	LOW SCORER	26	4.1154	0.8638	0.16941	0.005
	HIGH SCORER	27	4.6667	0.5547	0.10675	
Stat18	LOW SCORER	26	4.3846	0.6373	0.12499	0.014 **(Rejected)**
	HIGH SCORER	27	4.7407	0.44658	0.08594	
Stat19	LOW SCORER	26	4	0.93808	0.18397	0.002
	HIGH SCORER	27	4.7037	0.54171	0.10425	
Stat20	LOW SCORER	26	4.1538	0.92487	0.18138	0.001
	HIGH SCORER	27	4.7037	0.46532	0.08955	
Stat21	LOW SCORER	26	4.0385	0.99923	0.19597	0.001
	HIGH SCORER	27	4.8148	0.48334	0.09302	
Stat22	LOW SCORER	26	3.8077	1.05903	0.20769	0.001
	HIGH SCORER	27	4.7407	0.52569	0.10117	
Stat23	LOW SCORER	26	3.7692	0.90808	0.17809	0.137 **(Rejected)**
	HIGH SCORER	27	4.1481	0.90739	0.17463	
Stat24	LOW SCORER	26	3.6538	0.97744	0.19169	0.003
	HIGH SCORER	27	4.4074	0.74726	0.14381	
Stat25	LOW SCORER	26	3.9615	0.95836	0.18795	0.001
	HIGH SCORER	27	4.7407	0.44658	0.08594	
Stat26	LOW SCORER	26	3.5769	1.20576	0.23647	0.001
	HIGH SCORER	27	4.6667	0.48038	0.09245	
Stat27	LOW SCORER	26	3.8077	1.26552	0.24819	0.018 **(Rejected)**
	HIGH SCORER	27	4.5556	0.84732	0.16307	
Stat28	LOW SCORER	26	3.3846	1.13409	0.22241	0.001
	HIGH SCORER	27	4.4815	0.64273	0.12369	
Stat29	LOW SCORER	26	4.0769	0.89098	0.17474	0.003
	HIGH SCORER	27	4.6667	0.48038	0.09245	
Stat30	LOW SCORER	26	3.1154	1.07059	0.20996	0.001
	HIGH SCORER	27	4.2222	0.57735	0.11111	
Stat31	LOW SCORER	26	3.7692	0.86291	0.16923	0.001
	HIGH SCORER	27	4.8148	0.39585	0.07618	
Stat32	LOW SCORER	26	3.1923	1.44275	0.28295	0.249 **(Rejected)**
	HIGH SCORER	27	3.7407	1.63125	0.31393	
Stat33	LOW SCORER	26	3.3462	1.09334	0.21442	0.001
	HIGH SCORER	27	4.4074	0.84395	0.16242	
Stat34	LOW SCORER	26	4	0.93808	0.18397	0.002

	HIGH SCORER	27	4.8148	0.78628	0.15132	
Stat35	LOW SCORER	26	4.0385	1.03849	0.20366	0.154 **(Rejected)**
	HIGH SCORER	27	4.4815	1.05139	0.20234	
Stat36	LOW SCORER	26	2.8077	1.3862	0.27186	0.001
	HIGH SCORER	27	4.1852	0.78628	0.15132	
Stat37	LOW SCORER	26	3.6538	1.05612	0.20712	0.001
	HIGH SCORER	27	4.5926	0.69389	0.13354	
Stat38	LOW SCORER	26	2.5	1.39284	0.27316	0.001
	HIGH SCORER	27	3.8519	1.13353	0.21815	
Stat39	LOW SCORER	26	3.1154	1.17735	0.2309	0.001
	HIGH SCORER	27	4.2222	1.05003	0.20208	
Stat40	LOW SCORER	26	2.6154	0.80384	0.15765	0.001
	HIGH SCORER	27	3.6667	0.96077	0.1849	
Stat41	LOW SCORER	26	3.4615	1.30325	0.25559	0.001
	HIGH SCORER	27	4.5185	0.64273	0.12369	
Stat42	LOW SCORER	26	3.2308	1.24283	0.24374	0.001
	HIGH SCORER	27	4.6296	0.6877	0.13235	
Stat43	LOW SCORER	26	3.6923	1.01071	0.19822	0.093 **(Rejected)**
	HIGH SCORER	27	4.2222	1.08604	0.20901	
Stat44	LOW SCORER	26	3.8846	1.07059	0.20996	0.037 **(Rejected)**
	HIGH SCORER	27	4.4444	0.84732	0.16307	
Stat45	LOW SCORER	26	3.3077	1.49048	0.29231	0.001
	HIGH SCORER	27	4.2593	1.12976	0.21742	
Stat46	LOW SCORER	26	4.1154	1.24344	0.24386	0.004
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat47	LOW SCORER	26	4.0769	0.89098	0.17474	0.001
	HIGH SCORER	27	4.8889	0.42366	0.08153	
Stat48	LOW SCORER	26	3.5385	1.06699	0.20925	0.001
	HIGH SCORER	27	4.7778	0.50637	0.09745	
Stat49	LOW SCORER	26	3.6923	1.04954	0.20583	0.017 **(Rejected)**
	HIGH SCORER	27	4.3704	0.83887	0.16144	
Stat50	LOW SCORER	26	3.1154	1.07059	0.20996	0.001

	HIGH SCORER	27	4.3704	0.74152	0.14271	
Stat51	LOW SCORER	26	2.7692	1.1767	0.23077	0.001
	HIGH SCORER	27	4.5185	0.57981	0.11158	
Stat52	LOW SCORER	26	3.1154	1.10732	0.21716	0.001
	HIGH SCORER	27	4.6667	0.67937	0.13074	
Stat53	LOW SCORER	26	3.3077	0.67937	0.13323	0.001
	HIGH SCORER	27	4.1111	0.89156	0.17158	
Stat54	LOW SCORER	26	3.1923	0.80096	0.15708	0.001
	HIGH SCORER	27	4.3333	0.7338	0.14122	
Stat55	LOW SCORER	26	2.9615	0.99923	0.19597	0.001
	HIGH SCORER	27	4.3333	0.91987	0.17703	
Stat56	LOW SCORER	26	3.0385	1.14824	0.22519	0.001
	HIGH SCORER	27	4.4444	0.75107	0.14454	
Stat57	LOW SCORER	26	3.0769	1.26248	0.24759	0.001
	HIGH SCORER	27	4.3704	0.83887	0.16144	
Stat58	LOW SCORER	26	3.6923	1.12318	0.22027	0.001
	HIGH SCORER	27	4.5185	0.50918	0.09799	
Stat59	LOW SCORER	26	3.3846	1.23538	0.24228	0.002
	HIGH SCORER	27	4.3333	0.87706	0.16879	
Stat60	LOW SCORER	26	3.3846	1.20256	0.23584	0.012 **(Rejected)**
	HIGH SCORER	27	4.1852	1.00142	0.19272	
Stat61	LOW SCORER	26	2.6538	1.05612	0.20712	0.398 **(Rejected)**
	HIGH SCORER	27	3.037	1.53125	0.29469	
Stat62	LOW SCORER	26	4.1154	1.07059	0.20996	0.002
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat63	LOW SCORER	26	3.6154	1.26734	0.24855	0.002

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	HIGH SCORER	27	4.6296	0.88353	0.17004	
Stat64	LOW SCORER	26	3.2308	0.95111	0.18653	0.001
	HIGH SCORER	27	4.3704	0.6877	0.13235	
Stat65	LOW SCORER	26	3.4615	1.27219	0.2495	0.001
	HIGH SCORER	27	4.7037	0.54171	0.10425	
Stat66	LOW SCORER	26	3.8462	1.28662	0.25233	0.001
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat67	LOW SCORER	26	3.7692	0.99228	0.1946	0.001
	HIGH SCORER	27	4.8889	0.42366	0.08153	
Stat68	LOW SCORER	26	3.3846	1.29852	0.25466	0.697 **(Rejected)**
	HIGH SCORER	27	3.5926	1.52566	0.29361	
Stat69	LOW SCORER	26	3.7692	1.06987	0.20982	0.001
	HIGH SCORER	27	4.8148	0.39585	0.07618	
Stat70	LOW SCORER	26	3.3846	1.0612	0.20812	0.001
	HIGH SCORER	27	4.5556	0.64051	0.12327	
Stat71	LOW SCORER	26	3.8462	1.00766	0.19762	0.001
	HIGH SCORER	27	4.9259	0.26688	0.05136	
Stat72	LOW SCORER	26	3.0385	0.91568	0.17958	0.001
	HIGH SCORER	27	4.5556	0.50637	0.09745	
Stat73	LOW SCORER	26	3.4615	1.24035	0.24325	0.001
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat74	LOW SCORER	26	3.5385	1.27219	0.2495	0.001
	HIGH SCORER	27	4.5556	0.75107	0.14454	
Stat75	LOW SCORER	26	3.6154	1.29852	0.25466	0.001
	HIGH SCORER	27	4.7037	0.72403	0.13934	
Stat76	LOW SCORER	26	3.5385	1.17408	0.23026	0.001

	HIGH SCORER	27	4.5926	0.88835	0.17096	
Stat77	LOW SCORER	26	3.5385	0.90469	0.17742	0.001
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat78	LOW SCORER	26	3.0385	1.21592	0.23846	0.011 **(Rejected)**
	HIGH SCORER	27	3.9259	1.17427	0.22599	
Stat79	LOW SCORER	26	3.2692	1.11562	0.21879	0.001
	HIGH SCORER	27	4.5926	0.50071	0.09636	
Stat80	LOW SCORER	26	3.8462	1.25514	0.24615	0.002
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat81	LOW SCORER	26	3.7692	1.06987	0.20982	0.005
	HIGH SCORER	27	4.5926	0.93064	0.1791	
Stat82	LOW SCORER	26	3.7692	1.0318	0.20235	0.001
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat83	LOW SCORER	26	3.8846	1.07059	0.20996	0.001
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat84	LOW SCORER	26	3.2308	0.95111	0.18653	0.001
	HIGH SCORER	27	4.7407	0.44658	0.08594	
Stat85	LOW SCORER	26	3.9231	1.23038	0.2413	0.001
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat86	LOW SCORER	26	3.8077	1.16685	0.22884	0.001
	HIGH SCORER	27	4.8148	0.39585	0.07618	
Stat87	LOW SCORER	26	3.1538	1.37673	0.27	0.006 **(Rejected)**
	HIGH SCORER	27	4.1852	1.17791	0.22669	
Stat88	LOW SCORER	26	4.0769	0.89098	0.17474	0.001
	HIGH SCORER	27	4.7407	0.52569	0.10117	
Stat89	LOW SCORER	26	4.3462	0.74524	0.14615	0.001

	HIGH SCORER	27	4.9259	0.26688	0.05136	
Stat90	LOW SCORER	26	3.7308	1.04145	0.20424	0.001
	HIGH SCORER	27	4.8148	0.39585	0.07618	
Stat91	LOW SCORER	26	3.1923	1.13205	0.22201	0.001
	HIGH SCORER	27	4.5926	0.50071	0.09636	
Stat92	LOW SCORER	26	4.0385	0.91568	0.17958	0.001
	HIGH SCORER	27	4.7778	0.42366	0.08153	
Stat93	LOW SCORER	26	3.9615	0.99923	0.19597	0.001
	HIGH SCORER	27	4.9259	0.26688	0.05136	
Stat94	LOW SCORER	26	3.2308	0.95111	0.18653	0.001
	HIGH SCORER	27	4.2593	0.71213	0.13705	
Stat95	LOW SCORER	26	3.2308	1.06987	0.20982	0.001
	HIGH SCORER	27	4.3704	0.83887	0.16144	
Stat96	LOW SCORER	26	3.0385	1.07632	0.21108	0.464 **(Rejected)**
	HIGH SCORER	27	3.3333	1.49358	0.28744	
Stat97	LOW SCORER	26	4	0.9798	0.19215	0.001
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat98	LOW SCORER	26	3.7692	1.30561	0.25605	0.001
	HIGH SCORER	27	4.7778	0.42366	0.08153	
Stat99	LOW SCORER	26	4.2692	1.00231	0.19657	0.008 **(Rejected)**
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat100	LOW SCORER	26	3.7692	1.21021	0.23734	0.001
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat101	LOW SCORER	26	3.6154	1.23538	0.24228	0.001
	HIGH SCORER	27	4.5926	0.74726	0.14381	
Stat102	LOW SCORER	26	4.3077	0.73589	0.14432	0.001

	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat103	LOW SCORER	26	3.8846	0.95192	0.18669	0.002
	HIGH SCORER	27	4.6296	0.6877	0.13235	
Stat104	LOW SCORER	26	3.1923	0.98058	0.19231	0.001
	HIGH SCORER	27	4.5185	0.57981	0.11158	
Stat105	LOW SCORER	26	2.9231	1.23038	0.2413	0.001
	HIGH SCORER	27	4.2593	1.02254	0.19679	
Stat106	LOW SCORER	26	3.3462	1.01754	0.19956	0.001
	HIGH SCORER	27	4.2963	0.95333	0.18347	
Stat107	LOW SCORER	26	3.6923	0.97033	0.1903	0.003
	HIGH SCORER	27	4.7037	0.46532	0.08955	
Stat108	LOW SCORER	26	3.1923	1.13205	0.22201	0.001
	HIGH SCORER	27	4.3704	0.56488	0.10871	
Stat109	LOW SCORER	26	3.8462	1.08415	0.21262	0.009 **(Rejected)**
	HIGH SCORER	27	4.7407	0.52569	0.10117	
Stat110	LOW SCORER	26	3.9231	1.01678	0.19941	0.024 **(Rejected)**
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat111	LOW SCORER	26	3.4615	1.27219	0.2495	0.031 **(Rejected)**
	HIGH SCORER	27	4.7407	0.52569	0.10117	
Stat112	LOW SCORER	26	3.6923	0.92819	0.18203	0.001
	HIGH SCORER	27	4.7407	0.6559	0.12623	
Stat113	LOW SCORER	26	3.6538	0.97744	0.19169	0.001
	HIGH SCORER	27	4.7407	0.52569	0.10117	
Stat114	LOW SCORER	26	3.8462	1.1897	0.23332	0.001
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat115	LOW SCORER	26	3.9615	1.07632	0.21108	0.001

	HIGH SCORER	27	4.8148	0.48334	0.09302	
Stat116	LOW SCORER	26	3.8077	1.13205	0.22201	0.001
	HIGH SCORER	27	4.7407	0.52569	0.10117	
Stat117	LOW SCORER	26	3.6154	1.02282	0.20059	0.001
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat118	LOW SCORER	26	3.1154	1.10732	0.21716	0.398 **(Rejected)**
	HIGH SCORER	27	4.5556	0.75107	0.14454	
Stat119	LOW SCORER	26	2.8077	0.89529	0.17558	0.451 **(Rejected)**
	HIGH SCORER	27	4.2963	0.8689	0.16722	
Stat120	LOW SCORER	26	3.4231	1.06482	0.20883	0.789 **(Rejected)**
	HIGH SCORER	27	4.3704	0.79169	0.15236	
Stat121	LOW SCORER	26	3.7308	0.91903	0.18024	0.001
	HIGH SCORER	27	4.4444	1.01274	0.1949	
Stat122	LOW SCORER	26	3.5385	1.06699	0.20925	0.003
	HIGH SCORER	27	4.5185	0.57981	0.11158	
Stat123	LOW SCORER	26	4	0.8	0.15689	0.045 **(Rejected)**
	HIGH SCORER	27	4.5185	0.70002	0.13472	
Stat124	LOW SCORER	26	3.8077	1.02056	0.20015	0.341 **(Rejected)**
	HIGH SCORER	27	4.4444	0.80064	0.15408	
Stat125	LOW SCORER	26	3.8077	0.89529	0.17558	0.123 **(Rejected)**
	HIGH SCORER	27	4.5556	0.64051	0.12327	
Stat126	LOW SCORER	26	3.3077	1.12318	0.22027	0.312 **(Rejected)**
	HIGH SCORER	27	4.4444	0.75107	0.14454	
Stat127	LOW SCORER	26	4.0385	0.95836	0.18795	0.001
	HIGH SCORER	27	4.8889	0.32026	0.06163	
Stat128	LOW SCORER	26	3.6154	1.16883	0.22923	0.231 **(Rejected)**

	HIGH SCORER	27	4.6296	0.56488	0.10871	
Stat129	LOW SCORER	26	3.6923	0.83758	0.16426	0.231 **(Rejected)**
	HIGH SCORER	27	4.6667	0.48038	0.09245	
Stat130	LOW SCORER	26	3.8846	1.03255	0.2025	0.013 **(Rejected)**
	HIGH SCORER	27	4.1852	1.17791	0.22669	
Stat131	LOW SCORER	26	3.6538	0.97744	0.19169	0.311 **(Rejected)**
	HIGH SCORER	27	4.7037	0.54171	0.10425	
Stat132	LOW SCORER	26	4.0385	1.03849	0.20366	0.131 **(Rejected)**
	HIGH SCORER	27	4.963	0.19245	0.03704	
Stat133	LOW SCORER	26	3.9615	0.99923	0.19597	0.004
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat134	LOW SCORER	26	3.9231	0.97665	0.19154	0.195 **(Rejected)**
	HIGH SCORER	27	4.7778	0.50637	0.09745	
Stat135	LOW SCORER	26	3.5769	0.75753	0.14856	0.321 **(Rejected)**
	HIGH SCORER	27	4.5185	0.64273	0.12369	
Stat136	LOW SCORER	26	3.8077	1.20064	0.23547	0.001
	HIGH SCORER	27	4.8519	0.36201	0.06967	
Stat137	LOW SCORER	26	3.7692	0.86291	0.16923	0.002
	HIGH SCORER	27	4.4444	0.69798	0.13433	
Stat138	LOW SCORER	26	3.6923	1.12318	0.22027	0.931 **(Rejected)**
	HIGH SCORER	27	4.6667	0.48038	0.09245	

Table – 4.5: Exhibiting Item Total Statistics of the left items after Item Analysis

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Stat3	571.1900	3360.216	.302	.963
Stat4	571.1900	3349.186	.468	.963
Stat7	571.2900	3355.016	.408	.963
Stat8	571.4200	3349.822	.460	.963
Stat10	571.6000	3341.374	.358	.963
Stat11	571.6300	3359.468	.310	.963
Stat12	571.4400	3357.057	.387	.963
Stat13	571.7100	3338.349	.450	.963
Stat14	571.4900	3361.020	.324	.963
Stat15	570.9000	3369.444	.301	.963
Stat17	571.0600	3365.006	.297	.963
Stat19	570.9300	3357.439	.468	.963
Stat20	571.0800	3375.064	.239	.963
Stat21	570.8700	3363.064	.404	.963
Stat22	571.1900	3341.691	.492	.963
Stat24	571.4700	3351.787	.410	.963
Stat25	571.1100	3351.149	.466	.963
Stat26	571.2800	3346.527	.439	.963
Stat28	571.5100	3336.980	.470	.963
Stat29	571.2900	3353.945	.392	.963
Stat30	571.7300	3336.603	.529	.963
Stat31	571.1300	3354.074	.466	.963
Stat33	571.3400	3355.459	.352	.963
Stat34	570.9100	3360.648	.386	.963
Stat36	571.9800	3333.293	.415	.963
Stat37	571.2300	3357.229	.363	.963
Stat38	572.1900	3339.125	.377	.963
Stat39	571.7100	3338.976	.414	.963
Stat40	572.3900	3348.261	.390	.963
Stat41	571.4700	3360.332	.284	.963
Stat42	571.3900	3324.745	.591	.963
Stat45	571.4100	3353.517	.300	.963
Stat46	570.8100	3363.024	.387	.963
Stat47	570.8400	3361.651	.453	.963

Stat48	571.1600	3343.712	.550	.963
Stat50	571.6300	3334.559	.553	.963
Stat51	571.7900	3321.723	.564	.963
Stat52	571.4900	3322.980	.593	.963
Stat53	571.6400	3350.455	.444	.963
Stat54	571.7100	3324.551	.634	.963
Stat55	571.7500	3326.109	.562	.963
Stat56	571.5200	3333.363	.548	.963
Stat57	571.4900	3319.990	.612	.963
Stat58	571.2500	3347.543	.495	.963
Stat59	571.5100	3335.525	.450	.963
Stat62	570.9300	3354.389	.461	.963
Stat63	571.3000	3340.414	.450	.963
Stat64	571.7300	3347.452	.422	.963
Stat65	570.7700	3241.613	.218	.970
Stat66	571.0200	3344.909	.489	.963
Stat67	570.9700	3333.908	.688	.963
Stat69	571.2300	3343.270	.514	.963
Stat70	571.3500	3328.876	.608	.963
Stat71	570.9400	3349.350	.516	.963
Stat72	571.5100	3332.495	.591	.963
Stat73	571.1000	3336.232	.579	.963
Stat74	571.3400	3336.853	.485	.963
Stat75	571.2700	3331.229	.530	.963
Stat76	571.3000	3343.081	.463	.963
Stat77	571.3800	3337.248	.573	.963
Stat79	571.3700	3331.427	.662	.963
Stat80	570.9600	3350.604	.494	.963
Stat81	571.1200	3355.480	.369	.963
Stat82	570.9800	3348.020	.560	.963
Stat83	571.0300	3346.898	.554	.963
Stat84	571.2800	3330.992	.606	.963
Stat85	570.9000	3354.212	.472	.963
Stat86	571.1100	3342.180	.536	.963
Stat88	571.0000	3355.152	.452	.963
Stat89	570.8600	3372.021	.332	.963
Stat90	571.0100	3348.576	.517	.963
Stat91	571.4200	3340.589	.469	.963
Stat92	571.0300	3358.918	.405	.963
Stat93	570.8500	3360.371	.448	.963

Stat94	571.6400	3347.142	.432	.963
Stat95	571.6700	3338.102	.487	.963
Stat97	571.1800	3356.856	.334	.963
Stat98	571.1900	3353.004	.372	.963
Stat100	571.0400	3341.312	.525	.963
Stat101	571.3900	3340.665	.449	.963
Stat102	570.9200	3365.792	.423	.963
Stat103	571.1100	3353.372	.488	.963
Stat104	571.4200	3337.741	.559	.963
Stat105	571.7200	3339.557	.428	.963
Stat106	571.6100	3344.624	.441	.963
Stat107	571.2900	3357.986	.389	.963
Stat108	571.5100	3344.737	.470	.963
Stat112	571.0900	3340.628	.591	.963
Stat113	571.2000	3336.889	.537	.963
Stat114	570.9900	3332.616	.600	.963
Stat115	570.9100	3353.073	.493	.963
Stat116	570.9600	3353.433	.463	.963
Stat117	571.0200	3349.030	.504	.963
Stat121	571.3400	3351.318	.388	.963
Stat122	571.4000	3342.202	.498	.963
Stat127	570.9400	3357.269	.461	.963
Stat133	571.0400	3345.837	.567	.963
Stat136	571.0600	3359.532	.333	.963
Stat137	571.4500	3364.472	.299	.963

SAVITRIBAI PHULE PUNE UNIVERSITY

DEPARTMENT OF LIFELONG LEARNING & EXTENSION

Title of Project: Developing Blended Learning Model for improving Entrepreneurial Skills among women in Pune District
(UGC- Major Research Project)

Principal Investigator: Dr. NavnathTupe   E-mail:
navnathtupe@unipune.ac.innbtupe27@gmail.com

GENERAL INFORMATION

NAME OF THE STUDENT:_____

CLASS:_____ **Date of Birth   / _____/_____**

Email ID:_____ **Caste _____**

Area of Interest:_____ **Family Income source_____**

Annual Income of the Family:_____ **Estate belonging to:_____**

Married/Unmarried_____ **Rural / Urban**

ENTREPRENEURIAL SKILL ASSESSMENT SCALE

This scale is administered on the women those who are interested to learn entrepreneurial skills. The tool is developed to assess basic level of Entrepreneurial Skills.

You are requested to indicate how much you agree or disagree with each of the following statements by circling a number between "1 and 10" where 1 indicates that you strongly disagree (SD) with the statement and a 10 means you strongly agree with the statement. A "5" indicates you only slightly disagree (SLD) and a "6" shows only slight agreement (SLA) Please circle the appropriate number in each column

PRE-TEST

S.N	Statements									
1	I can do my best to reach people who might be important for my workजे लोक माझ्या कार्यासाठी मला महत्त्वाचे वाटतात त्याच्यापर्यंत पोचण्यसाठी मी सर्वार्थाने प्रयत्न करते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
2	My main aim is to become financially independentआर्थिकदृष्ट्या स्वावलंबी बनणे, हे माझे मुख्य ध्येय आहे.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
3	I can systematically think of new ideas for innovation. नाविन्यपूर्ण उपकमांसाठी आवश्यक त्या नवीन कल्पनांचा विचार मी व्यवस्थितपणे करू शकते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
4	I can make actionplan properly to achieve defined objectivesनिश्चित केलेले उद्दिष्टये गाठण्यासाठी मी योग्यतो कृतीआराखडा बनू शकते									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
5	I always take into account whether people can be helpful to meलोक आपल्याला सहकार्य करू शकतात काय हे मी नेहमी विचारात घेते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
6	I always talk to people openly what I feel about them.लोकांबद्दल मला काय वाटते हे मी त्यांना नेहमी उघडपणे बोलते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
7	Even after a lot of setbacks, I can collect my strength to continueमाझी कितीही पीछेहाट झाली तरी मी माझी शक्तिस्थाने पूर्ववत अनुशकते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
8	I can adapt to any situation easilyकोणत्याही परिस्थितीशी मी सहज जुळवून घेऊ शकते									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
9	I try to find solution for problems on my own first before asking for helpइतरांची मदत मागण्यापूर्वी प्रथम मी समस्येवर स्वत: उपाय शोधते.									

1	2	3	4	5	6	7	8	9	10

10 I like challenges in my work**मला माझ्या कार्यात आव्हाने झेलण्यास अधिक आवडते.**

1	2	3	4	5	6	7	8	9	10

11 I always pursue my goal. **माझ्या ध्येयाचा मी सतत पाठपुरावा करते.**

1	2	3	4	5	6	7	8	9	10

12 I always stick to my practices for executing the plan of action.**कृतिआराखडा अमलात आणण्यासाठी मी माझ्या कार्यपद्धतीवर ठाम राहते.**

1	2	3	4	5	6	7	8	9	10

13 I can do my jobtimely for reduceing the wastage at work.**कामाच्या ठिकाणी अपव्यय टाळण्यासाठी मी वेळोवेळी भिन्न- भिन्न प्रकारे माझे कार्य करू शकते.**

1	2	3	4	5	6	7	8	9	10

14 I strive hard for quality standard of living.**मला नेहमी उच्चतम दर्जाचे जीवन जगावे वाटते.**

1	2	3	4	5	6	7	8	9	10

15 I keep myself updated about current market trends. **बाजारातील प्रचलित प्रवाह बाबत मी स्वत:ला अद्यावत ठेवते.**

1	2	3	4	5	6	7	8	9	10

16 I can properly alocate work to myteam members.**गटातील सदस्यांच्या जबाबदाऱ्या निश्चित करायला मला आवडते.**

1	2	3	4	5	6	7	8	9	10

17 I don't want anyone to take decisions for me**इतरांनी माझ्यासंबंधी निर्णय घेऊ नये,असे मला वाटते.**

1	2	3	4	5	6	7	8	9	10

18 I like making my decisions together with other people**लोकांसमवेत निर्णय घेणे मला आवडते**

1	2	3	4	5	6	7	8	9	10

19 I like to work in strategized manner
मला व्युहरचनात्मक कार्य करायला आवडते.

1	2	3	4	5	6	7	8	9	10

20	I am a person for whom only assurances are not important, rather taking risk is crucial. **मी अशी व्यक्ती आहे की जिला केवळ आश्वासन महत्त्वाचे नाही तर त्यासाठी काही धोके पत्करणे सुद्धा आवश्यक वाटते.**

1	2	3	4	5	6	7	8	9	10

21	I believe in practical approach for any kind of work in order to earn maximum benefit **अधिकाधिक नफा कमाविण्यासाठी कोणत्याही कार्यात व्यावहारिक दृष्टिकोन आवश्यक असतो असे मला वाटते.**

1	2	3	4	5	6	7	8	9	10

22	I am always prepared to deal with unforeseen circumstances**आकस्मित उद्भवणाऱ्या परिस्थितीला हाताळण्यासाठी मी नेहमी तयारीत असते.**

1	2	3	4	5	6	7	8	9	10

23	I come up with continual good results even under pressure.**तणावजन्यावास्थेत सुद्धा मी सातत्यपूर्ण चांगले निकाल देत पुढे येऊ शकते.**

1	2	3	4	5	6	7	8	9	10

24	I can control stressful situations. **तणावजन्य परिस्थितीला मी काबूत ठेऊ शकते.**

1	2	3	4	5	6	7	8	9	10

25	I cannot manage various conflicts of interest while making any decision.**एखादा निर्णय करताना मी लोकांचे हितसंबंधांचे व्यस्थापन करू शकत नाही.**

1	2	3	4	5	6	7	8	9	10

26	I believe that the content is important to construct the message for communication.**संवादात संदेशाची रचना करण्यासाठी आशय हा महत्त्वाचा असतो यावर मी विश्वास ठेवते.**

1	2	3	4	5	6	7	8	9	10

27	Browsing net, surfing social networking sites really helps in updating yourself with the current trends in regional and global business. **नेट वापरल्याने अथवा सामाजिक संबंधाचे जाळे Social networking स्थापित केल्याने व्यक्तीला स्थानिक अथवा जागतिक स्तरावरील उद्योगातील घडामोडीचे प्रवाह माहिती होतात.**

	1	2	3	4	5	6	7	8	9	10
28	I never restrict myself in listening others point of view to understand their thought.इतरांचे ऐकताना त्यांच्या दृष्टिकोनातून त्यांचे विचार समजून घेण्यासाठी मी स्वतःला बंदिस्त करीत नाही.									

	1	2	3	4	5	6	7	8	9	10
29	I generally take feedback about what receiver reacts on my message. संदेश ग्रहनकर्ता माझ्या संदेशावर कशाप्रकारे प्रतिसाद देत आहे ते मी प्रत्याभारानातून जाणून घेते.									

	1	2	3	4	5	6	7	8	9	10
30	If several alternatives are there in front of me, I will be able to select the best suitable one rather than getting confused.जर अनेक पर्याय मला उपलब्द असतील तर अजिबात न गोंधळता त्यातून योग्य पर्याय अचूक निवडण्याची माझी पात्रता आहे.									

	1	2	3	4	5	6	7	8	9	10
31	I do something constructive without being told or without getting an explicit instruction from anyone elseकोणाकडूनही कसलयाही सूचना नसताना व कोणीही न शिकविता मी काहीतरी नवरचनात्मक कार्य करीत असते.									

	1	2	3	4	5	6	7	8	9	10
32	I try things that are very new and different from what I have done before. मी अशाच नवीन गोष्टी करण्याचा प्रयत्न करते कि ज्या मी पूर्वी केलेल्या नाहीत.									

	1	2	3	4	5	6	7	8	9	10
33	I go tofindseveral sources to get richinformation for development. मी प्रकल्पासाठी परिपूर्ण माहिती मिळवी म्हणून अनेक स्रोतांचा शोध घेते.									

	1	2	3	4	5	6	7	8	9	10
34	When starting a new task of project I try to gather maximum information by different means. नवीन प्रकल्प जेव्हा सुरु केल्याजतो तेव्हा त्यासाठी विविध दृष्टीकोनातून जास्तीत जास्त माहिती जमा करण्याचा माझा प्रयत्न असतो.									

	1	2	3	4	5	6	7	8	9	10
35	I think of such solutions to the problem that benefits everyone. मी समस्येवरील अशा उपायांचा विचार करते कि त्याचा फायदा प्रत्येकाला झाला पाहिजे.									

	1	2	3	4	5	6	7	8	9	10
36	I believe social networking associal capital which is helpfultoanyone. सामाजिक संबंधाचे जाळे हे सामाजिक भागभांडवल आहे कि जे कोणालाही उपयुक्त ठरू शकते यावर मी विश्वास ठेवते.									

	1	2	3	4	5	6	7	8	9	10
37	If I am associated with any work than I consider my responsibility for its success or failure. ज्या कामाशी मी संबंधित असते त्याच्या यश अथवा अपयशाची जबाबदारी माझी समजते.									

	1	2	3	4	5	6	7	8	9	10
38	If I work as a leader in any group, I should communicate their duties and responsibilities properly. जर मी गटाचे नेतृत्व करीत असेल तर गटातील सर्व सदस्यांना त्यांचा जबाबदाऱ्या व कर्तव्ये समजाली किवा नाही याची मी खात्री करते.									

	1	2	3	4	5	6	7	8	9	10
39	If one approach does not useful on work, I think of another approach. जर एखादा दृष्टिकोन कामावर उपुक्त ठरत नसेल तर दुसरा दृष्टिकोन मी विचारात घेते.									

	1	2	3	4	5	6	7	8	9	10
40	I believe that without defining problem we miss opportunities, waste resources, and lack of innovative solution. समस्या निश्चिती शिवाय समस्या सोडविण्याचा प्रयत्न म्हणजे समस्या सोडविण्यासाठी वापरलेल्या स्त्रोतांचा अपव्यय, समस्या सोडविण्याची संधी हरपणे व सर्जनशील उपायाला मुकाण्याचाच एक प्रकार होय.									

	1	2	3	4	5	6	7	8	9	10
41	I try to empathize with others rather than sympathizing with them. मी इतरांच्या प्रती दया दाखविण्यापेक्षा सहानुभूती बाळगण्याच प्रयत्न करते.									

	1	2	3	4	5	6	7	8	9	10
42	I believe that current need of the market only leads to successful business. बाजारातील वर्तमान गरजा लक्षात घेऊन आघाडी घेण्यातच उद्योगाची यशस्वीता दडलेली आहे, यावर मी विश्वास ठेवते.									

1	2	3	4	5	6	7	8	9	10

43	I believe that satisfied customers are one of the best ways in increasing social networking. समाधानी ग्राहक हे सामाजिक संबंधाचे जाळे निर्माण करण्याचा एक उत्कृष्ट मार्ग आहे, यावर मी विश्वास करते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
44	I have the ability to analyze the present or future needs of market in my area of interest. बाजाराच्या वर्तमान अथवा भविष्याच्या गरजांचे विश्लेषण करण्याची माझ्यात क्षमता आहे.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
45	I believe that Constant communication between the management and employees is of utmost importance in inculcating workplace ethics. व्यवस्थापक आणि कर्मचारी यांच्यात सातत्यपूर्ण संवाद निर्माण करणे हे कार्यनैतीकात रुजविण्यासाठी अत्यंत महत्त्वाचे आहे असे मी मानते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
46	I believe in branding of any product which helps in presenting as the bigger and the better.कोणत्याही उत्पादनाचा ब्रंड हा त्याची उत्कृष्टता आणि भव्यता दाखविण्यास मदत करते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
47	Reflective Marketing assesses the loose poles of the product or services and helps in rectifying it.उत्पादन व सेवेतील त्रुटीचे मूल्यनिर्धारण करण्यासाठी बाजाराचे विमर्षी चिंतन मदत करते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
48	In any business knowing the level of your competitors and preparing yourself as the demand of customers is very important.कोणत्याही उद्योगात तुमच्या स्पर्धकाच्या क्षमतेचा अंदाज घेऊन आणि ग्राहकांच्या मागणीनुसार तुम्ही तयारी करणे महत्त्वाचे आहे.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
49	For me it is very important to maintain integrity in any aspect of life. माझ्या जीवनाच्या कोणत्याही पैलू मध्ये एकात्मता भाव निर्माण करणे मला अधिक महत्त्वाचे वाटते.									
50	I generally engage myself in introspection. अत्मनिरीक्षनात मी स्वतःला गुंतून घेते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

SAVITRIBAI PHULE PUNE UNIVERSITY

DEPARTMENT OF LIFELONG LEARNING & EXTENSION

Title of Project: Developing Blended Learning Model for improving Entrepreneurial Skills among women in Pune District
(UGC- Major Research Project)

Principal Investigator: Dr. NavnathTupe

POST-TEST

GENERAL FEEDBACK

NAME OF THE STUDENT:_____

CLASS:_____Date of Birth   /   /   / Area of future Business _____

1. Did you learn in this blended learning model?   Yes/ No

2. Did you face any problem to complete learning activities?   Yes/ No

3. Did you enjoy this learning situation of blended learning?   Yes/ No

4. Did you like the story based learning scenario?   Yes/ No

5. Did you motivate from the story of entrepreneurs?   Yes/ No

6. What is your experience of Blended Learning Model? (Tick on only one option)

   (1) It is interested   (2) It is boring.   (3) It is very motivating

7. What is the benefit of this course to you? _____

   8. What modifications are required in this learning model? _____

ENTREPRENEURIAL SKILL ASSESSMENT SCALE

This scale is administered on the women those who were participated in BLM for learning entrepreneurial skills. The tool is developed to assess basic level of Entrepreneurial Skills.

You are requested to indicate how much you agree or disagree with each of the following statements by circling a number between "1 and 10" where 1 indicates that you strongly disagree (SD) with the statement and a 10 means you strongly agree with the statement. A "5" indicates you only slightly disagree (SLD) and a "6" shows only slight agreement (SLA) Please circle the appropriate number in each column

POST TEST

1	I can easily convince othersमी इतरान सहज माझे मत पटवू शकते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
2	If I have to say something than I found people generally listening to me patientlyजेव्हा मी लोकांना काहीतरी सांगते तेव्हा ते मला शांतपणे ऐकून घेतात असे जाणवते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
3	I always take lead in conversation with someoneएखादयाशी संभाषांन करायला मी नेहमी आघाडीवर असते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
4	I can always try to manage my own if any responsibility is assigned to me जर एखादी जबाबदारी माझ्यावर सोपविण्यात आली तर मी नेहमी ती स्वत:पार पाडण्याचा प्रयत्न करते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
5	I know I havepotential to come up with new ideas or solutions in problemetic situaation. समस्याग्रस्त परिस्थितीत नवीन कल्पना अथवा उपाय शोधण्याची माझ्यात क्षमता आहे हे मी जाणते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
6	I know exactly, how people can act as a resource for me to achieve desired goal.अपेक्षित ध्येय सध्या करण्यासाठी लोक माझ्याशी एक स्रोत म्हणून कशा प्रकारे प्रतिक्रिया देतात हे मला तंतोतंत माहित आहे.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
7	I work whole heartily. मी मनलाऊन कार्य करते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
8	If I am committed, for that I can learn anything. जर बांधीलकीअसेल तर त्यासाठी कोणतीही गोष्ट मी शिकू शकते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
9	I enjoy experimenting for different problems.विविध समस्यावर प्रयोग करायला मला आवडते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

10	I generally do not show my emotions to others. सामान्यपणे मी माझ्या भावना इतरांना दाखवित नाहीत.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
11	I feel proud inspiring people and building up their confidence. लोकांना कार्य करण्यासाठी प्रेरित करून त्याच्यात आत्मविश्वास निर्माण करण्यामध्ये मला अभिमान वाटतो.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
12	I am capable of understanding others emotions in social interactionsसामाजिक आंतरक्रियेत इतरांच्या भावना जाणण्याची क्षमता माझ्याकडे आहेत.									
13	I have a clear vision for career माझे व्यवसायाबाबत भविष्यकालीन कल्पना स्पष्ट आहेत.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
14	I know how to interact with people for solving problemsaccording to needs of the situation. परिस्थितीकीय गरजा विचारात घेऊन प्रश्न सोडविण्यासाठी लोकांशी कसा संवाद साधावा हे मी जाणते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
15	I know how to maintain control over human resources. मानवी स्रोतावर कसे नियंत्रण राखावे हे मी जाणते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
16	I take decision based on my experience and wait for its acceptance by the group. माझे ज्ञान आणि अनुभव वापरूनच मी निर्णय घेते आणि तो गटातील सर्व सदस्यांनी स्वीकारण्याची वाट बघते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
17	I have the ability to do brainstorming for generating potential alternativesolutionsfor any problemकोणत्याही समस्येला सक्षम पर्यायी उपाय निर्माण करण्यासाठी कल्पनामंथनाचा वापर करण्याची पात्रता माझ्यात आहे.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
18	Communication technology is ever changing so it brings creativity and new possibilities in work set up. संप्रेषण तंत्रज्ञान हे सातत्याने बदलत असल्यामुळे ते कार्यक्षेत्रात नवनवीन सर्जनशील बदलाच्या शक्यता घेऊन येते.									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

19	I can convey my message to the right person at the right time. मी माझा संदेश योग्यवेळी योग्य त्या व्यक्तीला पोचवू शकते.									
	1	2	3	4	5	6	7	8	9	10
20	I generally believe in using facts and well-founded opinions honestly in my conversation, rather than rumors. मी माझ्या संभाषणात अफवांपेक्षा सत्यता व ठाम मतांचा वापर करण्यावर विश्वास ठेवते.									
	1	2	3	4	5	6	7	8	9	10
21	I generally encourage people to give feedback in the form of their ideas and opinion rather than imposing my thoughts or ideas. माझ्या कल्पना किंवा विचार लोकांवर न लादता मी त्यांना त्यांच्या कल्पना आणि त्यांची मते प्रत्याभरणाच्या द्वारे स्पष्ट करण्यास प्रोत्साहन देते.									
	1	2	3	4	5	6	7	8	9	10
22	I prefer Choosing products that are returnable, reusable, or refillable over single-use items.वापरा आणि फेका अशा उत्पन्नापेक्षा पुनर्वापर पुनर्भरण पुनर्निर्माण उत्पादनाच्या निवडीला माझे प्राधान्य असते.									
	1	2	3	4	5	6	7	8	9	10
23	I know how to prioritize different options for dealing any issue. कोणताही प्रश्न सोडविण्यासाठी विविध पर्यायांना प्राधान्य कसे द्यावे हे मी चांगलेच जाणते									
24	I have a long term focus and remain proactive for achieving the goal. मी दीर्घकाळ एकाग्रपणे क्रियाशील राहून ध्येय साध्य करते.									
	1	2	3	4	5	6	7	8	9	10
25	I take advantage of available opportunities. निर्माण झालेल्या संधींचा मी लगोलग फायदा घेते.									
	1	2	3	4	5	6	7	8	9	10
26	Idomuch effort to work for own development. मी स्वतःचा विकास करण्यासाठी पुष्कळ प्रयत्न करते.									
27	I always try to learn from my failures and do the improvements accordingly. माझ्यात सुधारणा व्हाव्यात म्हणून मी नेहमी अपयशातून शिकण्याचा प्रयत्न करते.									
	1	2	3	4	5	6	7	8	9	10

28	I feel confident that I will succeed at whatever I try to give my best.मला असा आत्मविश्वास वाटतो कि मी माझ्याकडील अतिउत्कृष्ट आहे जे देण्यास यशस्वी होऊ शकते.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

29	I am not rigid with my working ways, but adjust as per the needs. मी कामाच्या पद्धतीबद्दल ताठर नाहीत परंतु गरजेनुसार जुळवून घेते.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

30	I always expect to do work better than others. माझी अपेक्षा ही नेहमी इतरांपेक्षा उत्कृष्ट काम करण्याची असते.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

31	I know how to generate funds if I want to do some work of my own. जर मला एखादे काम स्वतः एकट्याने करावयाचे असेल तर त्यासाठी लागणारा निधी कसा उभारावा हे मी जाणते.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

32	I stuck at just one point of raising finance for doing something. मला जर एखादी गोष्ट सुरु करावयाची असली तर भागभांडवल उभावरन्यावरच माझे अडते.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

33	I do not let my work interfere with my family or personal life. मी माझ्या कामाचा माझ्या कौटोंबिक अथवा वयैक्तिक जीवनात व्यत्यय येऊ देत नाही

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

34	If I am working in a group then I take responsibility of planning our team goals.जेव्हा मी गटात काम करते तेव्हा त्या गटाच्या ध्येयाच्या नियोजनाची सर्व जबाबदारी मी स्वतःवर घेते.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

35	I believe the solution for any problem is effective only if it leads to change in attitude. जर एखाद्या समस्येवरील उपाय जर आपला दृष्टिकोनच बदलवीत असेल तर तोच उपाय त्या समस्येसाठी अधिक प्रभावी समजल्या जातो.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

36	I generally reject the solutions which don't meet the constraints of the situation. जर वस्तुस्थितील अडचणी ज्या उपायातून दूर होत नसतील तर सामान्यपणे असे उपाय मी नाकारते

1	2	3	4	5	6	7	8	9	10

37	Problem can be realized in real sense only when the need of the solution is realized by anyone. एखाद्या समस्येची जाणीव ही त्याच्या खऱ्या संवेदनातून तेव्हाच होते जेव्हा ती समस्या सोडवण्याची तीव्र गरज निर्माण होते.

1	2	3	4	5	6	7	8	9	10

38	I try to look for the ways in my own field of interest which can be beneficial in solving the problem of others. मी माझ्या अभिरुची प्रमाणे कामाचे क्षेत्र निवडते कि ज्याद्वारे इतरांचे प्रश्नही सुटण्यास मदत होऊ शकते.

1	2	3	4	5	6	7	8	9	10

39	I love to serve society through my work and my actions. मला माझ्या कृती आणि कार्यातूनच सामाजिक सेवा करायला आवडते.

1	2	3	4	5	6	7	8	9	10

40	I keep my eyes on the change for the trends in the area of interest. माझ्या आवडीच्या क्षेत्रात कोणते बदल होत आहेत यावर मी नजर ठेऊन असते.

1	2	3	4	5	6	7	8	9	10

41	If customer satisfaction is the goal, then constant feedback is the best way to improve over time. जर ग्राहकांचे समाधान हे ध्येय असेल तर त्यात काळानुरूप सुधारणा घडवून आणण्याच निरंतर प्रत्याभरण हाउत्कृष मार्ग आहे.

1	2	3	4	5	6	7	8	9	10

42	I believe in analyzing the data by the shared content of customers on social networking services. सामाजिक संबंधाच्या सेवांद्वारे प्राप्त झालेल्या तथ्ये विश्लेषणावर मी विश्वास ठेवते.

1	2	3	4	5	6	7	8	9	10

43	Branding requires creative application of concepts. ब्रॅंडीगसाठी संकल्पनांचे उपयोजन आवश्यक असते.

1	2	3	4	5	6	7	8	9	10

44	Branding is important as it takes the image of the product and help in establishing the reliability of it.. उत्पादनाची प्रतिमा व त्याची विश्वासहार्यता स्थापित करण्यासाठी ब्रंडीग महत्त्वाची असते.									
	1	2	3	4	5	6	7	8	9	10
45	I can observe my own marketing practices and critique it for my improvement. मी माझ्या स्वत:च्या व्यवसायाचे निरीक्षण करून त्याचे समीक्षण करून माझा व्यवसायात सुधारणा घडून अणू शकते.									
	1	2	3	4	5	6	7	8	9	10
46	For resolving conflict I pay attention to what I want, rather than what I don't want. माझ्या समस्या सोडविण्यासाठी मला काय मिळावे यापेक्षा मला काय मिळूनये यावर मी जास्त लक्ष केंद्रित करते.									
	1	2	3	4	5	6	7	8	9	10
47	Satisfying my responsibilities to my employer or head is ethically important for me.माझ्या रोजगारादात्याचे अथवा प्रमिखांचे समाधान करणे हि माझी जबाबदारी आहे.									
	1	2	3	4	5	6	7	8	9	10
48	I believe that basic needs of everyone can be easily met but knowing the inner self is the most tedious job as human beings. प्रत्याकाच्या मुलभूत गरजांचे सहज समाधान होउ शकते परंतु आंतरिक स्व चा शोध घेणे हे अत्यंत कठीण काम असते यावर मी विश्वास करते.									
	1	2	3	4	5	6	7	8	9	10
49	I can make actionplan properly to achieve defined objectives निश्चित केलेले उद्दिष्ट्ये गाठण्यासाठी मी योग्यतो कृतीआराखडा बनू शकते									
	1	2	3	4	5	6	7	8	9	10
50	I can do my best to reach people who might be important for my work जे लोक माझ्या कार्यासाठी मला महत्त्वाचे वाटतात त्याच्यापर्यंत पोचण्यसाठी मी सर्वर्थाने प्रयत्न करते.									
	1	2	3	4	5	6	7	8	9	10

Mrs. Ashvini ambike with her products

A Woman Entrepreneur Mrs. Ashvini ambike was interviewed by Dr. Karnica Vyas.

A Woman Entrepreneur Mrs. Reshama Hazite was interviewed by Dr.Navnath Tupe.

Aruna a Woman Entrepreneur Supplies food items door to door.

A woman Entrepreneur Mrs. Pranita Gaykawad working in her Food Testing Lab.

Girl students from Huzurpaga Women College of Commerce were participated in the present research as an experimental group.

Self-Assessment Test of entrepreneurial skills was administered on 100 girl students as a pilot study in Sinhgad College of Commerce, Kondhwa Budruk, Pune.

SAVITRIBAI PHULE PUNE UNIVERSITY

Problem Based Learning Scenarios
For Enhancing Entrepreneurial Skills among Women

Online

BLENDED LEARNING MATERIAL

Paper-I: Introduction to Work Progress & Managerial Skills

Paper-II: Institutional Organization and Employability Skills

Paper-III: Evaluating Skills and Marketing Strategies

Developed By
Navnath Tupe, Ph.D.
Assistant Professor

DEPARTMENT OF LIFELONG LEARNING & EXTENSION

SAVITRIBAI PHULE PUNE UNIVERSITY

SAVITRIBAI PHULE PUNE UNIVERSITY

ONLINE
<u>BLENDED LEARNING MATERIAL</u>

<u>INTRODUCTION TO WORK PROGRESS & MANEGERIAL SKILLS</u>

DEVELOPED BY

Dr. Navnath Tupe

Asst. Professor

Department of Lifelong Learning Education, Savitribai Phule Pune Univeristy, Pune – 7.

CONTENT

COMMITMENTS FOR THE LEARNER

COMMITMENTS FOR THE LEARNER:-

In order to achieve below learning outcomes following commitments have to be made by the learner

1. I commit to consider the given learning scenario as my own and I will solve the problem with all my strength and ability as I solve my own.

2. I put down all my efforts and cognitive reasoning to suggest the application based solution to the problem.

3. I commit that I will never hesitate in any kind of interaction with anyone in the interest of the solution to the problem.

4. I will not be biased for anything related to the assignments or activities.

RATIONALE OF THE SUBJECT

RATIONALE OF THE COURSE

Robert Gagne rightly stated that "Every learning outcome is required the effective learning environments". In this course, eight learning modules have been developed for providing effective learning environments. Going through those modules, learners will able to achieve 'Self-Awareness Skill, Decision-Making skills, and Communication skills. The learner has to read the real story carefully and define his or her role in the learning scenario. Some activities are provided for the learning purpose. The learner has to do activities and achieve the performance score as well as get the solutions for given assignment. Audio-visual and print resources also provided for getting scaffolding to complete assignments.

Save

CONTENT

CONTENT

This course aims at to produce the creative manager for entrepreneurship therefor skill based content has been developed. In this course of managerial skills, each skill of management has been considered into three layers. First layer of skill is coated by **Expertise** in which includes knowledge and particular skill. The second layer of skill is intrinsic motivation through which skilled person can motivate to utilise that skill continuously and third layer of the Managerial skill is thinking style through which skilled person can apply that skill thoughtfully in every different situation. For Example in "Communication" Skill there are three layers first one is Expertise content knowledge and Multimedia skills, second layer is intrinsic motivation in the form of keeping active and readiness for conversation and third layer is thinking style in the form of interaction for solving problem and feedback.

Person As A Manager

CREATIVE MANAGER	MANAGERIAL SKILLS		
	COMMUNICATION	DECISION-MAKING	SELF-AWARENESS
Expertise	Knowledge Of Content; Multimedia Skills	Reducing wastage; Scrutinizing Alternatives	Self-Development; Self-commitment
Intrinsic Motivation	Keeping Active; Readiness For Conversation	Initiative endency; Risk taking	Self-confidence; Self-actualization Commitment
Thinking Style	Interaction For Solving Problems; Feedback	Exploiting opportunities; Conflict Resolution	Divergent Thinking For Need Satisfaction; Flexibility
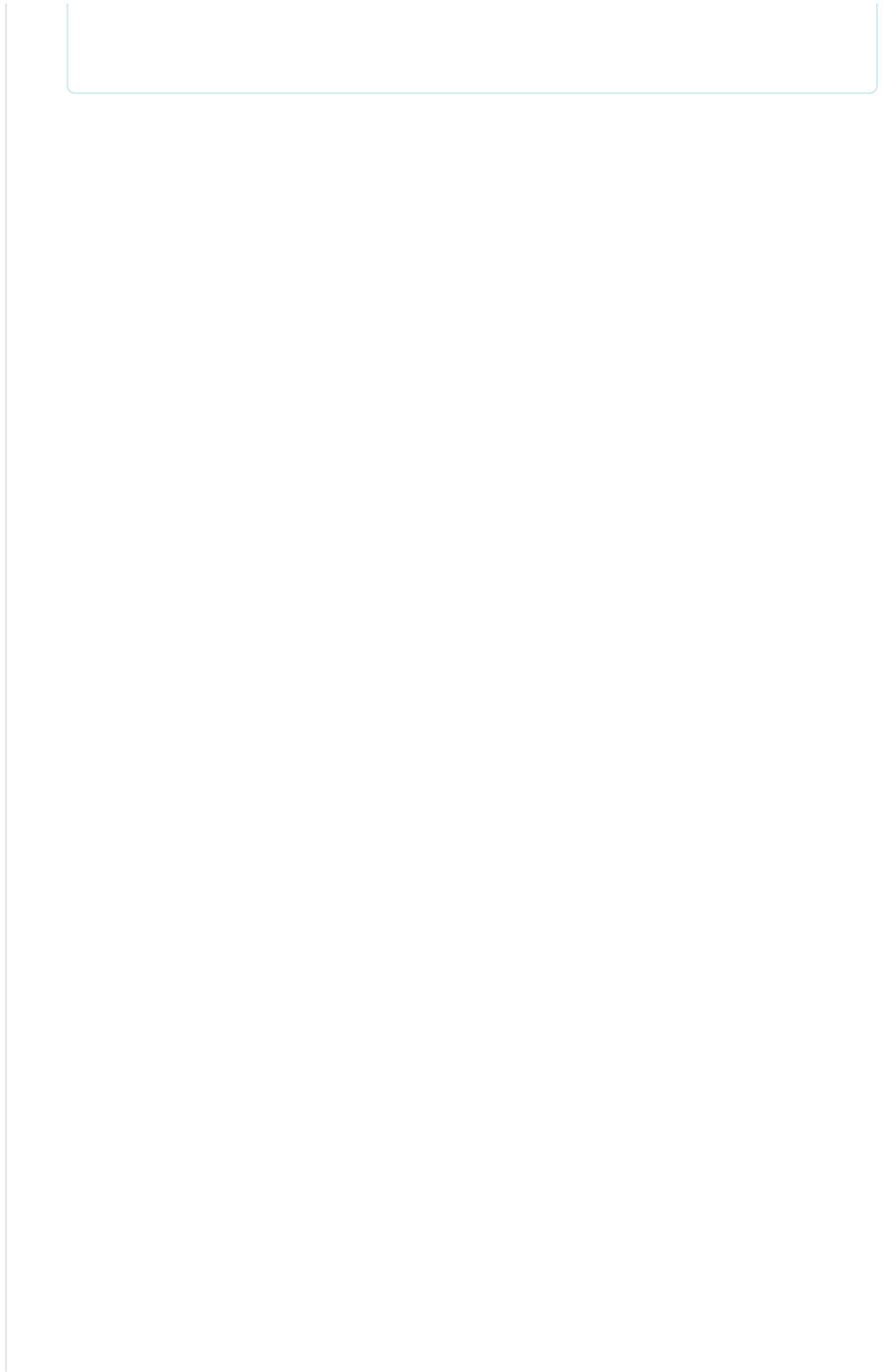
LEARNING OUTCOMES

LEARNING OUTCOMES:

1. **Students will understand the importance of Self-identity.**

2. **The student will Inspect themselves to appreciate abilities and qualities of their own.**

3. **The student will acquaint with the concept that creativity can be learned.**

4. **The student will attain the ability to keep active.**

5. **The student will develop the Initiative tendency ability.**

6. **The student will be able to correlate the importance of interaction for solving the problems.**

7. **Students will build up self-awareness.**

8. **Students will able to create self-confidence.**

9. **The student will able to think divergently.**

10. **The student will acquire the Decision-making skill.**

11. **Students will be able to identify the importance of risk-taking.**

12. **Students will be able to enumerate the ways of exploiting opportunities.**

13. **Students will be able to prospects the importance of optimum utilization of available resources.**

14. **Students will be able to conceptualize the knowledge of the related content.**

15. **Students will be equipped with the importance of multimedia skill in context to today's competitive world.**

Thank You! for completing the test.

SELF ASSESSMENT TEST RESULT

Total No Of Questions : 10

Attempt No Of Questions : 10

Total Marks : 500 Out Of 41 Marks

Level : No Level of Competence

Go To Enrollment (CourseSelection.aspx)

RESULT INSTRUCTION

Your Score is calculated based on below Competence Levels

Sr.No	Marks	Level
1 Score	1 to 249	No Level of Competence
2 Score	250 to 299	Low Level of Competence
3 Score	300 to 349	Averages Level of Competence
4 Score	350 to 399	Moderate High Level of Competence
5 Score	400 to 500	High Level of Competence

STORY

<u>Learning Scenario</u> ---

Choosing a Career in Entrepreneurship

6th April 2016 was a Thursday. In the afternoon between 2 and 3, out in the open, the sun was scorching. The premises of the University administration building usually noisy and bustling were chillingly quiet on that afternoon. Smt Karnica had fixed an interview with Smt. Suman Gayakwad, alias Suman Bagade, at her home Amar Cottage in Hadapsar. Making sure that all the necessary tools and gadgets are collected, I proceeded to the place of the interview in my car. Shrimati Suman, the personality to be interviewed was a young fresh self-made entrepreneur. I was composing a sequence of questions in my mind to throw light upon the qualities of this self-made lady, such as - How did she realize her own potential? Is she conscious of her own abilities? Is she confident of herself? Is she self-assured enough? Is she committed enough towards her goal? How optimistic is she as a new entrepreneur? Is she flexible and accommodating? How does she think about the problems she has to face and sort them out, etc. Many curious questions were arises in my mind while driving. We took a turn and left the Race Course behind. Karnica lowered the windowpane and asked a passer-by ' Sir, how to reach the Bhosale Garden from here?'… We proceeded as per the instructions are given by the gentleman and reached the gate of 'Amar Cottage', and asked the security guard on duty about the residence of Suman Gayakwad. This person with a professionally accurate manner

told us somewhat sarcastically, 'Oh Mrs. Gayakwad? She does not own a house here, she is only a tenant'but showed her house nevertheless. We detected the condescending attitude of the owners towards the tenants in this society.

Suman was expecting us. We started with the interview disregarding formalities, starting with the usual questions like name, parents, early childhood, etc. and then proceeded to ask her about her real struggle in her life. Suman was very candid about all that happened. Every word of hers revealed the pent-up anger and grief that was suppressed in her chest. While remembering her father she told us about an advertisement which her father liked very much. The add telecast on 'Doordarshan' was exhorting parents to release the tied down hands and feet of a girl child, open her eyes and let her look at the world and breathe freely. He used to say 'that girl child is our Tai' (that is me). There was no discrimination between the sons and daughters in our family. Father always insisted that girls too should stand straight and hold their heads high. This comment was meant for me because I always used to look down and not hold my head high while walking. Suman's father had taught her in her early childhood, that she should respect herself. Suman too identified with the girl child shown in the ad.

Every parent wants his child to be either an engineer or a doctor. The children to aspire to become a doctor or an engineer only. None of them is aware of the fact that the children should possess the ability, and also like for those pursuits. Despite the dreams of so many parents and their wards, we have a shortage of good doctors and engineers because they dream without finding out whether their abilities and interests match with those required for these professions. Suman was no exception; she too aspired to become a doctor but graduated in microbiology. Like many other students, Suman was not fortunate enough to be able to do her post-graduation. Post-graduation is too costly in the first place and in

addition, there is a dearth of colleges that have this facility. The aspiring students face a rigorous competition to get admission. So they are anxious about their future.

They have to find answers to these questions: - What are my abilities? With these abilities what courses are available for me? Which one of them suits me the best? Is this to my liking? How can I zero in on the most convenient course that I like and get admission for it? Suman was also struggling with these questions like all other students.

YOUR ROLE: Suppose you are Suman. Many alternatives are open to you after graduation. You are expected to choose the most convenient and suitable alternative. How will you proceed?

RESOURCE

click on link and select google search by left click

Entrepreneurship Aptitudes Test

https://testyourself.psychtests.com/testid/2291
(https://testyourself.psychtests.com/testid/2291)

Video

1. http://SWOT Analysis_ How to perform one for your organization.mp4 (http://SWOT Analysis_ How to perform one for your organization.mp4)
2. http://Strategic Planning_ SWOT & TOWS Analysis.mp4 (http://Strategic Planning_ SWOT & TOWS Analysis.mp4)

PDF

1. http://labourbureaunew.gov.in/UserContent/EUS_5th_1.pdf (http://labourbureaunew.gov.in/UserContent /EUS_5th_1.pdf)

2. http://www.edrawsoft.com/personal-swot-examples.php (http://www.edrawsoft.com/personal-swot-examples.php)

3. http://www3.weforum.org /docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf (http://www3.weforum.org /docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf)

4. http://Kondrat_The Self in Self-Aware.pdf (http://Kondrat_The Self in Self-Aware.pdf)

5. http://Self-Awareness_Activity.pdf (http://Self-Awareness_Activity.pdf)

6. http://www.bdc.ca/...tools/entrepreneur-toolkit /...assessments/.../self-assessment-test- (http://www.bdc.ca /...tools/entrepreneur-toolkit/...assessments/.../self-assessment-test-)

Images

1. http://interpersonal-ppt-journey-into-self-awareness-8-638.jpg (http://interpersonal-ppt-journey-into-self-awareness-8-638.jpg)
2. http://Self-Awareness-Circle1.jpg (http://Self-Awareness-Circle1.jpg)

PPT

1. http://SELF_AWARENESS.ppt
   (http://SELF_AWARENESS.ppt)

Additional Reading

1. **http://1. Edward G Grabb and S. L. Waugh:
   (August 1987), Family Background,
   Socioeconomic Attainment and the Ranking of
   Self Actualization Values. Sociological Focus,
   Vol. 20No.3, pp. 215-226, Taylor and Francis
   LTD.** (http://1. Edward G Grabb and S. L. Waugh: (August
   1987), Family Background, Socioeconomic Attainment and
   the Ranking of Self Actualization Values. Sociological
   Focus, Vol. 20No.3, pp. 215-226, Taylor and Francis LTD.)

Activity No : 1
Title : MLSCCA1
5 Marks

Define your interest and capabilities which of them are most suitable to become the entrepreneur. There are so many free assessment tools are available on the internet to assess your entrepreneurial interest and capabilities. Search any free open source assessment tool for assessing your weakness and strengths in entrepreneurship. Prepare your self-assessment report and send to your Mentor.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSCCA1&id=33&ChpId=2049&Edit=)
DateTime :12/2/2017 9:33:48 AM

Activity No : 2
Title : MLSCCA2
5 Marks

As a lady what are the major hurdles to you for becoming financially independent?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSCCA2&id=32&ChpId=2049&Edit=)
DateTime :12/2/2017 9:34:33 AM

Activity No : 3
Title : MLSCCA3
5 Marks

What do you feel after reading the story of Sunita? Describe your feeling about Sunita's struggle?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSCCA3&id=31&ChpId=2049&Edit=)
DateTime :12/2/2017 9:35:24 AM

Activity No : 4
Title : MLSCCA4
5 Marks

What is the employment rate in India? Explain the problems of employment in Maharashtra.

Complete This Activity (StudentActivity.aspx?mrk=5& tit=MLSCCA4&id=24&ChpId=2049&Edit=)
DateTime :12/2/2017 9:36:18 AM

Activity No : 5
Title : MLSCCA5
5 Marks

What are your strengths and weaknesses for getting employment in the field of your interest?

Complete This Activity (StudentActivity.aspx?mrk=5& tit=MLSCCA5&id=17&ChpId=2049&Edit=)
DateTime :12/2/2017 9:37:28 AM

Assignment No : 1
Title : MLSCCASG1
20 Marks

Write a self-evaluation report on opportunities and challenges to you in the career of entrepreneurs.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSCCASG1&id=3&
ChpId=2049&Edit=)
DateTime :12/2/2017 9:40:39 AM

Out Of

What are the problems of unemployment in Maharashtra? (DiscussionForumComment.aspx?id=24& q=What are the problems of unemployment in Maharashtra? &cid=2049)

asked 10/4/2017 6:15:12 AM by Navnath Tupe

STORY

<u>Learning Scenario continue</u> ---

Commitments and Confidence of Entrepreneurs

Higher education helps an individual to exploit and improve in a better way, whatever means and sources are available. That is why everybody should get a higher education. However, the problem is whether our education system is capable of providing such facility as Universal Higher Education. At present Higher Education has reached only 13% of the population and among the degree holders, Post Graduates are rarely found. Even after graduation when the individual is seeking a better future finds him/her at a loss to know what to do next. And now when more people are able to get the higher education, too many graduates entering the workforce adding to the number of educated are unemployed. These able-bodied individuals are certainly capable of hard work but what they lack is a proper opportunity.

On this background, our leading lady Suman is a graduate in Microbiology. This lovely young girl frisking around in the school and college premises is now facing the same problem. She has become restless. She too hankered for freedom and independence. However, she was well aware that no one can be free without being economically independent. Freedom is not sold or bought and yet you have to pay dearly to get it. So much so that many people are afraid of freedom. She had learned a lot regarding ways of living and yet did not know how to use in

practice the lessons she has learned. The school and college showed her only the green pastures but not the parched land and the burning droughts. They taught her to enjoy the pleasant showers of the rainy season; but not how to save oneself and others from the all-pervading floods. They showed her the ways of living a family life but not how to support and manage a family. Many graduates coming out of the colleges fail utterly in their life.

Now let us see how Suman faced this social reality after her graduation in her own words. She says, "After graduation, I decided to take up a job, to become independent. To find a job I crisscrossed the whole of Pune city and tried my luck at Venki's on the Sinhagad road and the 'Beef' at Vagholi; roamed about in Pune in all directions, sure to get the same answer everywhere, *'No Vacancy'!* I felt ashamed of my degree by now. Finally, I got a job in a Multinational Company at Bhandgaon about 40 miles away from Pune. I was paid Rs 1,800/- per month. I was a little scared of the

job for all other employees were men. Overcoming all fear I started work as I wanted to be independent. The experience in the quality control department of this company was excellent. Here I also received training and experience in Research and Development. I did full justice to my job in the company and remained always in the front for two years before I was married. However, after the marriage, I could not give the same attention to my job. My in-laws opposed my working in a company. After finishing the hard work in the house that was expected of me I used to drag myself to the company like a machine devoid of any feelings or emotions. My commitment to work reduced day by day. As if this was not enough I gave birth to my first child, a girl. I had to keep my daughter at my mother's place when she was just 5 weeks old and go to work, but my heart remained with my baby. My in-laws did not bother even to take notice of the infant. This separated me from my husband. I was struggling with this state of affairs with my heart and soul. Eventually, in a fit of anger, I decided to break up with my husband. More struggle followed. Fighting on three fronts-Caring for the child, attending the court of law whenever the dates of my divorce were announced and attending my job. I was completely exhausted. At last, when my husband decided to patch up, I resigned from the company and joined with my husband. With all said and done it was I who had to withdraw. I withdrew only to go ahead. After a while, I joined 'Pantone Food' as a quality control officer. This company is owned by a great industrialist, Poonam Arleja. I was impressed a great deal by this lady. She inspired me to become an entrepreneur myself. However, I gave up this job also soon enough. Thereafter I joined 'Jain Candies and Toffees' at Keshavnagar. However, here, since I was not ready to compromise with quality there used to be constant bickering with the superiors and I had to resign from his job too. After this, I joined a courier service which was not to my liking since it had no relevance to the field in which I had graduated. While in this job, I

learned about 'The Food Hygiene Lab' and also got its address. Here I found a job for myself. Soon I gave up this job only to join Desai Brothers' Lab and finally reached NAFARI and joined this Lab. So far I moved from one job to another but found none of them to my liking. NAFARI proved to be an exception. Here I learned how to become an entrepreneur.

I already had adequate experience in Food Processing is also an assessment of its quality. By now I had recognized my capabilities and become confident in myself. I realized that I am completely committed to my work and was uneasy in other work that did not suit me. I wanted, from the bottom of my heart, to become an entrepreneur and desperately wanted to know what I should produce and was seized by it.

Your role: Suppose you are Suman and you want to start your own Entrepreneur. How will you assess your confidence and commitment that is required for this work?

RESOURCE

Resources

VIDEO

http://IIM Ahmedabad Lecture Aug. 2015 - Entrepreneurship Skills.3gp (http://IIM Ahmedabad Lecture Aug. 2015 - Entrepreneurship Skills.3gp)

http://Dr Subhash Chandra Show- How to become a good entrepreneur.3gp (http://Dr Subhash Chandra Show- How to become a good entrepreneur.3gp)

PDF

1. http://www.sps70.org/SelfActualization050612.pdf (http://www.sps70.org/SelfActualization050612.pdf)

2. http://mams.rmit.edu.au/elh5d4nc7sfd.pdf (http://mams.rmit.edu.au/elh5d4nc7sfd.pdf)

3. https://otd.harvard.edu/upload/files/OTD_Startup_Guide.pdf (https://otd.harvard.edu/upload/files/OTD_Startup_Guide.pdf)

4. http://www.le.ac.uk/pc/bdp5/PulfordLPLconf.pdf (http://www.le.ac.uk/pc/bdp5/PulfordLPLconf.pdf)

IMAGES

http://a179424d629abdc796c328290813ee4c--low-self-confidence-quotes-low-self-esteem-quotes (http://a179424d629abdc796c328290813ee4c--low-self-confidence-quotes-low-self-esteem-quotes)

PPT

https://www.google.co.in/search?q=Self+Confidence+and+Commitments&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi98evzs9PVAhVHKo8KHeT9A00Q_AUICigB&biw=1497&bih=732&dpr=1.25#imgrc=pzUed2efswZs2M: (https://www.google.co.in/search?q=Self+Confidence+and+Commitments&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi98evzs9PVAhVHKo8KHeT9A00Q_AUICigB&biw=1497&bih=732&dpr=1.25#imgrc=pzUed2efswZs2M:)

Activity No : 1
Title : MLSCEA1
5 Marks

How do you overcome your unemployment problem?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSCEA1&id=34&ChpId=2050&Edit=)
DateTime :12/2/2017 9:45:16 AM

Activity No : 2
Title : MLSCEA2
5 Marks

Search the terms 'self-actualization', 'self-reliant' and 'self-esteem' and
explain them in your own words, discuss with your peer and write a
note and send your mentor?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSCEA2&id=20&ChpId=2050&Edit=)
DateTime :12/2/2017 9:45:47 AM

Activity No : 3
Title : MLSCEA3
5 Marks

Write your Commitments for becoming financially independent.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSCEA3&id=19&ChpId=2050&Edit=)
DateTime :12/2/2017 9:46:40 AM

Activity No : 4
Title : MLSCEA4
5 Marks

Do you have the confidence to become financially independent? What is your idea? Write in 100 words and discuss it with your Mentor?

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSCEA4&id=18&ChpId=2050&Edit=)
DateTime :12/2/2017 9:47:30 AM

Activity No : 5
Title : MLSCEA5
5 Marks

What is your opinion about self-confidence of Suman for her earning? And how was she committed to becoming independent?

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSCEA5&id=6&ChpId=2050&Edit=)
DateTime :12/2/2017 9:49:17 AM

Assignment No : 1
Title : MLSCEASG1
20 Marks

Write your Commitments for establishing your own business and how do you stick up with them?

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSCEASG1&id=6&ChpId=2050&Edit=)
DateTime :12/2/2017 9:57:08 AM

Out Of

Woman of confidence is a woman of success (DiscussionForumComment.aspx?id=26&q=Woman of confidence is a woman of success &cid=2050)

asked 10/4/2017 10:03:27 AM by

STORY

<u>Learning Scenario continue</u>---

Divergent Thinking for Startups

Suman worked in the NAFARI Lab for four years and gained a lot of precious experience in conducting tests in Food Processing and Quality Control. And yet she felt that my future in NAFARI was not so bright. There the jobs were not secure. Employees were likely to be sacked any day. This uncertainty worried her a lot. It was utterly necessary for her to be economically independent. So while on the job she started a small production of 'Shatavari Kalp' and 'Thandai Powder' at her home in leisure time. Even for this small production, she had attended a short course of 'Ayurvedic Cosmetic Preparation' of just three days duration. However, this course stirred her to become an entrepreneur. Through these two products, she has already started a small scale industry. However, she had to put a stop to this production as she could not obtain a Food License number. Her zeal of being an entrepreneur also subsided. Now she became more sincere in her work at NAFARI. There again she took three days"Food Auditors Course". As soon as she finished this course she had an opportunity to work as a freelance Auditor. Then by March 2007 she finally gave up NAFARI job and was working as a Free Lance Auditor fulltime. Yet her heart is still in establishing a Lab of my own for Testing Food Processing and Quality Control. she had dreamt of this Lab as early as when she was working on 'Tasty Bite'. Many ideas struck me and whisked away. A few of them did materialize while she was in NAFARI, but she

was not satisfied. I was determined to make my future in a Lab for testing 'Food Processing and quality control' but looking at the way NAFARI had to struggle for survival I was put-off. Closely watching myself, I started daydreaming, flying high in the sky and building castles in the sand. However, my wings were exhausted by this time. Then I decided not to leap but to proceed step by step. To achieve the main goal one has to realize the minor goals first. What is required is a strong will, a lot of patience and thinking out of the box.

Although a freelance job, being a 'Food Auditor ' requires roaming all over India. Food processing companies and Laboratories are required to get audited by the 'National Accreditation Board of Laboratories', for which we had worked before. So I was experienced in testing the quality of Food Processing. This experience gave me enough confidence to set up my own Lab. My first Lab was put-up in my bedroom which was not so difficult. Having set up a Lab on an experimental basis, the main challenge was to get customers. Every industry requires creating its own class of customers. Accepting this challenge, I kept on thinking of many novel ideas to create customers for my Lab, simultaneously gauging my own competence in this industry.

During this period of struggle, in the year 2006 the 'Food Safety Standard of India' was passed. This required even the 'Wada Paw' vendor at the street corner to fulfill the requirements of 'Food Processing Quality Control'. Hotels and all other catering services were covered by this act. Thus testing Quality of Food Processing became inevitable for all these enterprises. She decided to make the best of this suddenly created the need for Testing Food processing. She crisscrossed the whole of India during 2006 to2011 and talked to thousands of people about her Laboratory. The mouth to mouth publicity brought her customers from all districts. Next, I collected addresses and phone numbers of customers from the directory of MCCFA. She contacted

many people on phone. Out of about 50 such phone contacts, She was able to secure just a couple of customers. She must confess that at times I was despaired and felt dejected. But this proved to be a test for her commitment towards her goal and her self-confidence helped her overcome the dejection.

Next, She contacted the PDCC from where she collected the addresses of a number of Small Savings Groups. Most of these groups were involved in Food Processing. Many of them were connected with her Lab now. She also acquired customers from exhibits at industrial fare at Bhimathadi, Pawanathadi, etc. Thus She was creating a chain of customers for her Lab. Although She was a lone ranger, innumerable Food Processing entrepreneurs were connected with her. Much more was entering this business. Some of them needed to set up their own laboratories. She worked as a consultant for them. All these ideas to create her own class of customers helped her overcome her problems.

Determining the parameters of maintaining the quality of Processed Food was a challenge before this industry at present; for, the development and progress of this industry depend on it. She examined the parameters of testing quality of food processing as below.

The following Parameters were considered for testing quality control

1.**Physical Analysis**: *Colour Flavour Taste Appearance*

2.**Chemical Analysis:** *Salt%, Sugar% Acidity%, Protein%, Fat%, Carbohydrate%, Vitamins, Minerals, Heavy metals, Pesticide residue, aflatoxin etc.*

3.**In Microbial Analysis:** *Total Bacterial Count, Yeast and mold count*.

4.**Food Poisoning Cases:** *Misbranding, Mislabelling, Poor Quality of Food*.
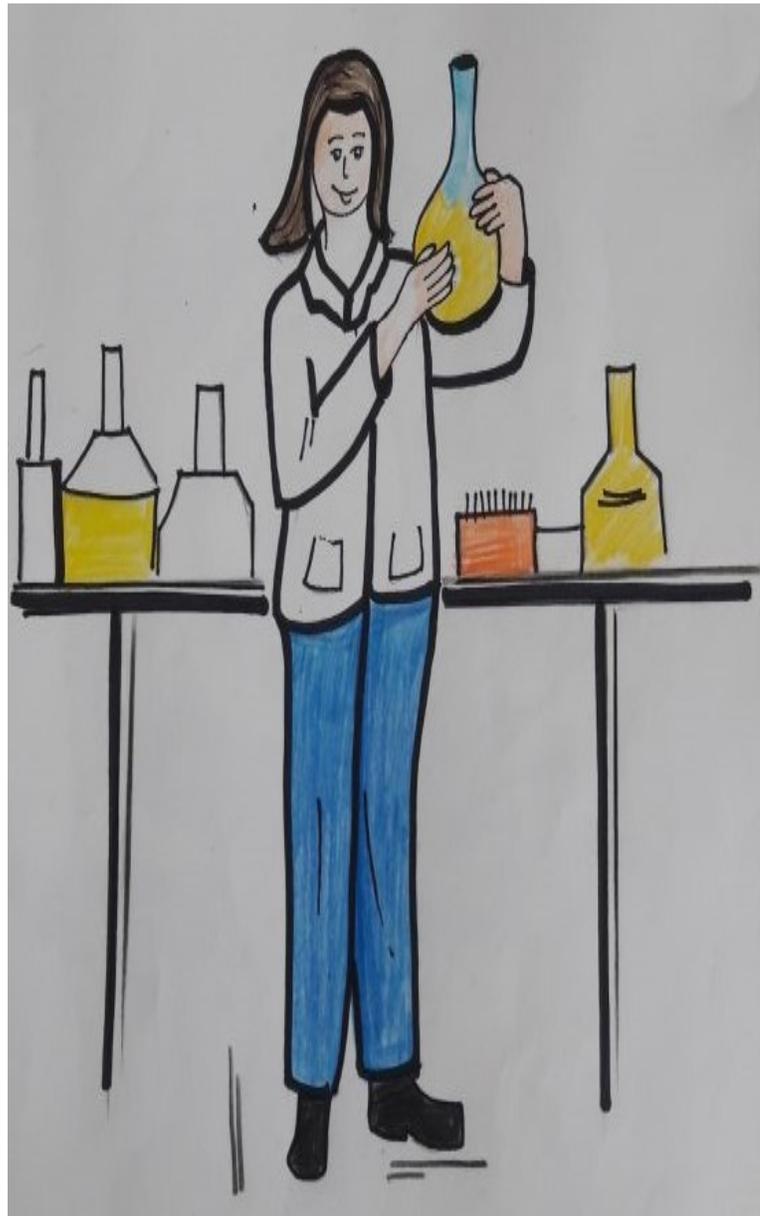
Suman expressed her opinion about food testing entrepreneurship before us, She said, " The career in testing processing and processed food will gain prestige as our society becomes more and more aware of the relation between food processing and health. My own and my profession's prosperity depends on my own customers. Yet this class of customers is trapped in a social networking through which I have to reach them. The big question before me, today, is how to use this Social Networking so as to further develop the scope of my profession?

Your Role: - Suppose you are Suman and you want to develop your startup idea; how do you think divergently for your startup?

RESOURCE

LEARNING RESOURCES:

Entrepreneurship Aptitudes Test

https://testyourself.psychtests.com/testid/2291 (https://testyourself.psychtests.com/testid/2291)

VIDEO

http://How To Write a Business Plan To Start Your Own Business.mp4 (http://How To Write a Business Plan To Start Your Own Business.mp4)

http://Creative thinking - how to get out of the box and generate ideas_ Giovanni Corazza at TEDxRoma - YouTube (240p).flv (http://Creative thinking - how to get out of the box and generate ideas_ Giovanni Corazza at TEDxRoma - YouTube (240p).flv)

PDF

http://ncert.nic.in/ncerts/l/kepy108.pdf (http://ncert.nic.in /ncerts/l/kepy108.pdf)

http://Creative Problem Solving Tools & Techniques Resource Guide (http://Creative Problem Solving Tools & Techniques Resource Guide)

http://Intrinsic Motivation.pdf (http://Intrinsic Motivation.pdf)

http://www.ncl.ac.uk/fms/postgrad/skills /.../BiotechYesCreativitySessionSept2012a.pdf (http://www.ncl.ac.uk/fms/postgrad/skills /.../BiotechYesCreativitySessionSept2012a.pdf)

http://Creative_thinking_style_and_the_discovery_of_entre.pdf (http://Creative_thinking_style_and_the_discovery_of_entre.pdf)

http://entrepreneurial-thinking.pdf (http://entrepreneurial-thinking.pdf)

PPT

https://creativitytheories.wikispaces.com/file/... /Divergent+Thinking+and+Creativity.p. (https://creativitytheories.wikispaces.com/file/... /Divergent+Thinking+and+Creativity.p.)

https://www.slideshare.net/llfsudha/divergent-and-convergent-thinking (https://www.slideshare.net/llfsudha /divergent-and-convergent-thinking)

Activity No : 1
Title : MLSDTA1
5 Marks

What is different between divergent and convergent thinking?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDTA1&id=60&ChpId=2051&Edit=)
DateTime :12/2/2017 10:00:29 AM

Activity No : 2
Title : MLSDTA2
5 Marks

Suppose you are Suman and you want to start-ups in 'Food Processing Quality Control'. Food Testing Lab Setup is the most needed requirement for the said entrepreneur. How do you think out of the box to raise the fund for this need?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDTA2&id=59&ChpId=2051&Edit=)
DateTime :12/2/2017 10:04:43 AM

Activity No : 3
Title : MLSDTA3
5 Marks

What is your experience of solving the problem of real life? describe an example.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDTA3&id=23&ChpId=2051&Edit=)
DateTime :12/2/2017 10:07:40 AM

Activity No : 4

Title : MLSDTA4
5 Marks

Create an idea for your startups and justify how do you materialize it?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDTA4&id=22&ChpId=2051&Edit=)
DateTime :12/2/2017 10:19:38 AM

Activity No : 5
Title : MLSDTA5
5 Marks

How did Suman flexible to overcome the problems?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDTA5&id=21&ChpId=2051&Edit=)
DateTime :12/2/2017 10:20:14 AM

Assignment No : 1
Title : MLSDTASG1
20 Marks

Write a Detail Business Plan for your startup and explain how is it the different one in the market?

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSDTASG1&
id=14&ChpId=2051&Edit=)
DateTime :12/2/2017 10:22:23 AM

Out Of

See differently towards the image and comments on it.

(DiscussionForumComment.aspx?id=11&q=\<h3\> See differently towards the image and comments on it. \</h3\> &cid=2051)

asked 8/17/2017 12:00:00 AM by

Out Of

Combine two deferent words and make an interesting phrase . For Example Cruel Beauty . &cid=2051"\>

See differently towards the image and comments on it.

1. # Combine two deferent words and make an interesting phrase . For Example Cruel Beauty .

(DiscussionForumComment.aspx?id=12&q=\<h3\> See differently towards the image and comments on it. \</h3\> \<ol\> \<li\> \<h2\> \<span style=)

asked 8/6/2017 12:00:00 AM by

Out Of

Combine two deferent words and make an interesting phrase . For Example Cruel Beauty . &cid=2051"\>

See differently towards the image

and comments on it.

1. Combine two deferent words and make an interesting phrase . For Example Cruel Beauty .

(DiscussionForumComment.aspx?id=13&q=<h3> See differently towards the image and comments on it. </h3>   <h2> <span style=)

asked 8/6/2017 12:00:00 AM by

Out Of

Combine two different words and make a new interesting phrase For Example Cruel Beauty. &cid=2051">

Combine two different words and make a new interesting phrase For Example Cruel Beauty.

(DiscussionForumComment.aspx?id=14&q=<h2> <span style=)

asked 8/6/2017 12:00:00 AM by

Out Of

Combine two different words and make a new interesting phrase. For Example Cruel Beauty. &cid=2051">

Combine two different words and make a new interesting phrase. For

Example Cruel Beauty.

(DiscussionForumComment.aspx?id=15&q=<h2> <span style=)

asked 8/6/2017 12:00:00 AM by

Out Of

Combine two different words and make a new interesting phrase. For Example Cruel Beauty. &cid=2051">

Combine two different words and make a new interesting phrase. For Example Cruel Beauty.

(DiscussionForumComment.aspx?id=16&q=<h2> <span style=)

asked 8/17/2017 12:00:00 AM by

Out Of

(DiscussionForumComment.aspx?id=17&q=&cid=2051)

asked 8/17/2017 12:00:00 AM by

Out Of

Combine two different words and make a new interesting phrase. For Example Cruel Beauty &cid=2051">

Combine two different words and make a new interesting phrase. For

Example Cruel Beauty

(DiscussionForumComment.aspx?id=18&q=<h2> <span style=)

asked 8/17/2017 12:00:00 AM by

Out Of

Combine two different words and make a new interesting phrase. For Example Cruel Beauty &cid=2051">

Combine two different words and make a new interesting phrase. For Example Cruel Beauty

(DiscussionForumComment.aspx?id=19&q=<h2> <span style=)

asked 8/17/2017 12:00:00 AM by

STORY

Learning Scenario …Be Creative for Entrepreneurship

Problematic Trigger Event– Generally people don't think themselves to be creative enough, but creativity is not inborn, it can be learned. How can it be learned is a question for everyone who think himself/herself to not to be creative

It was 1' o clock in the afternoon. Group of girls was coming out from the Sant Namdev Hall of the Savitribai Phule Pune University ... They were talking to each other about the Lecture..

"How you found it"?? "and you"

Out of that group, two girls took a path to the canteen. Both of them went to a vacant table and lift the chairs...

While sitting on the chairs, one said, "So tell me Lakshmi.. Now you wont't say that I wasted your time. How you found out the Lecture "You can be an Entrepreneur"

"Hmmm.. Lecture was good Suman, there is not even a single doubt on it. "

Than why u are sad ?? Suman asked Lakshmi

No..nothing like that..Suman got little irritated after listening Lakshmi's reply..

Ohhh..Lakshmi.. Tell me what happen..Why are u so sad..i am seeing you from last 2 to 3 days..u seems to be lost somewhere and not keeping happy..If u will not share with your friend than whom will you share your inner feelings..

Lakshmi paused for a while, Her eyes got little wet and she said, "My aai baba started talking about my marriage, as soon as I will complete my graduation they will marry me with someone"

Day before yesterday , my uncle came home with some matrimonial advertisement.. He was saying that Baba is getting old now and soon he will get retire from his job.. So he should

fulfill his responsibility before leaving from job..They will marry me just after my graduation, but I have to do something, I want to be independent, want to do job after completion of my studies.. I have to do something for aai baba who remain in trouble for their whole life just for my studies and now when the time is approaching for getting the fruits of all the sacrifices, they are marrying me…And Lakshmi started crying after saying all this..

Hmmmm…suman took a long breath, "so this is the matter", this is the reason of you being unhappy in all these days...

But Lakshmi, who said that for being independent you need only a job..I mean if you are capable and have skills u can be independent...

Lakshmi wiped her tears and said, what do you mean?

I mean that its not necessary at all that you look for job or job looks for you..And the way the population is increasing at an alarming rate that for one single job, thousands of people are standing in a queue, then how you can be assure of that after completing your graduation , you will get a suitable job for sure….Bt one thing you can be sure of that with your capabilities and skill you can make your identity.. And the whole lecture was about this only..

You just need your abilities along with your skills and a compassion for doing something good...

After listening.Suman, Lakshmi said, but as such, I don't have any skill on which basis I can make my identity and can be independent.

Suman smiled and said, "Laksmi there is not a single organism on earth who don't have its own specialized skills. God has given everyone of us, even flora and fauna they also have their own special skills which others may do not have it.. And we all just need to look into our innerselves with full intensity to find out what special skill we have, which makes us different from others.

Still, Lakshmi was unable to understand what Suman wants to convey her…What type of skill u are talking about?? Where do I have skill?? I have never seen such skill..

Suman answered to Lakshmi's question, "Everyone has skill Lakshmi..u need to have creative thought process by which you can come to know about your own skill...

Ok..just to make you understand this point, I tell you a story, story of not we humans, but a story of an animal, and this is not just a story , it is a reality if you look at it with a creative thought process..

Season of spring is at its height.. Colors are all around in the nature.. Numerous colorful flowerbeds have colored the whole serene

atmosphere. The season itself reflects the hope,..Hope of iving the dreams again..Hope of starting up everything all again..And with this hope only several birds come out in the clear sky, to remake their old, broken, burnt nests, to build them again with new knowledge, thinking style and an inner motivation to get something different.. Everyone among them were happy and joyful but there was one koyal who was sad and was sitting all alone on the top of a tree branch..

Kuuuuu…kuuuuu..the profound grief can be sensed in her voice, as if she was crying.. Then suddenly on the nearby branch of the same tree there came a golden sparrow.. she was gliterring in the sun rays.. she spread out her wings in such a way as if she wants to get rid of all the tiredness from her body.. while she was busy in doing her job of spreading up her wing she noticed the sad koyal, sitting just infront of her..

Golden sparrow can't resist herself to ask koyal, "what happens, dear? Why you r sitting all alone, u seems to be really sad"

Koyal was still sad, kuuuuuu…kuuuuu

No..nothing..just like that only..koyal replied.

Sparrow smiled and flew to the branch where koyal was sitting, she put her hand on koyal to make her feel relaxed, "Dear till the time u will not share the thing which is hurting you and making you sad, how will you be able to get rid of that saddened thing..If you want to solve your problems than learn to discuss your problem with others..bcz solution of more than half of the problems in the world, lies in the discussion only..

Koyal got a bit relaxed and said, "what I shall tell you, every year with so much of hard efforts, I built my nest so that I can keep my eggs safely, but every year my nest is being destroyed either by humans or by animals and all my dreams which I saw in the form of my eggs also get destroyed and shattered

HMMMMM…so this is the matter.. sparrow

said

See don't worry.. if we want to solve any problem than for solving it we need to have inner motivation to solve it, a logical thinking style and knowledge of the problem..If these 3 things are there in any organism than they will not only solve their problem but also give reflection of their creativity..

Your inner motivation is with you and this is only telling you again and again that no matter whatever it is, but this time you have to build your nest more stronger..Now the 2 things which are left includes logical thinking style and the knowledge of the problem.. Golden sparrow tried to cheer up the koyal..

Ok..tell me, where and how do you generally built up your nest.

Koyal replied with the same sadness, "Generally with the dried leaves and hay grasses, I made it on any of the lower

branches of the tree"

If you make it on the lower branch with the dried brown leaves and hedges than its very obvious that your nest is noticeable to everyone.. sparrow told koyal..

Come..this time we will make your nest on the higher branches of the tree and we are not going to use brown and dried leaves for making uo your nest….

Koyal got surprised after listening sparrow, "if not the dried brown leaves than what ? with what you are going to make my nest"

Ohhooo..first come with me..and both of them together took a flight towards jungle..and reached on the higher branch of a long tree, which was covered with several leaves..

Sparrow turned to koyal and said, "In the green tree your brown dried leAVES can be easily noticeable by anyone even from far off and this is the reason why your nest sometimes get destroyed by humans or sometimes by animals...

Koyal understood the sparrow's point and she took a deep breath.."yes you are right sparrow, I haven't thought that way ever"

Sparrow smiled and said, "if we rethink in a different way for the same old problem than we can get solution in just seconds"

Koyal smiled back and asked, okk, if not the dried leaves and hedges than with what I can make my nest"

Sparrow smiled again and said, we will make your nest with the grean leaves of the branch only..

Koyal was puzzled up asked again, "Green leaves but how with just green leaves"?

Sparrow pointed to the lower branch and shown her a big spider's web..this spider queen will help us...

Now koyal was totally unable to understand anything..what are you saying sparrow? How can a spider help us in making my nest??

Sparrow asked koyal to be patient..keep patience koyal, I let you know everything...

Than both of them flied to the lower branch where the spider's web was all spreaded there and than sparrow said..,

Look koyal, we will take these threads of spider's web in our pointed beaks and than we will tie those green leaves with each other with the help of that thread only and will build up your nest....We sew them just in a similar way as a tailor sew the clothes with the help of cotton threads.... As the nest will be made up of with green leaves so no one can notice it and your nest will get camouflage with that of the leaves on the branch..and the thread of the web will give strength to your nest where you can easily lay your eggs..

After listening everything koyal got so happy...She spread up all her wings in the excitement...

Koyal with all the gratitude told sparrow, you solve all my problem that too so creatively...

Sparrow smiled and said, koyal, anyone can be creative, you need just three things to be creative

1.Whatever is your problem, you should have the right knowledge of the problem...

2.You should have different approach to solve your problem..Try to bring a little change in your old and traditional thinking pattern and with this changed thinking style you can solve your problem creatively...

3.And last but not least.. you should have a strong inner drive or intrinsic motivation to solve up any problem..that intrinsic motivation should be so strong that it may not allow you to sit quietly until your problem gets solved...

If you have all these three aspects with in you..then you can also become creative and a step closer to solving your problem...

Koyal smiled after listening all this and with all her heart gave many thanks to the sparrow .

Sparrow teasingly said, "you can thank me later on, let's begin with your nest building...

Both of them together build up the nest of koyal..

Sparrow gave her all the blessings for future and said, "ohk koyal, I am done with my work and now its time to leave..i will come back to you someday"

Both of them hugged each other..sparrow left and koyal started living comfortably in her nest..now whenever the green leaves of her nest started drying up she rebuild it again with new leaves and thread of spider's web..

She even started to apply all those three points in her daily routine for solving up her problem more creatively…

Your Role: Considering yourself as Lakshmi and after listening to the story of chiraiya and koyal what insight you will develop for yourself? And how you think at the level of your own creativity.

RESOURCE

Learning Resources:

Videos:

http://Creativity, innovation and entrepreneurship_ Glenn Gaudette at TEDxWPI - YouTube (360p).mp4 (http://Creativity, innovation and entrepreneurship_ Glenn Gaudette at TEDxWPI - YouTube (360p).mp4)

http://5 Things Every Creative Entrepreneur Needs to Be Successful! #CHARMEDBIZ CHAT with @LaurynWithLove - YouTube (240p).flv (http://5 Things Every Creative Entrepreneur Needs to Be Successful! #CHARMEDBIZ CHAT with @LaurynWithLove - YouTube (240p).flv)

http://7 Tips On How To Be A Creative Entrepreneur By Elon Musk _ Creative Entrepreneurship - YouTube (360p).mp4 (http://7 Tips On How To Be A Creative Entrepreneur By Elon Musk _ Creative Entrepreneurship - YouTube (360p).mp4)

http://"Cultivating Intrinsic Motivation and Creativity in the Classroom" _ Beth Hennessey _ TEDxSausalito.mp4 (http://"Cultivating Intrinsic Motivation and Creativity in the Classroom" _ Beth Hennessey _ TEDxSausalito.mp4)

http://Intrinsic Motivation.mp4 (http://Intrinsic Motivation.mp4)

http://How Intrinsic Motivation Shapes Startup Success - Joe Stump.mp4 (http://How Intrinsic Motivation Shapes Startup Success - Joe Stump.mp4)

PDF:

http://www.adi.pt/docs/innoregio_creativity-en.pdf (http://www.adi.pt/docs/innoregio_creativity-en.pdf)

http://www.jstor.org/stable/40178059 (http://www.jstor.org/stable/40178059)

http://Creativity, Cognitive models, Psychoticism, Personality traits, Cognitive psychology, Treadmills, Social psychology, Cognitive style, Originality, Mental illness (http://Creativity, Cognitive models, Psychoticism, Personality traits, Cognitive psychology, Treadmills, Social psychology, Cognitive style, Originality, Mental illness Creativity, Cognitive models, Psychoticism, Personality traits, Cognitive psychology, Treadmills, Social psychology, Cognitive style, Originality, Mental illness)

http://What Does a Theory of Creativity Require? Teresa M. Amabile (http://What Does a Theory of Creativity Require? Teresa M. Amabile What Does a Theory of Creativity Require? Teresa M. Amabile)

http://Buy Low and Sell High: An Investment Approach to Creativity Robert J. Sternberg, Todd I. Lubart (http://Buy Low and Sell High: An Investment Approach to Creativity Robert J. Sternberg, Todd I. Lubart Buy Low and Sell High: An Investment Approach to Creativity Robert J. Sternberg, Todd I. Lubart)

http://Changes in the Work Environment for Creativity during Downsizing Teresa M. Amabile, Regina Conti (http://Changes in the Work Environment for Creativity during Downsizing Teresa M. Amabile, Regina Conti)

http://Intrinsic Motivation.pdf (http://Intrinsic Motivation.pdf)

http://20131209_Creating_en_entrepreneurial_mindset.pdf (http://20131209_Creating_en_entrepreneurial_mindset.pdf)

http://Creative_thinking_style_and_the_discovery_of_entre.pdfCreative_thinking_style_and_the_discovery_of_entre.pdf (http://Creative_thinking_style_and_the_discovery_of_entre.pdfCreative_thinking_style_and_the_discovery_of_entre.pdf)

http://The effect of intrinsic and extrinsic motivations on academics' entrepreneurial intention_ Ugo Rizzo.pdfThe effect of intrinsic and extrinsic motivations on academics' entrepreneurial intention_ Ugo Rizzo.pdf (http://The effect of intrinsic and extrinsic motivations on academics' entrepreneurial intention_ Ugo Rizzo.pdfThe effect of intrinsic and extrinsic motivations on academics' entrepreneurial intention_ Ugo Rizzo.pdf)

http://Intrinsic-Motivation-and-Symbolic-Benefits-in-Entrepreneurship.pdf (http://Intrinsic-Motivation-and-Symbolic-Benefits-in-Entrepreneurship.pdf)

Activity No : 1
Title : MLSBCA1
5 Marks

Explain the investment theory of creativity and discuss with the peer.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSBCA1&id=61&ChpId=2055&Edit=)
DateTime :12/2/2017 10:25:46 AM

Activity No : 2
Title : MLSBCA2
5 Marks

What do you mean by Creativity? Explain with illustration and discuss it on the discussion forum in the group.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSBCA2&id=38&ChpId=2055&Edit=)
DateTime :12/2/2017 10:26:25 AM

Activity No : 3
Title : MLSBCA3
5 Marks

Make a list of all those things in which you are not at all good.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSBCA3&id=37&ChpId=2055&Edit=)
DateTime :12/2/2017 10:26:57 AM

Activity No : 4
Title : MLSBCA4
5 Marks

Make a list of all those things in which you are good or at

almost have a mastery or you have a great interest in doing it.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSBCA4&id=36&ChpId=2055&Edit=)
DateTime :12/2/2017 10:27:37 AM

Activity No : 5
Title : MLSBCA5
5 Marks

There might be any single incident in your life where you yourself have to solve any problem by doing something creative or by thinking out of the box or if you have not done it yourself than you might have observed it in your near surrounding..Give a detailed account of that creative incident of your life.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSBCA5&id=35&ChpId=2055&Edit=)
DateTime :12/2/2017 10:28:53 AM

Assignment No : 1
Title : MLSBCASG1
20 Marks

Design any creative own idea. Write detail about it and send it to mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSBCASG1&id=9&
ChpId=2055&Edit=)
DateTime :12/2/2017 10:31:29 AM

Out Of 5

Divide the square into four congruent parts.In how many ways can you do this? (DiscussionForumComment.aspx?id=30&q=Divide the square into four congruent parts.In how many ways can you do this? &cid=2055)

asked 12/9/2017 10:56:45 AM by

STORY

Learning Scenario for Decision Making

Problematic Trigger Event – We generally fear from taking the risk. We fear from making any decision. Though in the journey of life at every moment it demands to take the right decision at the right time. Learning how to make a decision is very important.

While patting Lakshmi's back, Suman smiled and said So now Lakshmi you would have understood that God bestowed every organism whether human or animal with some special skill....Everyone is different and everyone is special…and unique. We just need to make our perceptions creative. If we have imbibed the knowledge, thinking the style and an intrinsic motivation than neither any special preparation is not required for making your own identity nor there is need to carry the burden every day on your shoulder of finding a job…

Lakshmi has understood what Suman was trying to say... At that moment Lakshmi might not be able to look for her own special skills, but she has decided that she will do something of her own and will be independent for sure, no matter what troubles she has to face ..Lakshmi was knowing that the journey never gone be easy for her but she knows that it will not be impossible as well…if she decides with her strong will to achieve something...

Ohk Suman, now I will take a leave...have to do lot many things in lesser time...and yes thank you with my whole heart to stimulate me

that intrinsic motivation…and now I have to collect the knowledge and that thinking style...

Suman smiled after listening to Lakshmi and said "Better late than never"

Lakshmi started walking fast towards home, while she was walking fast, several thoughts were also walking through her mind and she was continuously brainstorming what skill does she exactly have? Which thing when she does, makes her happy…and with these continuous thoughts she reached her home...

She opened the main gate and enter the house…it was around 4 in the evening...Lakshmi's aai baba was taking the nap of the noon…She doesn't want to hamper their sleep so she sat outside on the porch only rather than going inside and started recalling the whole day events and conversation with Suman…Suddenly Baba opened the room's door and came out…

Hey when you came, Lakshmi?

Yes baba...came just 10-15 minutes ago…

And how was your lecture for which you have gone university? Baba asked Lakshmi…

It was good baba… How can we make our own identity with our own talent, how can we become independent and self-reliant...this is all that told about in the lecture.

Hmmmm...this is good...Baba said and opened the door to went inside than suddenly Lakshmi asked baba will I ever get chance baba?

Baba was puzzled up after listening to Lakshmi and he stopped…which chance Lakshmi?

Chance of being independent baba… Chance of making my own identity baba…and without any hesitation she directly asked baba, u will marry me after completion of my graduation?

Baba was neither expecting this question from Lakshmi nor was he prepared for the answer…

Baba controlled himself and said, 'Lakshmi even I want you to make your own identity, and be independent…but this societal pressure,

household responsibilities are tying me in shackles…than may be household chores are only there in every girl's destiny.

No baba...not at all…Laksmi interrupted baba and said, "Girls are no more limited to cooking and cleaning only…they can do lot many things…

Yes, Lakshmi, I know it very well that girls in today's world can do many things but I don't want to hide anything from you… You have only 1 year with you along with your studies…if you can do anything within this year than I am with you…but after this 1 year, even I will be helpless… Responsibility of your both younger brother and sister are in my head only, only 2-3 years are left of my retirement and above all my health is also deteriorating day by day… Baba patted her head and took a leave..

Lakshmi has understood everything very clearly and she had accepted the truth as well...Now she didn't have much time to wait to complete her graduation and look for any job to be independent…And who knows with completing her studies she will get suitable job for herself or not...Whatever she has to do she has to start now only and she has to prove herself to everyone…Lakshmi told the whole true story to herself and decided on the basis of this truth only that she will be self-dependent and will surely make her own identity.

Next morning Lakshmi woke up a little early and have gone to nearby park for morning walk…whenever she got stuck up in any problem she goes there in the morning to feel the freshness…this gives her inner peace and sometimes she got the solution for her problem there only….Today so many thoughts were running through her mind...Lakshmi wanted to talk to her self, wanted to analyse her inner strength and weaknesses….she wanted to take many decisions and never wanted to regret on any of her decision…Lakshmi went into park and sat on a bench all alone...and she started to figure out the ongoing dilemma...she was unable to reach any particular decision…

In a moment she thinks that she can do this but the very next moment another thought of doing something else occupies her mind… Sometimes she feels that this particular work is according to her aspiration and other time she think she can do better in some other work….she thought of doing something in stitching and sewing as she knows something in it but at the same time she thought that people also establish their ability of cooking food as their identity and becomes independent..

In fact, she was all confused and got entangled in reaching up on any decision…and how she decide in which direction she has to move ahead…

Lakshmi was sitting on the park bench and was thinking about all of it…than suddenly her concentration was broken with a conversation going on in between an old man and a small kid...

Dadaji – what shall I become in fancy dress competition...

Ohh…anyone of your choice dear...

How anyone dada ji? What will happen if I become anyone and will not win the competition…or winning

Dear son this whole life is not about losing or winning… there comes much time when you have to take the risk...sometimes we win and other times we lose…but what remains constant is risk taking ability...if we do not take risks than how will we come to know about our abilities and potentials...

But dadaji how I decide which risk shall I take and which shall not be taken…there are so many options in front than how shall I decide which option is better...

Hmmmm...so this is the matter…

Look, my son, if you find any difficulty in taking any kind of decision than remembering these 3 things whole of your life….

1. Whatever choices are there in front of

you, scrutinize them on the sheet of paper and select those which are MORE important and essential because those options which are less important or essential will interfere with the other options and create hindrance in taking the right decision...therefore analyzing and scrutinizing each option is very much important...

2. Never pressurize yourself under the burden of winning or losing, because this self-created pressure brings many difficulties in taking any decision...

3. Never take any decision thinking that whether you are perfect in taking it or not...if you are perfect than only you can take decision, this approach is very wrong.. Any of the subject matter on which you have to decide if you have at least 70- 80% knowledge than taking a stand and go ahead for a particular decision..

If you keep all these things in mind than you will never face any difficulty in taking any decision...

Dadaji I understood whatever you are saying but very little...small boy smilingly said it...

That's okk…at least you understood something than nothing...and both of the grandfather and son chuckled…(Hee he hehe he)

A little far Lakshmi sitting on the bench was listening to the whole conversation and she couldn't stop herself in going to them as soon as the whole conversation gets over…

Lakshmi went closer to dadaji and said, "Thank you so much dadaji!"

Dadaji surprisingly asked, "thank you ?? but for what ??

Actually sitting there on the bench, I was listening to the whole conversation between you and your grandson…

Your grandson might got a little of what you said but I understood everything of what you

said…Lakshmi said in a similar tone as the grandson told to his dadaji

and with this three of them continued with their laugh…Hahahhhaaaa…

Your Role: If you are Lakshmi and you want to decide for your own self a business option where you think you may excel…out of several options which might be running in your mind. How you will decide for your own.

RESOURCE

Resource

Video:

https://www.youtube.com/watch?v=AH7k3P6W7V8
(https://www.youtube.com/watch?v=AH7k3P6W7V8)

https://www.youtube.com/watch?v=8GQZuzIdeQQ
(https://www.youtube.com/watch?v=8GQZuzIdeQQ)

https://www.youtube.com/watch?v=NiV3gmm1VJE
(https://www.youtube.com/watch?v=NiV3gmm1VJE)

https://www.youtube.com/watch?v=gaEgI16jZiA
(https://www.youtube.com/watch?v=gaEgI16jZiA)

https://www.youtube.com/watch?v=Cp_XEhexcDw
(https://www.youtube.com/watch?v=Cp_XEhexcDw)

https://www.youtube.com/watch?v=H46dU7cJGaw
(https://www.youtube.com/watch?v=H46dU7cJGaw)

https://www.youtube.com/watch?v=8qZzHxY19a8
(https://www.youtube.com/watch?v=8qZzHxY19a8)

https://www.youtube.com/watch?v=_NnUrrnjijI
(https://www.youtube.com/watch?v=_NnUrrnjijI)

https://www.youtube.com/watch?v=w9Cg3_5Bfuw
(https://www.youtube.com/watch?v=w9Cg3_5Bfuw)

https://www.youtube.com/watch?v=gaEgI16jZiA
(https://www.youtube.com/watch?v=gaEgI16jZiA)

https://www.youtube.com/watch?v=foT2axp9nv8
(https://www.youtube.com/watch?v=foT2axp9nv8)

https://www.youtube.com/watch?v=GLFnfqgkIxM
(https://www.youtube.com/watch?v=GLFnfqgkIxM)

PDF

http://www.jstor.org/stable/40396845 (http://www.jstor.org
/stable/40396845)

http://www.jstor.org/stable/2486364 (http://www.jstor.org
/stable/2486364)

http://www.jstor.org/stable/40062546 (http://www.jstor.org

/stable/40062546)

http://www.jstor.org/stable/4419138 (http://www.jstor.org /stable/4419138)

http://www.jstor.org/stable/27826033 (http://www.jstor.org /stable/27826033)

http://http://www.jstor.org/stable/27826033 (http://http: //www.jstor.org/stable/27826033)

Activity No : 1
Title : MLSDMA1
5 Marks

How do you make a *prejudice-free* decision?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDMA1&id=58&ChpId=2056&Edit=)
DateTime :12/2/2017 10:33:35 AM

Activity No : 2
Title : MLSDMA2
5 Marks

Why does information important in decision making?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDMA2&id=57&ChpId=2056&Edit=)
DateTime :12/2/2017 10:34:17 AM

Activity No : 3
Title : MLSDMA3
5 Marks

What kind of decision do you take for reducing wastages of
your time, energy and resources?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDMA3&id=48&ChpId=2056&Edit=)
DateTime :12/2/2017 10:34:47 AM

Activity No : 4
Title : MLSDMA4
5 Marks

How do you select the best option from available alternatives
for making the effective decision?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDMA4&id=47&ChpId=2056&Edit=)
DateTime :12/2/2017 10:35:21 AM

Activity No : 5
Title : MLSDMA5
5 Marks

Why does the risk-taking factor be determinant in decision
making? Explain with illustrations.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSDMA5&id=46&ChpId=2056&Edit=)
DateTime :12/2/2017 10:37:02 AM

Assignment No : 1
Title : MLSDMASG1
20 Marks

Meet with any successful Woman Entrepreneur and take her interview on " Decision Making in Entrepreneurship". Write a Report and Send it to the Mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSDMASG1&
id=10&ChpId=2056&Edit=)
DateTime :12/2/2017 10:39:52 AM

Out Of

**Why Employment problem is critical in India
(DiscussionForumComment.aspx?id=21&q=Why
Employment problem is critical in India&cid=2056)**

asked 9/23/2017 6:36:35 PM by Navnath Tupe

STORY

Learning Scenario for Taking Initiative

Problematic Trigger Event: Thought of starting a business brings so many ideas to mind..But what to start and how to start always remains a question for many..

Lakshmi has understood the way of taking any decision and she has firmly decided that if she wants to paint the sky of her dreams than it can only be done on the basis of her potentials and skills...But ahead of it there were many more decisions waiting for her...she has to decide that which ability can become the basis of building up of her own identity...which skill of her she can turn into work and that work not only help her in being independent but also help her in making identity…

But that single question which always poses infront was what ??/ After all what it can be? With this dilemma only, Lakshmi was turning the pages of book while sitting in her room… than suddenly she heard the conversation of aai baba

Aai was telling babaa that her neighbor sumitra has started the business of tiffin services and she got good success in very less time…her popularity is increasing day by day…

Hmmm..Sumitra is intelligent...she converted her skill of making food into her work or business...this is good...her husband also doesn't work properly and have no stable source of income...Now Sumitra will able to take care of her family properly..

After listening all this Lakshmi started talking to

herself and said, "Sumitra kakkii…she studied till 10th only...she is very less social…I have rarely seen her going out of her home...that lady has started of her own…that too the work which is related to her skills...How delicious food she had prepared on her daughter Rohini's birthday..

Than automatically Lakshmi understood if Sumitra who is neither much educated, nor she has any social contacts with anyone...if she can start something of her own than by god's grace I am educated enough to start up something of my own and even I have my own social networking than I can also start something of my own…

I shall meet Sumitra kaaki…who knows may be she can help me out..

With this thought, Lakshmi picked her bag to visit Sumitra kaaki,..

Aaaii...I am coming in just few minutes…

Heyyy where you are going Lakshmi..lunch is already…

Yeah..coming in few minutes...will eat afterwards.

Don't know what keep on going in this girl's mind, her aaai said to baba..

Baba smiled…don't worry. Let her do what she is doing.. She very well knows right and wrong…

Aai irritatingly said, 'these father and daughter…both of them are out of my understanding..Huhhh

Lakshmi reached Sumitra's house and very slowly opened the gate..

Arey Lakshmi you…how you come this time?

Nothing kaaki…was just going from here so thought of meeting you…haven't met Rohini even since many days…than I got to know about your work...also got to know that in very less time you have established yourself very well...heartily congratulations kaaki on your achievement..

Ohh..thank you Lakshmi...was sitting all ideal at home so thought of starting something of my own...this will give financial support to the family as well..you know it very well...your kaka doesn't have any stable work..

Yes, kaaki..you actually did a great job…but why you started with tiffin services only?

Yes Lakshmi you are right there can be many ways...but my love for cooking and culinary skills compelled me to start up in this field...I love cooking so much that at a time I can prepare food for 50 to 100 people all alone… that too even without getting tired...this is the reason why I thought of starting something in this field...why should not start that work which gives me real peace and satisfaction…

Hmmm…you are saying it all right kaaki..

Kaaki even I want to start something of my own...but how shall I start it …from where I should start it...or what should I start...all of these questions are struggling in my mind..

Sumitra got surprised after listening lakshmi's thought…but Lakshmi why u want to start something of your own..

Kakii may be there is no need of any work…but there is a need of making your own identity...need of being independent…than today I am at my parent's place so I have the opportunity…tomorrow who knows that even a single chance will never come to me at someone else's place..

Sumitra smiled and said…whatever you'r saying is right...Undoubtedly this is bitter but it holds the truth of our society…

Ask what you want to ask... I will help u as much as I can ...Sumitra smiled and told Lakshmi..

Kaaki how shall I start up anything of my own? At a time so many thoughts are running in my mind which can help me in starting of my own work but which has to be chosen among them all is posing a question infront of me…

REAL WOMAN   REAL JOURNEY

See Lakshmi, though I am not that educated, whatever experiences I have gained with time, on that basis I can tell that if you want to do something of your own and want to get success in it than its very important to remember 3 things.

Lakshmi eagerly asked what 3 things kaaki ?/

1. Start your journey from 0 to 1, rather than from -1 to +1

Puzzled Lakshmi asked what does that mean kaaki ?

I mean try to start something which rarely have done by anyone else...which is new and creative in itself…this has the larger probability of your success.., and this is what 0 to 1 means... the thing or the concept which was not existing earlier but you have introduced it… contrary to it if you have copied someone and started something which was already flourishing in the market than here the probability of being successful lessen up… which is quite similar to the fact that -1 was already existing and u just made it +1..and this transition is not creating any big difference.. Now u understood what is the difference between 0 to 1…

Laksmi smiled and said, waoo kaaki, your experience is seriously far better than 100 books..

2. Second important thing is that start something on which you can create your own monopoly… competition is good but competition generally destroys monopoly…but this is entirely different that slowly and steadily people starts copying you and ends your own created monopoly...and that time the quality of your own work can only help you in standing strong..

You are very right kaaki… lakshmi told sumitra…

You can look at my own work of delivering tiffin in offices, when I started this work than till 20-25 km there used to be no one who can deliver the tifins right on the office tables of the employee… and every week I put in all my efforts to make at least one of the favorite dishes of my customers...But within these 7 to 8 months many have copied mine work ...And at this stage of competition, quality of my food is helping me in standing firmly…

Lakshmi can figure out the visible lines of trust and confidence on her glowing face...

3. And third most important thing, Lakshmi

continued…

In the initial days take your work only to a specific market first…when with the help of your work u can solve the problem of that specific market than only move further and create bigger markets..

Though my destiny is still very far off, but these are the only ways which I have used and applied in my own work...Initially I started delivering tiffin in only few offices…but gradually my working area increase, my market increase and it all happened because of the maintained quality in my food…

So these were the only 3 things which I kept in mind before starting my work and these things helped me out...and it is not necessary at all that these three things are applicable to everyone…this was my gathered experience...you may have different experience and others may have their own experience on the basis of their knowledge and understanding…

Oh my god kaaki..you are talking like a big entrepreneur only…I really learnt so many things from you...Seriously I thank god that I overcome my hesitation of talking to you and straight away come to you rather than thinking what opinion you will form me or how you will judge me…

So I understood one more thing that we should express our thoughts and feelings to others without any hesitation...there is nothing bad in it, but make sure the person whom you arer sharing with should me trustworthy and lovable alike you..

Sumitra kaaki and Lakshmi both were smiling….

Your Role: Considering yourself to be Lakshmi…and suppose you want to initiate a business… what do you do?

RESOURCE

Resources :

Video:

https://www.youtube.com/watch?v=XCc6-qr0Gww (https://www.youtube.com/watch?v=XCc6-qr0Gww)

https://www.youtube.com/watch?v=u-BFKXLsJh0 (https://www.youtube.com/watch?v=u-BFKXLsJh0)

http://Solving problems by communication (http://Solving problems by communication)

https://www.youtube.com/watch?v=hXSmebd8R7o (https://www.youtube.com/watch?v=hXSmebd8R7o)

https://www.youtube.com/watch?v=rSADFNbDraw (https://www.youtube.com/watch?v=rSADFNbDraw)

PDF

http://www.toknowpress.net/ISBN/978-961-6914-09-3/papers/ML14-736.pdf (http://www.toknowpress.net/ISBN/978-961-6914-09-3/papers/ML14-736.pdf)

http://www.jstor.org/stable/25040803 (http://www.jstor.org/stable/25040803)

http://http://www.jstor.org/stable/24920903 (http://http://www.jstor.org/stable/24920903)

http://www.jstor.org/stable/256630 (http://www.jstor.org/stable/256630)

http://www.jstor.org/stable/1050899 (http://www.jstor.org/stable/1050899)

Activity No : 1
Title : MLSTIA1
5 Marks

What do you mean by Entrepreneurship?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSTIA1 &id=56&ChpId=2057&Edit=)
DateTime :12/2/2017 10:42:29 AM

Activity No : 2
Title : MLSTIA2
5 Marks

Did you satisfy with what Sumitra kaki told Laksmi about
starting any business? What points you want to add to it and
which you think has to be considered for stepping into
business successfully.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSTIA2&id=42&ChpId=2057&Edit=)
DateTime :12/2/2017 10:43:24 AM

Activity No : 3
Title : MLSTIA3
5 Marks

If you are taking initiative in starting any new business and
you are facing so many problems in initiation. How do you
solve your problems through interaction with the people?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSTIA3&id=41&ChpId=2057&Edit=)
DateTime :12/2/2017 10:44:08 AM

Activity No : 4
Title : MLSTIA4
5 Marks

What are the benefits of readiness to the conversation?
Explain with illustration.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSTIA4&id=40&ChpId=2057&Edit=)
DateTime :12/2/2017 10:44:45 AM

Activity No : 5
Title : MLSTIA5
5 Marks

Why do you have to keep active for success in
entrepreneurship?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MLSTIA5&id=39&ChpId=2057&Edit=)
DateTime :12/2/2017 10:45:20 AM

Assignment No : 1
Title : MLSTIASG1
20 Marks

Create A group on Social Networking Media and Put an Entrepreneurial Problem in your group for getting proper solutions. Prepare a report and send it to the Mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSTIASG1&id=11&
ChpId=2057&Edit=)
DateTime :12/2/2017 10:48:16 AM

STORY

Learning Scenario for Optimum Utilization of Resources to Exploiting Opportunitiy

Problematic Trigger event: Optimum utilization of resources in the surrounding, no matter what they are is one of the most difficult thing..If a person masters this ability of utilizing the resources (be it time, opportunity, space, waste material etc) Than half of the major problem will automatically get solved.

Lakshmi has understood all the small but real important things…Now what was more important is to act accordingly...She started walking towards home thinking about the whole conversation which she had with Dadaji in the park and sumitra kaaki..And with the help of all those discussions she was trying to figure out one thing out of many, on which she can work on…she knows it very well that taking any decision would really not going to be an easy thing...but for sure it will not be impossible… because Lakshmi now knows it very well that nothing can be achieved in life until and unless we don't take risks and she also has to take the risk without thinking of winning or loosing...She has to start form somewhere because without initiating she cannot think of reaching to her goal…With all these things in her mind she was approaching towards her home and as soon as she reached her home, she straight away went to her room…while going inside she took a glass and water bottle along. She rest for a while and than drink the whole water bottle… Don't know what comes comes in her mind and she started looking for something in the almirah stood beside by her

bed.. Suddenly something has fallen down from the upper rack of cupboard...Lakshmi got afraid with this sudden fallen thing…she picked up it and started looking for it…that was a lampshade…and she could not stop herself from smiling as that small lampshade was prepared by her only when she was in 11th standard…she prepared it with all the available waste material at home, and she got the first prize in her school competition of "Making Best out of waste"…Everyone had appreciated her efforts in making out that lampshade from the waste newspapers. Lakshmi used to enjoy a lot and has a great passion in reusing and recycling the things and making best out of the waste…Thinking about all these things something clicked in her mind and she started saying it to herself…"Hey this is the only talent which I have in me…this is the only thing which gives me maximum pleasure..i can do it for long day and nights without getting bored or tired". As if in that moment Lakshmi got the whole world…she started dancing alone..

A little later she just got to know about what she wants to do but now the real problems will start…That lampshade she made during her summer vacations in school when she used to have all leisure time...But now along with college how will she able to get the time...and at that time she only prepared one item, now she has to make many more such different items…For this she also needs money, she has to create a market for her where she can get customer for her prepared products…And there were innumerable problems in front of her which shaken her confidence for a while.. But she knows it already that this is the only time she has, if not now than it can never be… and all her dreams will remain a dream...Lakshmi started talking to herself "Lakshmi if you want to fulfill your dreams than you have to show your courage, without stopping and fearing"… she herself collected all the strength and motivation to handle up everything…She remember there is a fare in her village in next two month and she decided for exploiting this opportunity to sale the

lampshades in that fare. Now the question left for her was of time, for this she decided, whatever time she used to waste earlier before, after or during college without doing anything or sitting ideal in front of TV, useless chatting with friends.. She will utilize all those 24 hours of a day in the most proper way…she decided to make a time table and will follow it at any cost…

As this day was already gone, it was a late night so Lakshmi set up her alarm clock for 5 aam in the morning and went to sleep with the thought of one thing " Why to worry or fear if she has decide to take a challenge from life"

Your role: Alike Lakshmi you also have never thought of utilizing your available resources optimally...Just like Lakshmi share your own stories of wasting any kind of available resources.

RESOURCE

Resources:

Video:

https://www.youtube.com/watch?v=-Qd_9yglCDI (https://www.youtube.com/watch?v=-Qd_9yglCDI)

https://www.youtube.com/watch?v=TrmrcXqiQFE (https://www.youtube.com/watch?v=TrmrcXqiQFE)

https://www.youtube.com/watch?v=BArE1VpRxLc (https://www.youtube.com/watch?v=BArE1VpRxLc)

https://www.youtube.com/watch?v=wZ_-bxftb1I (https://www.youtube.com/watch?v=wZ_-bxftb1I)

https://www.youtube.com/watch?v=x7o6ENu7CZ4 (https://www.youtube.com/watch?v=x7o6ENu7CZ4)

https://www.youtube.com/watch?v=GFPXKspyg-c (https://www.youtube.com/watch?v=GFPXKspyg-c)

PDF

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.123.8165&rep=rep1&type=pdf (http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.123.8165&rep=rep1&type=pdf)

http://www.jstor.org/stable/4400544 (http://www.jstor.org/stable/4400544)

http://www.jstor.org/stable/41259717 (http://www.jstor.org/stable/41259717)

http://www.jstor.org/stable/4408258 (http://www.jstor.org/stable/4408258)

http://www.jstor.org/stable/40229537 (http://www.jstor.org/stable/40229537)

http://www.jstor.org/stable/791171
(http://www.jstor.org/stable/791171)

Activity No : 1
Title : MLSEOA1
5 Marks

What do you do for sustaining your products in this competitive market?

Complete This Activity (StudentActivity.aspx?mrk=5& tit=MLSEOA1&id=55&ChpId=2058&Edit=)
DateTime :12/2/2017 10:51:19 AM

Activity No : 2
Title : MLSEOA2
5 Marks

What are your ideas to attract your customers?

Complete This Activity (StudentActivity.aspx?mrk=5& tit=MLSEOA2&id=54&ChpId=2058&Edit=)
DateTime :12/2/2017 10:52:30 AM

Activity No : 3
Title : MLSEOA3
5 Marks

There is a number of ways by which you waste your time in a day...make a list of all those hours in a day. How can you utilize your time more properly and also highlight the ways by which you can reduce the wastage of time and utilize it more properly?

Complete This Activity (StudentActivity.aspx?mrk=5& tit=MLSEOA3&id=45&ChpId=2058&Edit=)
DateTime :12/2/2017 10:53:16 AM

Activity No : 4
Title : MLSEOA4
5 Marks

Search any opportunity for becoming you financially independent? and make a plan how do you exploit that opportunity within having resources in your hand.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSEOA4&id=44&ChpId=2058&Edit=)
DateTime :12/2/2017 10:54:52 AM

Activity No : 5
Title : MLSEOA5
5 Marks

How are you keeping active consistently for exploiting opportunity?

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSEOA5&id=43&ChpId=2058&Edit=)
DateTime :12/2/2017 10:55:34 AM

Assignment No : 1
Title : MLSEOASG1
20 Marks

Search an opportunity for your betterment and
prepare a plan to exploit the opportunity and
send it to the Mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSEOASG1&
id=12&ChpId=2058&Edit=)
DateTime :12/2/2017 11:06:45 AM

Multimedia Skills for Explore the Ideas

Problematic Trigger Event: Today in this highly competitive scenario what one thing can beat other is just Knowledge and skills…One can acquire those skills and knowledge only with their own hard efforts...There can be no shortcut to it but Multimedia may be the successful way to get it.

Lakshmi woke up at 5..baba was shocked and puzzled to saw the girl who generally wakes up around 8 or 8.30 and sometimes even 9 for going college at 10'o clock…she was all up at 5 only...

Aaai teased Lakshmi and said, Hey Lakshmi, what happens, today you wake up before the sun even, Does today's sun is going to rise from the west ?

Aaai why you started teasing me in the morning… you only keep on yelling at me for waking up early in the morning...Lakshmi started studying after completing all morning rituals...she thought of completing the course studies first before moving ahead...

After 1 or 1 and half an hour, Lakshmi took up laptop and searched out almost all the websites on google and youtube where the various ways for using up different waste materials have been given...she totally got engrossed in the content of those sites and videos..she also have gone through the profile of various people who have taken this work as their business and she found many interesting facts and she started believing it that many people of her age group are involved in this

kind of work…After seeing and reading all this she was getting new energy, many new thoughts and ideas were running in her head...and she was finding all of them very interesting…she didn't even realize that when the clock started ticking up at 9 and she has to get ready for college as well...

Lakshmi got ready for college and reached there by 10...after the morning lecture of 2 hours she was having one lecture in noon from 3.30 to 4.30...After the first lecture, She decided to go to the library in spite of wasting the time in hanging out with friends in the canteen or somewhere else...She started searching out for the books related to entrepreneurship or start up in the library...and even she got 2 -3 books of her use...she collected all of them and went to reading room…After going through one book she realized that our mobile which is there with us for 24x7, can do many things for us…how initially we can spread our start up with the help of various social networking sites like Facebook or watsapp..Technology has scaled up so higher that now there are various apps which help in getting ideas but owing to lack of awareness we don't know anything...we even don't know the correct use of our mobile…and this way Lakshmi was enjoying in collecting all such information...Before 3.30, Lakshmi issued one book...Lakshmi wanted to gather all the information related to work which she is going to start…and this way with all her best efforts she gathered all the information through books or internet regarding the probabilities of Handicraft business in her region, inputs required for establishing it…while going through all of them she came across many peoples alike her have started their business and established their market from home only through the internet...Then either it may be selling their items with the help of created page on Facebook or by advertising their services or products via WhatsApp group...Lakshmi realized that with the advancement of technology we can make any difficult work easier...but for all of this it is very much

important to acquire the knowledge...

And today after 8 days she had collected all the necessary information for starting her own business she decided to open up the small factory in her own house….she has even thought of the name to her small factory "Rangrez: Best out of waste" ...She has the saving of Rs 1500 which she had decided to incur as the initial investment. She purchased all the usable and needful items...and along with it she collected all the waste material of her house and with the whole of her mind, body, and soul she devoted herself to in the journey of making her own identity…

Your Role: If you are Lakshimi and you want to use multimedia in your business how do you proceed?

RESOURCE

Resources:

Video

http://how to make group email (http://how to make group email)

https://www.youtube.com/watch?v=KyMj8HEBNAk (https://www.youtube.com/watch?v=KyMj8HEBNAk)

https://www.youtube.com/watch?v=Os0NBK7IqMg (https://www.youtube.com/watch?v=Os0NBK7IqMg)

https://www.youtube.com/watch?v=Oiov0L4bIlw (https://www.youtube.com/watch?v=Oiov0L4bIlw)

https://www.youtube.com/watch?v=rYNYtHHA8Tk (https://www.youtube.com/watch?v=rYNYtHHA8Tk)

https://www.youtube.com/watch?v=haKzqSULaPs (https://www.youtube.com/watch?v=haKzqSULaPs)

https://www.youtube.com/watch?v=YIqAAvnrryQ (https://www.youtube.com/watch?v=YIqAAvnrryQ)

https://www.youtube.com/watch?v=8KO3tK8YBJc (https://www.youtube.com/watch?v=8KO3tK8YBJc)

https://www.youtube.com/watch?v=gCH-1rAs5Yo (https://www.youtube.com/watch?v=gCH-1rAs5Yo)

Activity No : 1
Title : MLSMSA1
5 Marks

Create a group of Email among your concern people and send them a message about starting a business.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSMSA1&id=53&ChpId=2059&Edit=)
DateTime :12/2/2017 11:12:17 AM

Activity No : 2
Title : MLSMSA2
5 Marks

Use an Excel sheet for different purposes like addition, multiplication, deduction etc. and send the file to your mentor.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSMSA2&id=52&ChpId=2059&Edit=)
DateTime :12/2/2017 11:13:49 AM

Activity No : 3
Title : MLSMSA3
5 Marks

Design your blog on google and make an advertisement for business purpose and share it with the mentor.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSMSA3&id=51&ChpId=2059&Edit=)
DateTime :12/2/2017 11:15:28 AM

Activity No : 4
Title : MLSMSA4
5 Marks

Create your account in google doc sharing and collect the data from peers and share the sheet to mentor.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSMSA4&id=50&ChpId=2059&Edit=)
DateTime :12/2/2017 11:16:17 AM

Activity No : 5
Title : MLSMSA5
5 Marks

Create your business group on Facebook and share your ideas with the members.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=MLSMSA5&id=49&ChpId=2059&Edit=)
DateTime :12/2/2017 11:16:50 AM

Assignment No : 1
Title : MLSMSASG1
20 Marks

Design your Google Blog for advertisement of your products
and share it with your different group and share it with your
mentor after all.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=MLSMSASG1&
id=13&ChpId=2059&Edit=)
DateTime :12/2/2017 11:20:50 AM

QUESTION NO : 1

Selecting text means selecting?

OPTIONS

A : ○   a word

B : ○   sentence

C : ○   whole document

D : ○   all above

Priv <<   Next >>

SAVITRIBAI PHULE PUNE UNIVERSITY

ONLINE
BLENDED LEARNING MATERIAL

INSTITUTIONAL ORGANIZATION & EMPLOYABILITY STRATEGIES

DEVELOPED BY

Dr. Navnath Tupe

Asst. Professor

Department of Lifelong Learning Education, Savitribai Phule Pune University, Pune – 7.

CONTENT

1. COMMITMENTS FOR THE LEARNER
2. LEARNING ENVIRONMENT AND RATIONAL OF THE SUBJECT
3. CONTENT
4. LEARNING OUTCOMES
5. DEFINE PROBLEM
6. TOWARDS PROBLEM SOLVING
7. IMPLEMENTING THE SOLUTION
8. TEAM WORK

COMMITMENTS FOR THE LEARNER

Commitments -

In order to achieve below learning outcomes following commitments have to be made by the learner

1. I commit to consider the given learning scenario as my own and I will solve the problem with all my strength and ability as I solve my own.
2. I put down all my efforts and cognitive reasoning to suggest the application based solution to the problem.
3. I commit that I will never hesitate in any kind of interaction from anyone in the interest of the solution to the problem.
4. I will not be biased for anything related to the assignments or activities.

RATIONALE OF THE SUBJECT

Learning Environment and Rationale:

Employability skills among Entrepreneurs are those skills which shows one can work in a team, plan and organize, can solve the problems effectively, by being accountable with their colleagues whom they are committed, demonstrate initiative and enterprise and that they show commercial awareness. Putting all these skills together are called as Employability skills. If the Budding Entrepreneur can employ himself/herself perfectly that means the person has all those skills, knowledge and personal attributes of being an Entrepreneur. Employability skill helps in making the students to understand the ways by which an individual can become effective in his/her workplace. Effectiveness at workplace is really required even for the smallest entrepreneur to be successful. This unit will help the learners to get acquainted with the basic employability skills which are essentially required for any of the individual willing to be an entrepreneur.

RESOURCE

https://hbr.org/2012/09/are-you-solving-the-right-problem (https://hbr.org/2012/09/are-you-solving-the-right-problem)

https://www.dol.gov/odep/topics/youth/softskills/Problem.pdf (https://www.dol.gov/odep/topics/youth/softskills /Problem.pdf)

http://www.businessdictionary.com/definition/problem.html (http://www.businessdictionary.com/definition/problem.html)

https://en.wikipedia.org/wiki/Problem_statement (https://en.wikipedia.org/wiki/Problem_statement)

Video

https://www.lynda.com/Business-Skills-tutorials/Welcome /155342/165341-4.html (https://www.lynda.com/Business-Skills-tutorials/Welcome/155342/165341-4.html)

https://study.com/academy/lesson/types-of-problems-problem-solving-strategies.html (https://study.com/academy /lesson/types-of-problems-problem-solving-strategies.html)

https://www.coursera.org/learn/problem-solving-skills/lecture /wJVOO/2-1a-defining-problems (https://www.coursera.org /learn/problem-solving-skills/lecture/wJVOO/2-1a-defining-problems)

CONTENT

Content:

The content of the Institutional Organisation and Employability skills are developed in the three different categories. Firs category is expertise and the second one is intrinsic motivation and the third one is thinking skills in employability skills. These are three unit of Employability skills. The first unit is Institutional Organisation. The second unit is devoted to Team Work and this unit is for Problem Solving.

Unit First: Organization	Unit Second: Team Work	Unit Third: Problem Solving	
Ethical Practices	Dynamic Leadership	Problem Realization	
Maintaining Control	Sense of Responsibility	Generating Potential Solutions	
Resourceful & Persevering	Emotional Stability	People Concern	
High Expectation	Work ownership	Setting goal and interests	
Raising Financial Capital	Synergic Approach	Ignition for Execution	
Social Capital	Division of Laour	Testing of effectiveness	

LEARNING OUTCOMES

Learning Outcome:

1. Students will inspect themselves to appreciate qualities of using ethical practices and maintaining control at the workplace.
2. Students will understand the importance of being resourceful and preserving.
3. Students will acquire the skill of raising financial and social capital.
4. Students will develop the sense of responsibility.
5. Students will be able to acquire the Dynamic Leadership skills.
6. Students will realize the importance of being emotionally stable.
7. Students will be equipped with the work ownership skills.
8. Students will be able to relate the synergic approach employed in the workplace and Teamwork.
9. Students will be acquainted with the Problem-solving technique
10. Student will be able to correlate the importance of problem realization and generating potential solutions
11. Students will be able to identify the importance of setting goals.
12. Students will be able to prospects the importance of executing the solution of the problem and testing its effectiveness.

Thank You! for completing the test.

SELF ASSESSMENT TEST RESULT

Total No Of Questions : 10

Attempt No Of Questions : 1

Total Marks : 500 Out Of 7 Marks

Level : No Level of Competence

Go To Enrollment (CourseSelection.aspx)

RESULT INSTRUCTION

Your Score is calculated based on below Competence Levels

Sr.No	Marks	Level
1 Score	1 to 249	No Level of Competence
2 Score	250 to 299	Low Level of Competence
3 Score	300 to 349	Averages Level of Competence
4 Score	350 to 399	Moderate High Level of Competence
5 Score	400 to 500	High Level of Competence

STORY

Learning Scenario Define Problem ...

Khushi…she was alike her name.....she was a girl who always keeps happiness on her sleeves and always spread happiness among everyone whom she meets. She was not only good in her studies but also was very good in various extracurricular activities such as elocution, debate, essay writing, sports… she was really a ever happy girl with golden heart and talented in real sense. Almost whole of the college knows her, as she was so much talented that before reaching anywhere her popularity already reaches…and on top of all of it her friendly and happy go lucky nature makes her everyone's favourite…everyone used to enjoy talking her…

Khushi always wanted to do something different in her life… something through which she can spread happiness among everyone…she knows it very well that she cannot do whatever she is dreaming in just a job of 9 to 5...she wants to fly in the sky of her dreams on the basis of all the talent she have, and somewhere she was confident that if not now than may be later, but one day she will fulfil all her dreams.

This was the last year of her engineering, and she was doing exceptionally well alike other 3 years. Everyone was expecting the same in her campus placements… and the same happened when she got job offers from not just one but various top companies…But khushi was not at all happy. Her dreams were never like the way others were expecting from her. She was sitting saddened in the college lawn and was thinking to how she can fulfil her real dreams?? What should be done which can give peace to her heart and she can spread happiness among all, and this was her only dream. Fulfilment of this dream only can give a different identity to her...

Suddenly voice of her four college juniors sitting nearby her and discussing over something broke her concentration. Khushi knows them and they also know khushi very well. Being a senior, they used to respect khushi a lot. The main point of discussion of those juniors was just a single question

which was raised by one among those four and the question was why we earn??

"For earning lots of money"... one friend among four had replied

"For living life peacefully", other had replied

With these two answers may more questions were raised and all of those started giving their own points and logics… and suddenly they came across khushi who was sitting just nearby…and one friend shouted

"Hey hello khushi mam".

Hello Arun…How are you ?

Arun replied "wait mam we are coming there only" and everyone started moving towards her.

How are you mam? Everyone asked khushi.

I am good, khushi replied and at the same time asked them at what point they were discussing ?

Nothing mam…Ashustosh was just playing not so important question answer round with everyone.

Ashutosh got irritated and said, " ohhh, if it was not so important question than why you guys were unable to answer it properly"

Ohk mam...you only tell why we humans do earn money?

Khushi promptly replied, "For fulfilling the needs, human earn money...need of bread, clothe and shelter. These are the three basic need of every human being…And each individual earn and save money for fulfilling these basic needs in the best way.

Everyone among those four friends was well satisfied with khushi's answer…

Suddenly something got clicked in khushi's mind… Constantly her mind was thinking about the phrase "bread, clothe and shelter" which she just spoke...

She stood and asked to leave and started thinking while walking that human for his whole life earn and save just for this basic reason only that they can eat properly and can own his own house.. For owning the house is everyone's dream and he keep on putting effort for fulfilling it so that they can get peace in life...

Now khushi was happy that her mind was now able to think this way…She started saying it to herself that what if she

takes this work only as her profession and help everyone in achieving and living one of their biggest dreams…what if we start her own business of real estate?

Though she knows that she have to face several problems in making her parents convinced for it…but she was so much confident about herself that she knows it very well that somehow she will make her parents convinced for this, so rather on wasting time in thinking about it, she was keenly interested in knowing the fact that how can she keeps her first step in this business..

Framework of what khushi wants to do was already there in her mind but the real problem has started now when she don't know that **HOW** she has to do…The biggest difficulty is this only that she doesn't know how she will proceed in this business…But anyhow khushi can never lost the battle, she has to find out the solution for this problem.

YOUR ROLE: If you are Khushi and you want to solve the problem of people through your business but you are not able to get the problem. How do you realise the problem.

Activity No : 1
Title : ELSDPA1
5 Marks

Listout the problems in your situation.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSDPA1&id=77&ChpId=2060&Edit=)
DateTime :12/2/2017 9:36:18 PM

Activity No : 2
Title : ELSDPA2
5 Marks

Select a problem from the list as per your concern.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSDPA2&id=76&ChpId=2060&Edit=)
DateTime :12/2/2017 9:36:54 PM

Activity No : 3
Title : ELSDPA3
5 Marks

Verify the selected problem with the help of following points.

1. Is it new one?
2. Is it feasible?
3. Is it important one?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSDPA3&id=75&ChpId=2060&Edit=)
DateTime :12/2/2017 9:37:36 PM

Activity No : 4
Title : ELSDPA4
5 Marks

Why do you want to solve the selected problem?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSDPA4&id=74&ChpId=2060&Edit=)
DateTime :12/2/2017 9:39:17 PM

Activity No : 5
Title : ELSDPA5
5 Marks

Explain the selected problem in detail.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSDPA5&id=73&ChpId=2060&Edit=)
DateTime :12/2/2017 9:39:53 PM

Assignment No : 1
Title : ELSDPASG1
20 Marks

Define the problem so that your business will run smoothly
through solving it.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=ELSDPASG1&
id=18&ChpId=2060&Edit=)
DateTime :12/2/2017 9:40:57 PM

QUESTION NO : 1

--------------------is the heart of the problem.

OPTIONS

A : ○   issue

B : ○   shortage

C : ○   need

D : ○   demand

Priv <<   Next >>

STORY

Learning Scenario Towards Problem Solving...

It is said that for fulfilling any dream it is important to think that why someone is seeing that particular dream rather than how that dream is to be fulfilled… If the person knows that why he/she is seeing any dream than almost 80 percent of the problem automatically gets solved…it is really important to realise the importance of the dream in order to fulfil it.

Khushi knows it very well that why she has seen that dream...she knows it very well that this dream is the main objective of her whole life, it can only bring peace to her, but fulfilling it an bring lots of trouble and difficulties...but at the same time she also knows that if the intentions are pure and strong than every problem can be dealt. Realising problem is more important rather solving it.

No problem is a problem, only the way of perceiving it, determines any condition either to be difficult problem or just a normal hurdle in reaching to the desired goal. Therefore your attitude and your way of perceiving things are the most important pillars in solving up any problem in life...

However khushi have to face many problems because business of real estate is not that easy business. Though no work is easy but khushi along with fulfilling her dreams was taking risk to break the orthodox thinking…That orthodox thinking according to which girls and literate people cannot be into this business…for this business one needs to be master in all odd tactics...But for khushi all these orthodox thinking was not at all a matter of concern..what she was visualising was just the happiness and smiles on the faces of many which she wants to give them by helping in fulfilling one of the big dream of owning their homes...and because of her strong vision she was confident enough in solving all her problems..

Khushi make promise with herself that after 5 years she will prove herself, will make herself well established and will earn big name and fame in this field only...It means that now khushi have a goal along with her dreams..Attaching time or

date along with your dreams makes it your desired goal… Otherwise anyone can see dreams but only few can make it their goal.

Khusi knows it already that first step in solving any problem is realising the problem, understanding it and defining it...There are many who keep on revolving around problems but never hit on the problem..Neither they understand the problem nor they define it well and without this step no one can reach to the solution of the problem.

But khushi tries to know her problem...The moment is that how realise the real problem is big challenge to her, If you are Khushi how do you do to realise the same problem..

One of the major problem which khushi was facing in the moment was lack of financial capital...A Business which requires an investment of not only in thousands but in lakhs and for the same she doesn't have few thousand even to invest into it. So how can she proceed into this business without any capital..This is the one of the major and genuine problem…

After whole day in the college, she reached home and complete all her homely tasks and when her day was about to end she took out her diary and pen and sat all alone in her room. She wrote her problem on the diary...Now if the problem is there than there has to be some solution for it, and this is also not important that a problem will have only single solution...Single problem may have several solutions and for thinking different solution, one has to think in different perspective from different angels…One has to think on various permutations and combinations of various things and then finally has to choose one option out of several other options available, which is the most suitable in the ongoing situation and condition of the individual..This way any problem is solved and solution of the problem is searched out.

Khushi also had thought of various solutions for her problem and wrote each of the solution on her diary…For starting her business in real estate she needs financial capital in any way.. Now the point is what and how she can do in order to raise money for her business…There were several options which were running in her mind like;

1. She can ask her parents to give her money for the financial investment.
2. She can convince the land owners for selling their land on loan.
3. She can start her business in partnership..Money will

be of her partners and she will invest her time and will do hard work for establishing the business

So these were the available feasible options which she had written on her diary and started thinking on the every aspect of each solution. What will be advantages or disadvantages of each solution…For making her work easier she wrote all the options along with their advantages or disadvantages.. Now it was the time for khushi to choose the option which can bring happiness to her.

Now in front of khushi there were few options available to reach out to her goal..Though options were few but she knows it very well that right option chosen at right time can only make her successful in real sense.

The amount which was required as initial investment for her business was not going to be any lesser, so she didn't chose the first option because she never wanted to achieve anything after burdening her parents. Khushi wanted to get successful on her own..Thus khushi listed out the first option of getting money for initial investment in her business.

khushi's mind was not at all approving for the second option because she never wanted to but the land from the owner on loan..As taking land on loan means ending up with investing more money than the real cost which khushi not at all wanted. Therefore this option also got failed and was listed out.

Now she was left with the third option on which she had the maximum trust.She was telling to herself that what if she doesn't have any financial capital, she do have the social capital with herself. Somewhere khushi was relaxed and feeling a little proud on her capability of being friend with everyone, talking to everyone, smiling and sharing, knowing and understanding about each other is only going to help her now. Khushi not only knows her batchmates but also knows her seniors very well who are having good jobs and some of them are even settled in various foreign countries.

Owing to all these facts khushi had chosen the third option only..It means that now khushi have to search out for her partner whom she can told her scheme and will convince them for investing their money for it..

Khushi very tactfully had chosen her partner, she thought that it will not be wise at all if she chooses her partner among her college mates only..Though there were few excellent students whom khushi knows very well and they can turn out to be really good for this business.. But the one

who are still studying may have the same condition alike her. They may also face the same difficulty in collecting the big amount of money for investment..Khushi started making list of all her seniors who were placed at good places and were earning well .One of the senior was placed in foreign country.. And she chose the best 3 among them. Though the list consisted around 8 to 10 senior students for her backup, so that if any of the senior would not get ready to her plan than she will have others to approach..

Now it was khushi's turn to do research in the field of real estate.. she has to research where there are possibilities, where there lies probabilities. She took around 1 month to gain all the knowledge and collect all the information and prepared an excellent scheme for investment. She prepared this scheme keeping all the practical aspects in mind.. For this she approached various real estate agent's offices, various Government Offices. She did all this because, before keeping her schemes in front of any partner she wanted to know minute details so that she can be confident enough in talking to anyone…and the same thing happened, khushi's knowledge reached at a very good level because of which she was able to prepare an excellent investment scheme.

Finally the time has came where she has to tell her scheme infront of her seniors whom she has chosen her partners..

Your Role: if you would be khushi than which option would you choose ? Help Khushi to analyze each option by detailing out the advantages and disadvantages of each.

RESOURCE

Vedio

https://www.khanacademy.org/science/health-and-medicine
/executive-systems-of-the-brain/cognition-
2014-03-27T18:40:04.738Z/v/problem-solving
(https://www.khanacademy.org/science/health-and-medicine
/executive-systems-of-the-brain/cognition-
2014-03-27T18:40:04.738Z/v/problem-solving)

https://www.youtube.com/watch?v=kUbq5HGXl_Y
(https://www.youtube.com/watch?v=kUbq5HGXl_Y)

https://www.youtube.com/watch?v=EhK0uxR0jII
(https://www.youtube.com/watch?v=EhK0uxR0jII)

HTML WEB

https://www.entrepreneur.com/video/305424
(https://www.entrepreneur.com/video/305424)

PPT

https://www.lean.org/FuseTalk/Forum/Attachments
/PowerPoint%20-%20Problem%20Solving.pdf
(https://www.lean.org/FuseTalk/Forum/Attachments
/PowerPoint%20-%20Problem%20Solving.pdf)

PDF

https://www.cls.utk.edu/pdf/ls/Week3_Lesson21.pdf
(https://www.cls.utk.edu/pdf/ls/Week3_Lesson21.pdf)

https://www.unce.unr.edu/publications/files/cd/other
/fs9726.pdf (https://www.unce.unr.edu/publications/files
/cd/other/fs9726.pdf)

Activity No : 1
Title : ELSTPA1
5 Marks

According to you what problem khushi may face at the moment?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSTPA1&id=82&ChpId=2061&Edit=)
DateTime :12/2/2017 9:42:22 PM

Activity No : 2
Title : ELSTPA2
5 Marks

What suggestions you will give to khushi for solving her problem.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSTPA2&id=81&ChpId=2061&Edit=)
DateTime :12/2/2017 9:42:52 PM

Activity No : 3
Title : ELSTPA3
5 Marks

What is your dream? Explain with illustration .

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSTPA3&id=80&ChpId=2061&Edit=)
DateTime :12/2/2017 9:43:25 PM

Activity No : 4
Title : ELSTP4
5 Marks

List down the major problems in fulfilling your dreams which you think you are facing in the moment.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=ELSTP4&id=79&ChpId=2061&Edit=)
DateTime :12/2/2017 9:43:56 PM

Activity No : 5
Title : ELSTPA5
5 Marks

List down the options to solve the problems in fulfilling your dreams.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=ELSTPA5&id=78&ChpId=2061&Edit=)
DateTime :12/2/2017 9:44:44 PM

Assignment No : 1
Title : ELSTPASG1
20 Marks

Design your action plan to solve you dream problem.
Apply systematic steps to solve your problem and how do you
select the right option to solve your dream problem?

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=ELSTPASG1&id=20&
ChpId=2061&Edit=)
DateTime :12/2/2017 9:45:26 PM

STORY

Learning Scenario Implement the Solution

The month of September was coming to an end..Festivity was all around..Diwali holidays were lying ahead in the month of October..Khushi called her seniors and asked their date of coming back to home in the city during the festival. She planned out to meet everyone separately...

Diwali holidays has arrived, everyone started coming back to their home...Khushi has also planned out everything for the holidays...She knows it very well that how she has to utilize all her holidays for maximum interest...

After a lot of thinking and realising the need of the hour Khushi decided to meet her seniors altogether rather than meeting them separately... She finalised the date, time and venue and they all meet up... As all the three seniors were from the same college, therefore they were also knowing each other and were quite comfortable.

Khushi kept her project scheme in front of them... As Khushi had already well-researched whole of her scheme because of which she was able to answer all their doubts and queries properly.

Khushi also told them her main intention behind asking only three of them to be her partners. Firstly they were all well settled in their own jobs and for sure they might be saving some amount of their salaries. And if they are getting some full proof plan where the chance of loss is 0 percent than who doesn't want to invest in it...And the other main reason of choosing them only as their partners was that their thinking style was quite similar to that of khushi..Being a very good friend of them Khushi was knowing about their similar interests and passions. This may help Khushi in making a proper liasoning with their partners which in turn help in smooth running of the business.

All of those three seniors had listened Khushi very carefully, understand all the points and if there were any doubt than asked it then and there only.. And this whole discussion and their meeting took around 3 to 4 hours and finally all three of

them were ready to become Khushi's partner. And in that moment there were no boundaries to Khushi's happiness.All three of them were now ready to invest around 2 or 2.5 lacs... Khushi ensured all of them that she will not let any of their money to sink..she will surely going to book some profit from it.

And all of the three partners also trusted Khushi's full proof plan and her hard work...

Very next day Khushi has gone to register her company with the name "DREAMS INTO REAL ESTATE COMPANY"

And after two months, with one part of the invested money, an office set up was made in the same city on whose wall, photo frames of all the partners of the company were hang...And the leftover amount was invested in buying a land... They incurred some profit in selling their first owned property...Khushi totally dedicated herself to selling that first property, though the percentage of profit was less in her first deal...But with this, she earned a confidence which was priceless.

This way Khushi had turned her problem into an opportunity...

Your Role: If you are Khushi and you want to convert your dream into reality what do you do?

Activity No : 1
Title : ELSISA1
5 Marks

What do you mean by brainstorming?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSISA1&id=94&ChpId=2062&Edit=)
DateTime :12/3/2017 11:23:57 AM

Activity No : 2
Title : ELSISA2
5 Marks

How do you apply brainstorming process to generate the
potential solution for the selected problem?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSISA2&id=93&ChpId=2062&Edit=)
DateTime :12/3/2017 11:22:40 AM

Activity No : 3
Title : ELSISA3
5 Marks

What is your plan to implement your potential solution?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSISA3&id=92&ChpId=2062&Edit=)
DateTime :12/3/2017 11:21:06 AM

Activity No : 4
Title : ELSISA4
5 Marks

How do you implement your potential Solutions?

Complete This Activity (StudentActivity.aspx?mrk=5&

tit=ELSISA4&id=91&ChpId=2062&Edit=)
DateTime :12/3/2017 11:18:56 AM

Activity No : 5
Title : ELSISA5
5 Marks

What are your strategies to test the effectiveness of potential
solutions?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSISA5&id=90&ChpId=2062&Edit=)
DateTime :12/3/2017 11:17:06 AM

Assignment No : 1
Title : ELSISASG1
20 Marks

Prepared the report on Implementation of the potential
Solutions to send it to mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=ELSISASG1&id=21&
ChpId=2062&Edit=)
DateTime :12/3/2017 11:28:23 AM

STORY

Learning Scenario on Team Work

There was a very small village riverside, which has few houses with the small population...In whatever way, this village was sustaining but the villagers were happy in their own small world. They have only one reason to be unhappy and that was the river only... There was no bridge constructed over the river, as the village was backwards, therefore, nobody pays any attention to it.. and villagers were also somehow managing their own. But problem remains a problem until it is not solved

There was the only market for the villagers which was 10 km far from the village and the only way to reach there was through the river only..And there was just a single boat to cross the river which was used by the villagers to reach to the market.

But that year it rained so heavily and the conditions became worst, the only boat which the villagers had that also had gone somewhere under the heavy pressure of water. Now only those people can cross the river who knows to swim.

For some days those villagers considered it as a normal problem. But one-day Ramua who was an ironsmith, his daughter in law was pregnant and suddenly she got extreme labour pains. The condition was out of control from the local nurses of the village.Only one way was left to save her life was to take her hospital without any delay. But how she can be taken to the hospital? There was no way to cross the river other than swimming. But villagers cannot see anyone dying in front of them so those who knew swimming, somehow managed to cross the river along with Ramua's daughter in law... But all goes in vain as due to delay in reaching to the hospital, doctors couldn't save mother and child.

Ramua got dead silent…He was so shocked that he was not talking to anyone... Next day after his daughter at law's funeral he didn't return back to his home, rather he swam across the river and reached his farm to cut bamboos. People thought that he might be still in shock...But he remains silent and keeps on doing his work... But in spite of everything else he was old and alone...

A single man can initiate the change, but cannot bring the change…

If you are Ramua and you want to bring change in your society what do you do?

Villagers reached to Ramua to make him understand what madness he is doing. Why he was continuously cutting bamboos in such a scorching heat. This way he will get ill..

Than ramua broke his silence and said, " May be you feel it as my madness, but now no one in our village will die due to lack of medical facility..and if you think it as my madness than yes i am mad..and if someone else alike me got mad earlier than my daughter in law and her child would have been alive..

Villagers felt ashamed and all of them decided together that now they will also help Ramua..River was quite wide and flow of water was also quite strong.. Many times half constructed bridges broke down and flown away in the strong pressure of water..And this happen not just once but twice or thrice it happened.

Some of the people started loosing patience and courage but Ramua's courage and strength increased manifolds. He then told to everyone that we are continously failing because we all are working individually. We have to select our leader, and rather than working individually we have to work in small groups... Everyone have to work in that field only in which they think themselves to be perfect.

Everyone felt that Ramua was saying right, everyone selected Ramua only as their leader, as he was the only one among all who was fighting against all odds and failures with maximum courage and strength...He didn't lost his hope at

all and was firmly determined to achieve his only target of constructing bridge successfully. Owing to all this reason everyone considered Ramua only to be their leader… Everyone listened and followed all the instructions properly given by him.. Ramua asked each of the member to which work they are perfect and can do properly... And accordingly he assigned duties to all the members...

As Ramua was himself an iron smith therefore he and his team got the job of constructing the frame work of the bamboo bridge…Those who are good swimmer, they got the job of arranging the bridge and allowing the framework of the whole bridge to sit properly inside the river...And in the same way everyone gave their contribution and the whole bridge got ready within few months.

Villagers were neither having any resources nor they were having much knowledge…But thinking about their responsibility and their sense of devotion for duty along with strong team work they have achieved their goal.

If the same job Ramua had done all alone, than this would have taken years to accomplished and may also be possible that he may not succeeded in achieving their goal.. But with the strong team work and devotion they all had made this tedious job possible and successfully completed it.

Your Role: If you are Ramua and you are also egger to solve the common problem of your society what do you do?

Activity No : 1
Title : ELSTWA1
5 Marks

"A single person initiates the change but cannot bring the whole change". Justify the statement in your own words.

Complete This Activity (StudentActivity.aspx?mrk=5& tit=ELSTWA1&id=104&ChpId=2063&Edit=)
DateTime :12/3/2017 12:09:46 PM

Activity No : 2
Title : ELSTWA2
5 Marks

How do you build up your team to achieve the common goal?

Complete This Activity (StudentActivity.aspx?mrk=5& tit=ELSTWA2&id=103&ChpId=2063&Edit=)
DateTime :12/3/2017 12:08:50 PM

Activity No : 3
Title : ELSTWA3
5 Marks

What is mean by SHGs (Self Help Groups)?

Complete This Activity (StudentActivity.aspx?mrk=5& tit=ELSTWA3&id=102&ChpId=2063&Edit=)
DateTime :12/3/2017 12:07:53 PM

Activity No : 4
Title : ELSTWA4
5 Marks

How do you apply Self Help Group(SHGs) principle to solve the common problem of people and improve their standard

of living?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSTWA4&id=101&ChpId=2063&Edit=)
DateTime :12/3/2017 12:38:00 PM

Activity No : 5
Title : ELSTWA5
5 Marks

How do you generate social capital through social
networking?

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=ELSTWA5&id=100&ChpId=2063&Edit=)
DateTime :12/3/2017 12:05:16 PM

Assignment No : 1
Title : ELSTWASG1
20 Marks

Invite your friends together to solve the common problem of your society. Create the innovative solutions to the common problem of people with the help of the group and celebrate the success of solving common problem among the group. Prepare the report on the task and send it to mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=ELSTWASG1&
id=22&ChpId=2063&Edit=)
DateTime :12/3/2017 12:41:41 PM

SAVITRIBAI PHULE PUNE UNIVERSITY

ONLINE
<u>BLENDED LEARNING MATERIAL</u>

<u>EVALUATING SKILLS & MARKETING</u>
<u>STRATEGIES</u>

DEVELOPED BY

Dr. Navnath Tupe

Asst. Professor

Department of Lifelong Learning Education,

Savitribai Phule Pune University, Pune – 7.

CONTENT

COMMITMENTS FOR THE LEARNER

COMMITMENTS FOR THE LEARNER

1. I invest consistent efforts to meet my own expectations as a being repute Market Evaluator.

2. I take interest to learn entrepreneurial skills and improve myself through Reflective Marketing.

3. I am committed to doing each task given in the course for becoming the reflective marketer.

RATIONALE OF THE SUBJECT

Learning Environment & Rational

Marketing evaluation is necessary for taking some decision about the marketing of the product or service which is produced by the firm. Any firm is developed for the specific objective and its products or services also generated to fulfill the specific needs of the consumers. Everyone has the skills and knowledge to do business but those who know the marketing system and who is aware to the behaviour of the consumers, who have the knowledge of the needs of the costumers and understanding of the marketing trends as such person would be successful in business. Therefore entrepreneur has to observe the own marketing system continuously and solve its problems regularly through marketing evaluation. It is called reflective marketing. This learning platform has been developed on the basis of reflective marketing assumption.

In this module, story-based learning scenario has been developed to create the condition of learning. It is activity based learning module. Activities are helpful to complete the assignments. Multiple choice questions are developed to check the level of learning. Self-instruction and self-directed learning path are developed in this module. Four ways have been applied to do learning activities. One is individual based activity, another is Peer-based activity, group-based activity, and community-based activity. In this process, Learning is the interactions to solve the problem. The interaction between the content and self-mental incentives is the individual based interaction. The interaction between the partner is the peer-based interaction to solve the problem and interaction among group members to solve the problem is group based interaction and interaction among the community of practices is the community-based interaction.

CONTENT

Content

Producing Reflective Marketer is the goal of this Module. Reflective Marketer is always criticizing own practice of market through introspection as well as self observation tool and try to find out where the contradiction between the defined mission value and marketing practices. A reflective Marketer develops the action plan for improving their marketing and try to reflect on that results of actions have been taken. A person who has an expertise, intrinsic motivation to do cyclic action and reflective thinking for his or her market improvement.
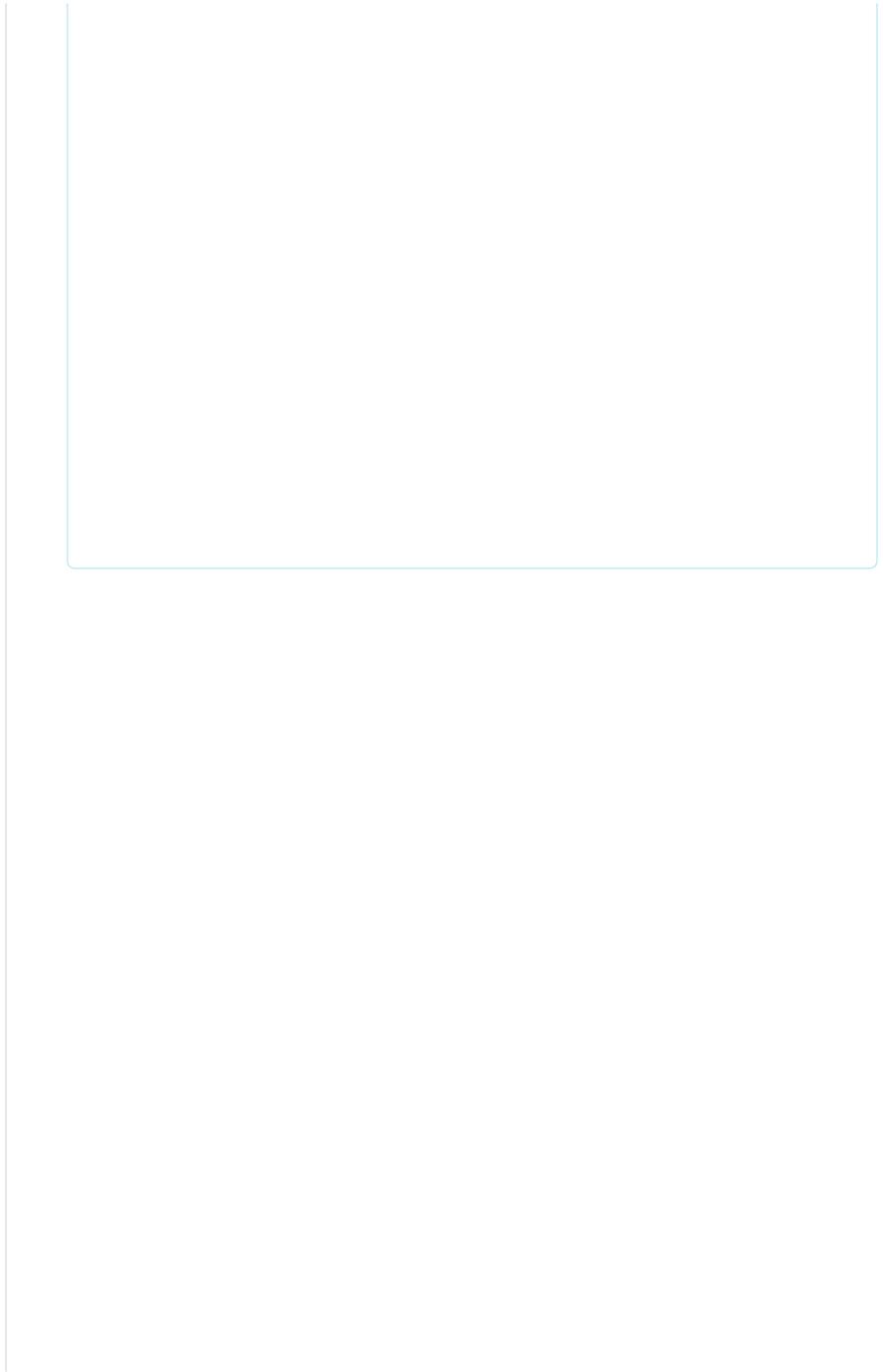
LEARNING OUTCOMES

Competency:

- The learner will function as a reflective marketer.

Learning Outcomes:

The learner will be able to-

1. Develop expertise in marketing evaluation as a reflective marketer.

2. Reflect for modification of own product marketing as per the market trend.

3. Identify the values for customer satisfaction to hold as a reflective entrepreneur.

4. Motivate for keeping self-confidence for marketing.

5. commit to meet self-expectations for making brand effective.

6. enhance the skills of marketing evaluation

7. commit for customer satisfaction.

Thank You! for completing the test.

SELF ASSESSMENT TEST RESULT

Total No Of Questions : 50

Attempt No Of Questions : 0

Total Marks :

Level : High Level of Competence

Go To Enrollment (CourseSelection.aspx)

RESULT INSTRUCTION

Your Score is calculated based on below Competence Levels

Sr.No	Marks	Level
1 Score	1 to 249	No Level of Competence
2 Score	250 to 299	Low Level of Competence
3 Score	300 to 349	Averages Level of Competence
4 Score	350 to 399	Moderate High Level of Competence
5 Score	400 to 500	High Level of Competence

STORY

Learning Scenario for Marketing Evaluation...

Financially Independent Women

Women work hard. They toil in fields and forests; in homes and factories and in offices. They pull on in life cheering somehow them each day. Women are working hard for their family. They are facilitating to each one in the family. They serve to husband, their kids, in-laws and taking care of each member of the family; but never come forward to take leadership of the family. Women are scarifying for their family. They deny themselves any separate life of their own. This is why men desperately need the woman to pull them out of adversities and help reach the horizon of their achievement. Men are heading to family and enjoying power in male dominated society. Our family institution, Marriage Institution is always favorable to male rather than women. Because of all this while, women are left to themselves with nothing to look forward to organizing their own lives as best as they can with no light at the end of the tunnel. They let go opportunities for the sake of their young ones denying their own future. They desist from spreading their wings and fly high in the sky, but stick to their nest, and shelter their young ones under the wings, living a life of dependence. Their tears express their woes. They are fully concentrated on their kids' future and protecting their family in every adverse situation. It is a fact in the same story of a woman in our society.

Why women are dependent even they work hard?

Women work hard. They toil in fields and forests; in homes and factories and in offices. They pull on in life cheering somehow them each day. They deny themselves any separate life of their own. This is why men desperately need woman to pull them out of adversities and help reach the horizon of their achievement. Women are left to themselves with nothing to look forward to organize their own life as best as they can with no light at the end of the tunnel.

Women let go opportunities for the sake of their young ones denying their own future. They desist from spreading their wings and fly high in the sky, but stick to their nest, and shelter their young ones under the wings, living a life of dependence. Their tears express their woes; but now women are coming together pressing forward in groups, asserting themselves instead of silently brooding over their lot.

But now women are coming together for pressing forward in groups, asserting themselves instead of silently brooding over their lot. In Pune District, They are active in Self Help Groups for empowering themselves.

Women today are educated, they study as much as they can and thus gather strength. Yet they don't own any property of their own despite being hardworking. And where do they find employment? Only there, where the jobs are not prestigious, or remunerative. A man proudly tells that he is a chef in such and such Hotel, but he cannot cook at home and clean his own kitchen. This non-remunerative and non-prestigious job is that of his wife.

Women today are educated, they study as much as they can and thus gather strength. Yet they don't own any property of their own despite being hardworking. And where do they find employment? Only there they are working, where the jobs are not prestigious, or remunerative. A man proudly tells that he is a chef in such and such Hotel; but he cannot cook at home and clean his own kitchen. This non-remunerative and non-prestigious job is that of his wife

Women are now exposing this perfidious fact of life. With their knowledge and skills and their invaluable fruitful toil they now want to lead a useful and satisfactory life. One such woman is *Aruna,* who became aware of the strength, confidence, and commitment in herself early and became a food producer. She started with an initial capital of just rs.500/- and today she earns a profit of some Lakhs per month.

Women are now exposing this perfidious fact of life. With their knowledge and skills and their invaluable fruitful toil they now want to lead a useful and satisfactory life. One such woman is Aruna, who became aware of the strength, confidence, and commitment in herself early and became a food producer. She started with an initial capital of just rs.500/- and today she earns a profit of some Lakhs per month. She has created the market for food items through Self Help Groups and proved how traditional skills are important in the market as well. Here we are going to learn the story of Aruna in market point of view. In her business, she has invested fewer amounts and she has not a huge capital and even she has not the advanced skills but she has created her own entrepreneur on the basis of connectivity among women to women.

Your Role: -Suppose you are Aruna and you want to become

financially independent. What do you do?

RESOURCE

Resources:-

Video:

http://India Marketing Trends 2015, Digital Forecast & Prediction Video (http://India Marketing Trends 2015, Digital Forecast & Prediction Video)

http://2013 Marketing Trends in India: Annurag Batra shares his perspective (HD) (http://2013 Marketing Trends in India: Annurag Batra shares his perspective (HD))

http://Online Shopping Trends in India, 2013 - A Google India report (http://Online Shopping Trends in India, 2013 - A Google India report)

Analysis

http://Basics of Fundamental Analysis in the Stock Market (Hindi) (http://Basics of Fundamental Analysis in the Stock Market (Hindi))

http://Hindi: Fundamental Analysis (Profit & Loss Statement - I) (http://Hindi: Fundamental Analysis (Profit & Loss Statement - I))

PDF:

http://Food Price Policy in an Era of Market Instability: A Political Economy Analysis (http://Food Price Policy in an Era of Market Instability: A Political Economy Analysis)

http://08_chapter%202%20retail%20marketing%20trends.pdf (http://file: ///E:/Entrepreneurial%20Skill%20Enhancement%20UGC /08_chapter%202%20retail%20marketing%20trends.pdf)

http://www.jstor.org/stable/23391884 (http://www.jstor.org /stable/23391884)

http://www.jstor.org/stable/24720305 (http://www.jstor.org /stable/24720305)

http:// Anurag-Mathur-pdf.p (http://file: ///E:/Entrepreneurial%20Skill%20Enhancement%20UGC /Anurag-Mathur-pdf.p)

http://Emerging_Trends_Fashion_Marketing_2012 (http://Emerging_Trends_Fashion_Marketing_2012)

http://Food Retailing Article - Food Processing Magazine (http://Food Retailing Article - Food Processing Magazine)

http://P107-115 digital marketing trends (http://P107-115 digital marketing trends)

http://Technopak Food Services Trends 2014 (http://Technopak Food Services Trends 2014)

http://Uploads-Downloads-77-Debt Markets RM_3 (http://Uploads-Downloads-77-Debt Markets RM_3)
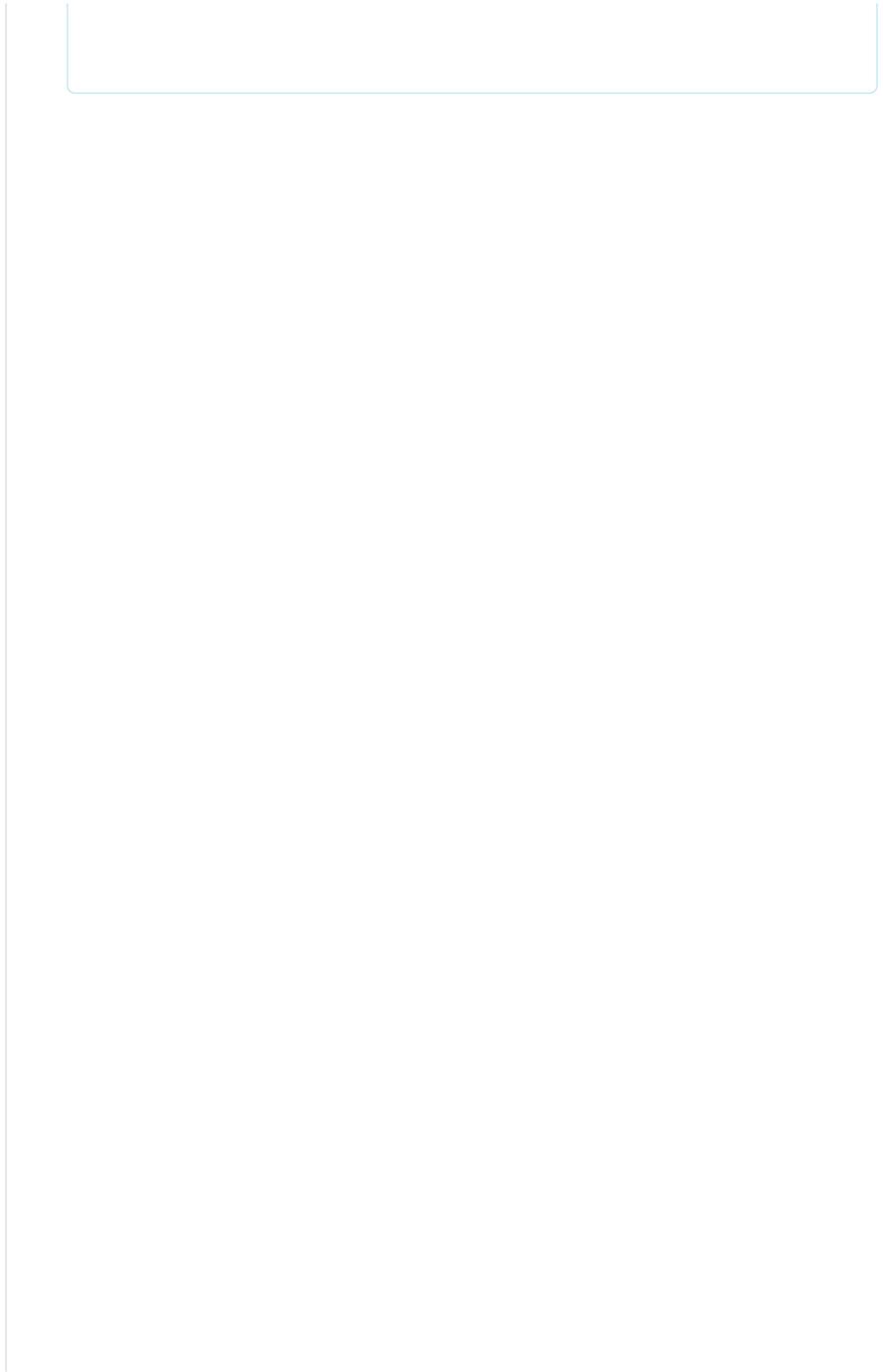
Activity No : 1

Title : MFA

5 Marks

How do you sell your skills and knowledge in the market?
Develop your own ideology to sell it and discuss with the
experts in the field and prepare the short notes and send it to
your peers for their comments.

Complete This Activity (StudentActivity.aspx?mrk=5&
tit=MFA&id=65&ChpId=2053&Edit=)

DateTime :12/2/2017 9:11:39 PM

Activity No : 2

Title :

5 Marks

Define your area of marketing where you can sell your
services or products.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&
id=62&ChpId=2053&Edit=)

DateTime :10/19/2017 4:09:49 PM

Activity No : 3

Title :

5 Marks

What do you mean by digital Marketing and How do you
apply this market tool for selling your product or knowledge,
skills in terms of services? And design market adds of your
product on Facebook.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&
id=27&ChpId=2053&Edit=)

DateTime :9/29/2017 10:29:20 PM

Activity No : 4

Title :

5 Marks

How do you apply Social Networking as a Social Capital for your startups? Explain with Illustration.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&id=26&ChpId=2053&Edit=)
DateTime :9/29/2017 10:25:21 PM

Activity No : 5
Title :
5 Marks

What are the current market trends relating to your skills and knowledge?

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&id=25&ChpId=2053&Edit=)
DateTime :11/13/2017 11:48:26 AM

Assignment No : 1
Title :
20 Marks

Prepare marketing action plan for identifying your own customers to selling services or products. Write a report and send to your mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=20&tit=&id=16&
ChpId=2053&Edit=)
DateTime :9/29/2017 10:31:23 PM

Out Of

what is your idea to connect with your costumer? (DiscussionForumComment.aspx?id=27&q=what is your idea to connect with your costumer?&cid=2053)

asked 10/27/2017 7:20:51 PM by

QUESTION NO : 1

4.-------------------is the important social capital for small scale Entrepreneurship.

OPTIONS

A : ○   Self Help Groups

B : ○   Business Groups

C : ○   Bankers Groups

D : ○   None of the above

Priv <<   Next >>

STORY

Learning Scenario Continue...

Diligent Friendship in Marketing

Aruna was married into an extremely poor family. Soon after marriage she gave birth to three girls and one boy. Her lot was none different than other women. Cooking, cleaning and raising children. She could somehow study up to the tenth standard only, and was utterly tired and exhausted due to the tedious house hold work day after day. Once she came to know about the small savings scheme mooted by State Bank of India. She thought it was an opportunity to come out of her dire circumstance and was attracted towards it. Later she told her own success story with the help of the small saving scheme to as many friends as possible and helped all them too to get out of poverty. Helping each other, they all got over their grim circumstances.

Alone enthusiast cannot start a business alone on his own. He requires a few comrades holding hands and marching forwards to start a new business. Holding hands, in turn, builds a huge set of social connections-i.e. the Social Capital. Much like the financial capital this social capital is also necessary to start any new business. Considering the need of the social capital, the Banks in our country convinced people, through the Self Help Groups, how important saving is. Through this the banks helped the diligent women to progress. Though a short period training in Food Processing, the participants shared their thoughts and ideas and increased the volume of knowledge in Food Processing. They also learned how to preserve food. They persuaded people that food can be preserved without using any harmful chemicals.

Aruna was married into an extremely poor family. Soon after marriage she gave birth to Four girls and one boy. Her lot was none different than other women. Cooking, cleaning and raising children. She could somehow study up to the tenth standard, and was utterly tired and exhausted due to the tedious house hold work day after day.

Once she came to know about the small savings scheme mooted by State Bank of Patiyala. She thought it was an opportunity to come out of her dire circumstance and was attracted towards it. Later she told her own success story with the help of the small saving scheme to as many friends as possible and helped all them too to get out of poverty. Helping each other, they all got over their grim circumstances.

These women, to start with, neither had any capital nor did they possess any degrees to boast. They raised their business with whatever traditional knowledge and skills they had. They created big money helping each other. They are no longer helpless and pitiable poor things. Every household is now engaged in its own small business.

Aruna with the short training has now become an expert in Food Processing and runs a stall of food items from her house. . Aruna Has built up more than hundreds SHGs and She is connected with the more than thousands groups in the Pune district. This connectivity has brought prosperity in her life. She is now well- known Traditional Food Marketer in her Block. She sales her products in Bhimthadi Fare, in Marriage season, in occasional events, preparing tiffin for service holders as well.

Market does not mean just a give and take. It is, in fact, a scheme of buying and selling that has evolved through the process of enculturation. Sunanda Pawar and other women capable of leadership like her, encouraged many poor but self-respecting and ambitious women to become aware of the creativity they possessed. Once the spark of creativity was ignited, all the gifted women joined the fare that was organized and participated enthusiastically. According to their talents they all could create a place for themselves and could earn to their satisfaction. Folklore and the art of

cooking showed their best in the fare. Women encouraged each other to stand up and fend-for themselves. Thus joining hands they formed a formidable movement. Coming together in groups they enhanced their own condition; from just Paisa they created rupees. And these formerly unrecognized women received recognition from the banks and markets independently without any outsider's help. They are traditional food processors and using traditional tools and techniques of marketing. But now they want to grow in their business. They have to capture new opportunities in the market. This is the major problem to each member of SHGs in their small scale business.

Your Role: Suppose you are a Small Scale Entrepreneur like Aruna and you want to improve your quality of products as well as want to increase rate of marketing. What do you do?

RESOURCE

Resources:

Video:

http://Digital Marketing Basics (http://Digital Marketing Basics)

http://Pull Apps and Reflective Marketing Chat About Mobile Apps (http://Pull Apps and Reflective Marketing Chat About Mobile Apps)

http://Customer Needs Analysis (http://Customer Needs Analysis)

http://How to understand my customer? Use the Customer Analysis Tool - empowering people. Onsite (http://How to understand my customer? Use the Customer Analysis Tool - empowering people. Onsite)

http://What is Marketing & Brand Strategy? (http://What is Marketing & Brand Strategy?)

http://Branding: Nike & Apple Marketing Strategy (http://Branding: Nike & Apple Marketing Strategy)

PDF

http://testconso.typepad.com/files/brands-and-branding-csg2.pdf (http://testconso.typepad.com/files/brands-and-branding-csg2.pdf)

http://The essentials of branding from The Big Book of Marketing McGraw ... (http://The essentials of branding from The Big Book of Marketing McGraw ...)

http://web.stanford.edu/group/ifarmteams/files/SydneyEdwardsPresentation.pdf (http://web.stanford.edu/group/ifarmteams/files/SydneyEdwardsPresentation.pdf)

http://www.socialenterpriseworks.org/.../how_to_understand_your_customer_needs_and_e... (http://www.socialenterpriseworks.org/.../how_to_understand_your_customer_needs_and_e...)

http://Marketing Action Plan Template – 5+ Free Word, Excel, PDF Format ... (http://Marketing Action Plan Template – 5+ Free Word, Excel, PDF Format ...)

http://www.nds.org.au/images/resources/person-centred/Reflective-Practice.pdf (http://www.nds.org.au/images/resources/person-centred/Reflective-Practice.pdf)

http://eprints.lincoln.ac.uk/4592/2/MARKETING_AS_PRACT.BA1.pdf (http://eprints.lincoln.ac.uk/4592/2/MARKETING_AS_PRACT.BA1.pdf)

Video

https://www.youtube.com/watch?v=k6nOjhS1Sc8 (https://www.youtube.com/watch?v=k6nOjhS1Sc8)

Activity No : 1

Title :

5 Marks

Meet to any reflactive marketer and take his or her interview in reflective marketing point of view and prepare report with note of your reflaction on the interview.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&id=64&ChpId=2054&Edit=)

DateTime :10/27/2017 7:29:39 PM

Activity No : 2

Title :

5 Marks

What is your Action Plan to increase marketing rate? how the branding is helpful to increase the rate of marketing ? explains with illustrations.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&id=63&ChpId=2054&Edit=)

DateTime :10/27/2017 7:26:43 PM

Activity No : 3

Title :

5 Marks

What is your Action Plan to increase marketing rate? how is the branding helpful to increase the rate of marketing? explains with illustrations.

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&id=30&ChpId=2054&Edit=)

DateTime :9/29/2017 10:36:22 PM

Activity No : 4

Title :

5 Marks

How do you observe your own marketing practices?

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&
id=29&ChpId=2054&Edit=)
DateTime :9/29/2017 10:35:00 PM

Activity No : 5
Title :
5 Marks

What is your plan to satisfy your Customer?

Complete This Activity (StudentActivity.aspx?mrk=5&tit=&
id=28&ChpId=2054&Edit=)
DateTime :9/29/2017 10:34:16 PM

Assignment No : 1
Title :
5 Marks

Assignment:-

Develop your Action Plan for Reflective Marketing with the help of following point.

1. Assess the needs of costumers.

2. According to results of the assessment try to prepare Marketing Action Plan for selling any appropriate product or service to your customers.

3. Reflect on your own marketing experience and prepare a report. Sent the report of your reflective marketing to the mentor.

Complete This Assignment
(StudentAssignment.aspx?mrk=5&tit=&id=8&ChpId=2054&Edit=)
DateTime :

Out Of

What is today's mall culture? What is your self-experience about purchasing in a mall? (DiscussionForumComment.aspx?id=28&q=What is today's mall culture? What is your self-experience about purchasing in a mall?&cid=2054)

asked 11/19/2017 6:30:06 AM by

QUESTION NO : 1

Which of the following is the significant factor in customer need analysis?

OPTIONS

A : ○   Customer income

B : ○   Customer Living standard

C : ○   Customer satisfaction

D : ○   Customer Needs

Priv <<   Next >>