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Blended learning model for enhancing entrepreneurial skills among women

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Abstract

This theoretical article is devoted to the creation of Blended Learning Model [BLM] which aims at providing a learning environment for enriching 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 are 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 that has been established in 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 a computer-mediated online platform and some of them were provided through the face to face mode of learning. The development process of BLM has been described in detailed in present paper.

1. Introduction

Blended Learning Model is an educational communication model where alternative media sources such as print, multimedia, videos, audio, 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 processes essentially occurred based on two assumptions; one of which is 'interactions' among content, learners and societal environment. Learning occurs through a process of interactions among students, instructors, experts, and a community of practitioners. It is evidenced that, learning is also the chemical interactions in the brain. In this context Hökfelt, Johansson and Goldstein (1984) described the understanding of chemical signaling in the concluding part of their article entitled 'Chemical Anatomy of the Brain'. They stated that,

> "[t]he results have advanced our understanding of the chemical signaling process in the nervous system. Indeed histochemistry 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".

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It means the interactions play a vital role in the learning process. The core issue is 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 for 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 a little bit difficult to create the same interactions effectively in an 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 the present BLM. Students recieved 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 via a 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 the face to face mode of learning, students and teachers were able to interact with each other much more effectively because of their physical presence during the interactions; but in such a situation students could not interact with the community of practitioners and other experts because of physical distance between students and practitioners. But it was easy and always possible to interact with practitioners from time to time in the online mode of learning. The only the issue is that the natural social presence is also limited in online learning which created a serious cause of students' sense of isolation. This is a key element for the high dropout rate in online learning (Misanchuk & Anderson, 2001; Rovai, 2002). The Present research study has eliminated the drawbacks through blending both the face to face and e-learning in a scientific manner.

The Second Assumption is learning which produces 'products' in terms of knowledge, skills, thoughts, designs, things etc. In this BLM the scenario based learning program has been developed where students played the role as a community of practitioners. Student had to complete self-governed learning activities through which he or she has to produce the products in terms of reports, designs, notes, or critiques, etc. The story based learning scenario motivated students to complete learning activities with computer mediated supports of learning resources. The learning scenario has provided scaffolding with e-learning materials, discussion forum, well designed learning activities and assignments. A special website entitled www.dnyanbharati.com was developed to execute the present BLM. Learners can directly access the facilities of learning on 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. Learners were 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 within a stipulated period of 52 days.

1.1. What is Blended Learning?

In a knowledge based society, learning is not only the subject of schools, colleges, and universities but also a crucial part of business, professions, services, governments, and military settings, and non-government organizations as well. Day to day learning becomes an important part of the national economy and socio-politics. Therefore learning resources and learning environments have to be provided everywhere for all people to fulfill their day to day needs of learning. It is a human right to access learning resources from anywhere, anytime. Blended Learning (BL) is the only pragmatic solutions to fulfill such important learning needs for a knowledge based society.

Nowadays, 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. As Graham (2006) cites from Graham, Allen and Ure (2003), BL has been defined based on the three most commonly mentioned definitions, which are documented below:

- Combining instructional modalities (or delivery media)
- Combining instructional Methods
- Combining online and Face-to-Face instruction
- In totality, 'Blended Learning Systems combine face to face instruction with computer-mediated instruction' (Graham, 2006).

The present research study aims at developing a blended learning model for enhancing entrepreneurial skills among women.

1.2. Aims and objectives of creating the BLM

There was a primary goal for the present research study to develop the BLM to provide quality instructional experiences for enhancing entrepreneurial skills among women. With this goal the researcher designed important research questions for the purpose of Developing the Blended Learning Model; those were created in the question form -What is the design of BLM? Why combine traditional Face-to-Face Learning and the 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 efficient ways to interact with the content?

2. Method

This article is devoted to the creation of the Blended Learning Model .In the 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 enthusiasm. 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 Learning Management Systems experts, brainstorming techniques, and review of the literature, etc. Qualitative methods were used for ideation of design for the BLM. The computer software engineers we rehired to create the computer mediator platform of learning. The design of BLM has been conceptualized by the researcher. The computer engineers developed the computer mediated process of interactions in BLM on the basis of the provided design of the BLM. The scenario based e-learning content and strategies of learning has been developed by the researcher and executed through BLM at Huzurpaga Women College of Commerce in Pune City for 52 days. The purpose was to conduct entrepreneurial training for women. In this article only the development process of BLM has been described due to the incompletion of test effectiveness study of BLM.

3. The design of BLM

The present study has developed the design of BLM for women to achieve entrepreneurial skills and for their personal wellbeing. The learning opportunities have been designed for women to improve their capabilities in entrepreneurship at their own pace. In this design, women can learn from anywhere, any time, even at their own pace. The design of the model has been described which is given in the pictorial form as shown in the Figure 1.

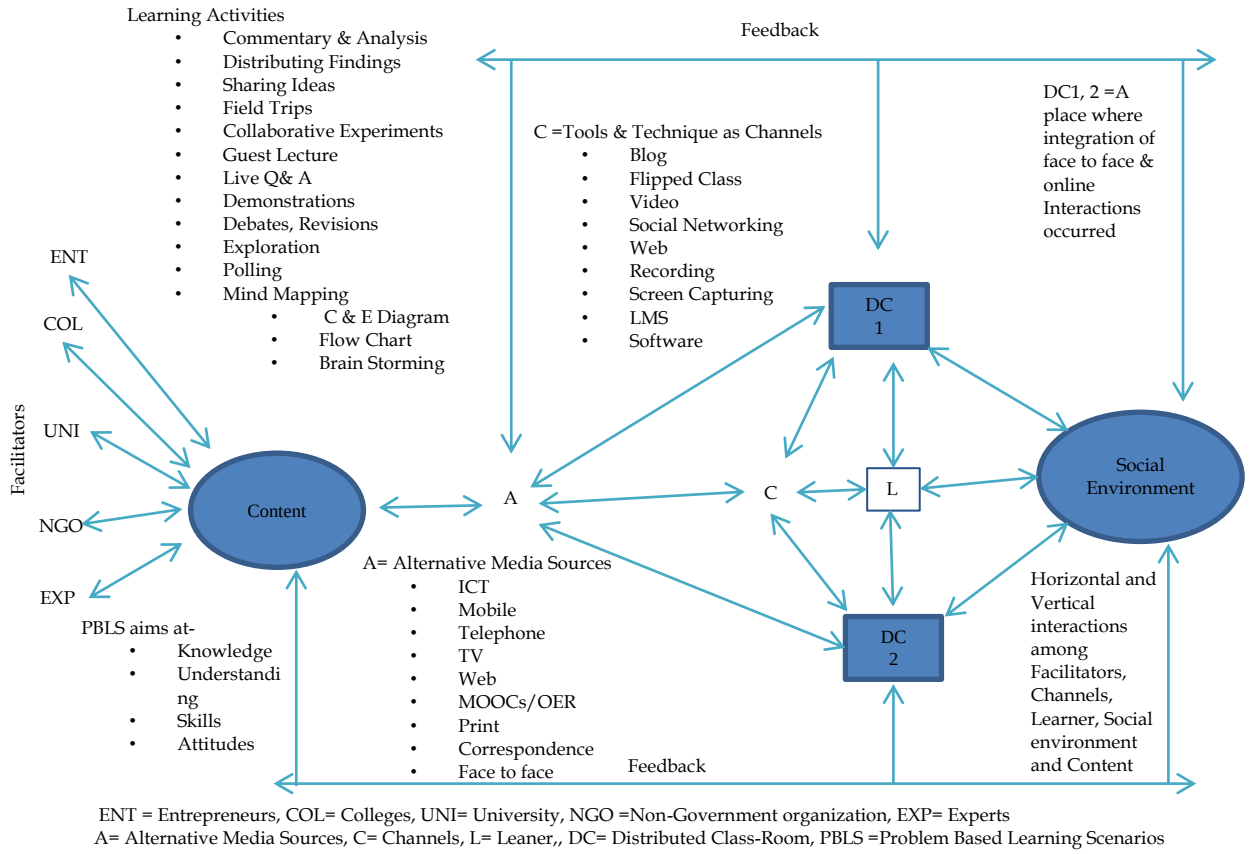

Figure 1. Design of blended learning model

Blended Learning Design (Tupe, 2015) for Enhancing Entrepreneurial Skills among women has been constructed on four pillars. The first pillar indicates the learner (L) 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 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 into the limelight through Information and Communication Technology [ICT] which is shown 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 been employed for interaction. Blended mode of delivery is useful to the women because they cannot attend the face to face course on campus in regular mode after marriage because they are engaged in regular house-keeping and other domestic work. They did not have additional time for this value added entrepreneurial training. They have mostly preferred the online mode for learning in leisure time for this purpose. The interaction process is the most useful rather than imitation or demonstration in other such learning designs. The fourth pillar is the Content. Problem Based Learning Scenario approaches have been employed to develop the e-learning content. The arrows in the figure show the two way interaction between learners and learning content as well as 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.

3.1. 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 an increased requirement of digital society. In a knowledge-based economy, people have to learn for a lifetime for their profession as well as for personal well-being. In the present situation, learning a single discipline is not sufficient for lifelong learning in a new era of information. The emerging learning trends are there among students to engage in finding the different interdisciplinary learning resources for a versatile experience of multitasking, which is the demand of the labor market. It is for these reasons why only a face-to-face learning environment is not sufficient to fulfill the new demands of a learner. Learners want to learn many courses while simultaneously doing jobs or attending a regular classroom. Then the question becomes how it is possible in traditional way of face-to-face learning mode to attend to the various other courses? The blended learning environment provides a wider canvas of learning through which learners can fulfill their needs and the demands of labor markets. In this context, Osguthorpe and Graham (2003, cited in Graham, 2006) identified six reasons that one might choose to design or use a blended learning system. These are as follows:

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

In the present study, a web based BLM has been developed which is based on the design depicted in Figure 2. Only 30% of instruction was delivered via face to face learning mode and 70% of deliver occurred via web based learning in the present study. The design was divided into three parts -- one is open Attractive Web Design, in which the information was provided in the following categories like Home page, Program structure page where learner can complete a personal assessment using the self-assessment tool, in last part, the learner can enroll and choose the Courses (See Fig. 2).

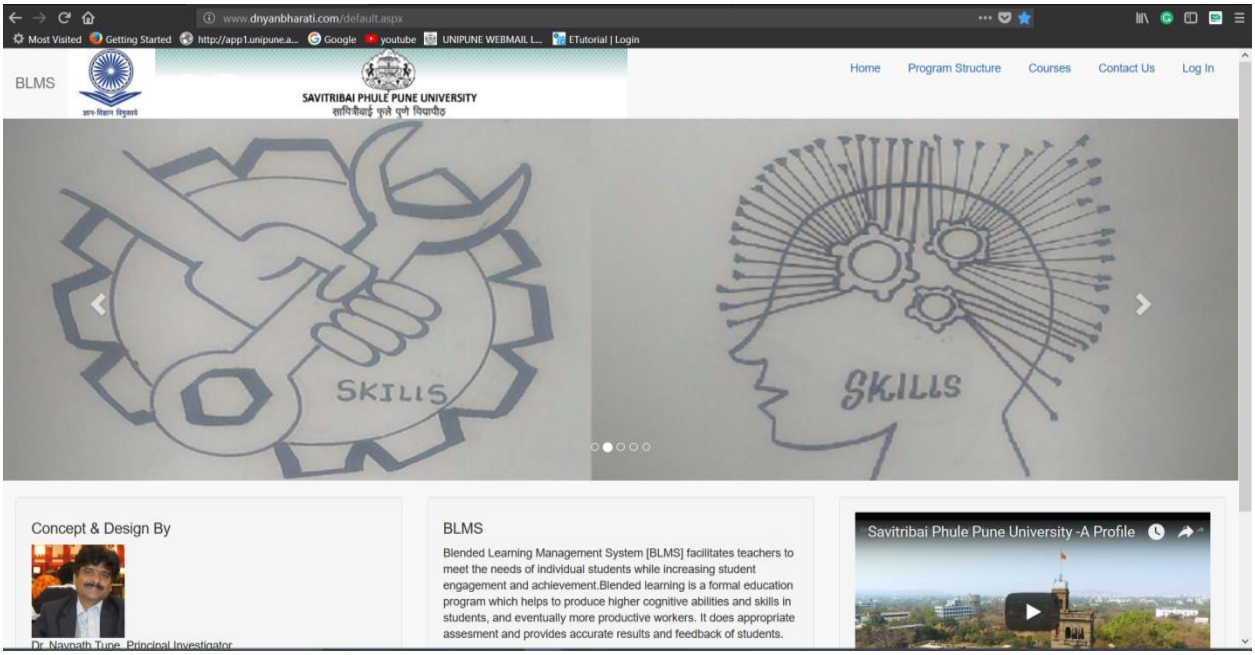

Figure 2. Blended Learning Management Systems (Tupe, 2017)

The Blended Learning Management System (BLMS) facilitates teachers as well as learners in order 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 for students. It ensures appropriate assessment and provides accurate results and feedback to both students and instructors. It not only blends the mode of learning ways but also blends the different theories and creates new ideas of learning. For examples face to face and

online mode of learning have been blended in this BLMS. In this context, Bersin (2004) rightly pointed this 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). The 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 activities. Learners have to learn the stories of women entrepreneurs and play the suggested role in the scenario for becoming successful entrepreneur. There are self-governed learning activities and assignments provided in the learning scenarios. Learning resources are also provided for the purpose of completing learning activities. Additionally, face to face workshops are provided for the purpose of motivation and clarification and for rectifying the doubts and queries of students. There were ten learning workshops organized in the face to face mode in the present study.

3.2. Combination of the creativity components with entrepreneurial skills

Karlyn Adams has raised the issue about the sources of creativity and innovation in the individual in a paper commissioned by the National Center on Education and Economy for the New Commission on the Skills of the American Workforce which was 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, 2005). According to Amabile (2012), 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 (2012) and Gardner (2006) assert that thinking is the key aspect of creative process. It is shown in the Figure 3.

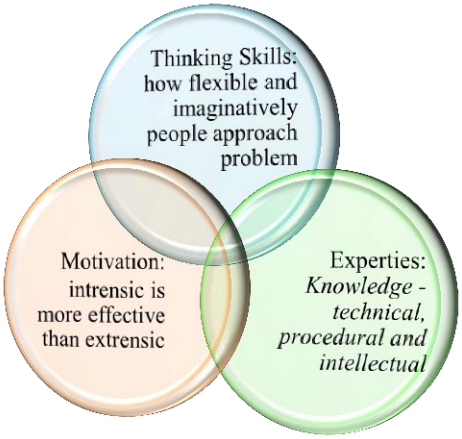

Figure 3. Componential theory of creativity (Amabile, 2012)

In the present study, the researcher has tried to combine the above mentioned creativity components with entrepreneurial skills and created the Entrepreneurial Skill Matrix (See Fig. 5). Expertise (knowledge & skills), Intrinsic Motivation, and Thinking Styles and societal environment are the four components of creativity (Amabile, 2012). 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. 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 skills, the driver has to know, how to read the map and find the accurate destination, (First layer of driving skills). The

driver should be intrinsically motivated to reach the destination within the stipulated period of time (Second layer of the driving skill). The driver has to think about how to efficiently save fuel and time while driving (Third layer of driving skills). It is pedagogy of skills which is employed in the present research. Actually entrepreneurial skills are more perceptual and perceptions (also called thoughts or cognitions), emotions (or feelings), and motivations (drive) (Amabile & Kramer, 2011). Such pedagogy helps to improve high inner work life and drives 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 & Kramer, 2011). The researcher has developed the Entrepreneurial Skill Matrix which shows in figure 5 below. Scenario Based Learning program has been developed for exploration of Entrepreneurial Skill Matrix and a Self-Assessment Scale has also been developed which is based on the Entrepreneurial Skill Matrix in the present research.

According to Organization for Economic Cooperation and Development [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: Someone who has 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: 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. This evolution 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**: knowledge and skills in the relevant domain or domains.
b. **Intrinsic Motivation:** specifically includes the motivation of a person 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 & Kramer, 2011).
c. **Thinking Style:** 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**
	Knowledge of content	Reducing wastage	Self-Development	Ethical Practices	Dynamic Leadership	Problem Realization	Market Trend
Expertise	Multimedia skills	Scrutinizing Alternatives	Self-Actualization	Maintaining Control	Sense of Responsibility	Generating Potential Solutions	Analytical Skill
	Keeping active	Initiative Tendency	Self-confidence	Resourceful & Persevering	Emotional Stability	People Concern	Influential Ability
Intrinsic Motivation	Readiness for conversation	Risk taking	Self-Commitment	High Expectation	Work ownership	Setting goal and interests	Customer Satisfaction
	Interaction for solving problems	Exploiting opportunities	Divergent thinking	Raising Financial Capital	Synergic Approach	Ignition for Execution	Reflective Marketing
Thinking Style	Feedback	Conflict Resolution	Flexibility	Social Capital	Division of Laour	Testing of effectiveness	Branding

Figure 4. Entrepreneurial skills matrix

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

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

4. Operational definitions

4.1. Problem-based learning scenario

In the problem based learning scenario the goals of learners were determined at the first level and key attributes of successful entrepreneurs who had achieved such goals were also determined. The learning outcomes were developed on the basis of those attributes. According to learning outcomes, the key events that had 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.

4.2. Entrepreneurial skills

These 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.

Managerial skills: Managerial skills were defined as skills that developed an individual's communication capacity, decision making ability and self-awareness power. These skills were required both to manage enterprises and improve one's expertise, intrinsic motivation and thinking styles in entrepreneurial management.

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.

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.

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.

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.

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.

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.

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.

Market evaluating skills: Market Evaluating skills were defined as skills required to analyze market trends, influence ability and improve reflective marketing for customer satisfaction. These skills of reflection were required to create brand in market.

Expertise in Entrepreneurship: It was defined as knowledge and skills of Management, employability and marketing evaluation for entrepreneurship. Expertise is 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.

Intrinsic motivation: It 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.

Thinking Styles: Thinking styles were defined as divergent and convergent thinking for becoming an 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 labor, ignition of execution and testing its effectiveness, reflective marketing for brand improvement.

5. 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 Barkley (2018) has shed light on student engagement, stating 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". In the present BLM, some tools, techniques and strategies have been developed to provide the quality of instructions at experiences for engaging learner creatively in learning.

5.1. Learners' commitments

Commitment is one of the dimension of a person's inner work life influences (Amabile & Kramer, 2011). A learner's commitments have been taken into consideration as an influential inner work life component. There are strong correlations between intrinsic motivation and commitments. Motivation is the key drive for human behavior. Motivation play rational and emotional role to form commitment to online brand community by distinguishing different evolutionary processes for motivation (Tseng, Huang, & Setiawan, 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 (Stein & Graham, 2014). In the present study commitments were explored through BLM in following manner (See Fig. 5). If learners are committed to learning, success is apparent in the learning program. The commitment intrinsically motivates the learners to achieve the learning outcomes.

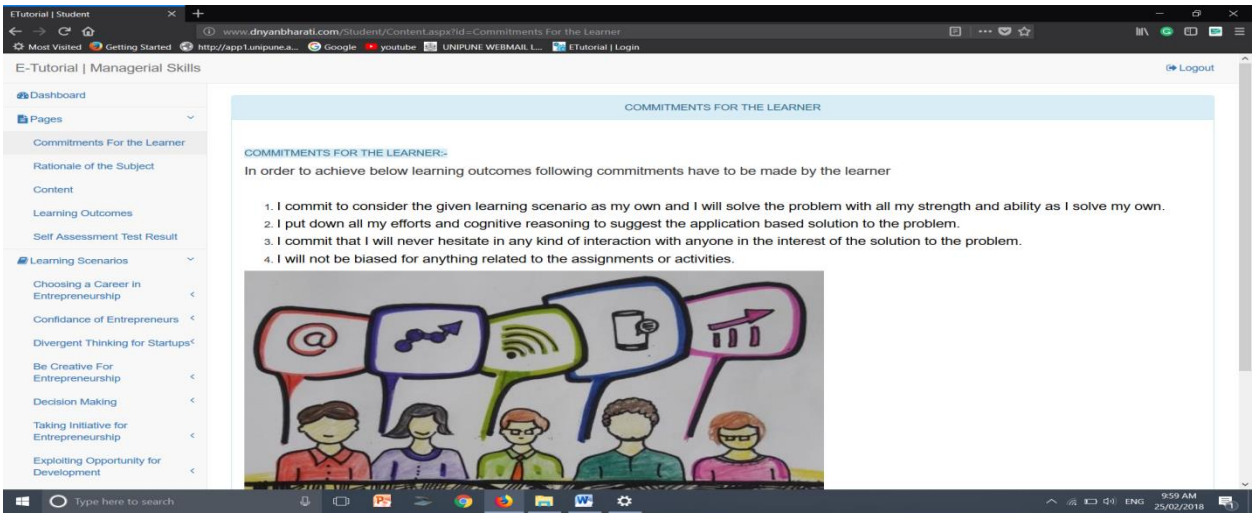

Figure 5. Learner's commitments

5.2. Learning outcomes

How can effective learning occur without knowing what you achieve after completing the lesson? It is self-directed learning so the learner has to study the learning outcomes and try to learn about proper and appropriate learning resources with the help of BLM to fulfil the learning outcomes. It is a major responsibility of learner to get accurate and authentic content. A mentor or facilitator was helpful to the students for how to search and how to learn the content. In the present BLM, course learning outcomes have been developed and systematically presented in the BLM. Learning outcome allow students to see the content intently (See Fig. 6).

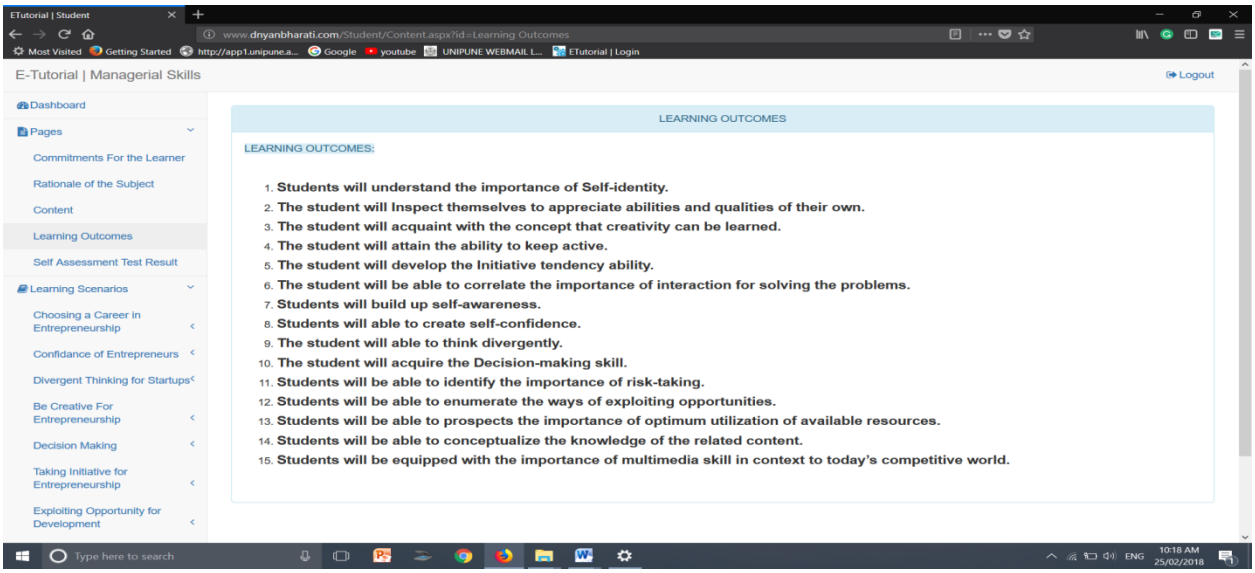

Figure 6. Learning Outcomes

5.3. Seeing differently towards the content

Learning content is a main source for achieving the defined learning outcomes but it is dependent on how you understand the content. Anything you learn, you must make use of in other situations. 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 (Bowden & Marton, 1998). In this blended learning program, 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 will not memorize it. The learner knows how to get to it when and why if they need it. Otherwise they do not need and will not 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.

5.4. 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 from the Pune region were selected as the cases for the case study purpose. They were interviewed in depth for story writing. Real life situations were employed to create learning scenarios. They were successful women entrepreneurs who struggled significantly for their success as a woman entrepreneur 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 networks they were in contact with 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 Naidu (2007) 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.

In the present study, the learning scenarios had been created in order of the six steps. The story was constructed based on trigger events and the role of the learner also designed in the story per the context. The screen shot of the learning scenario has been presented in Figure 7.

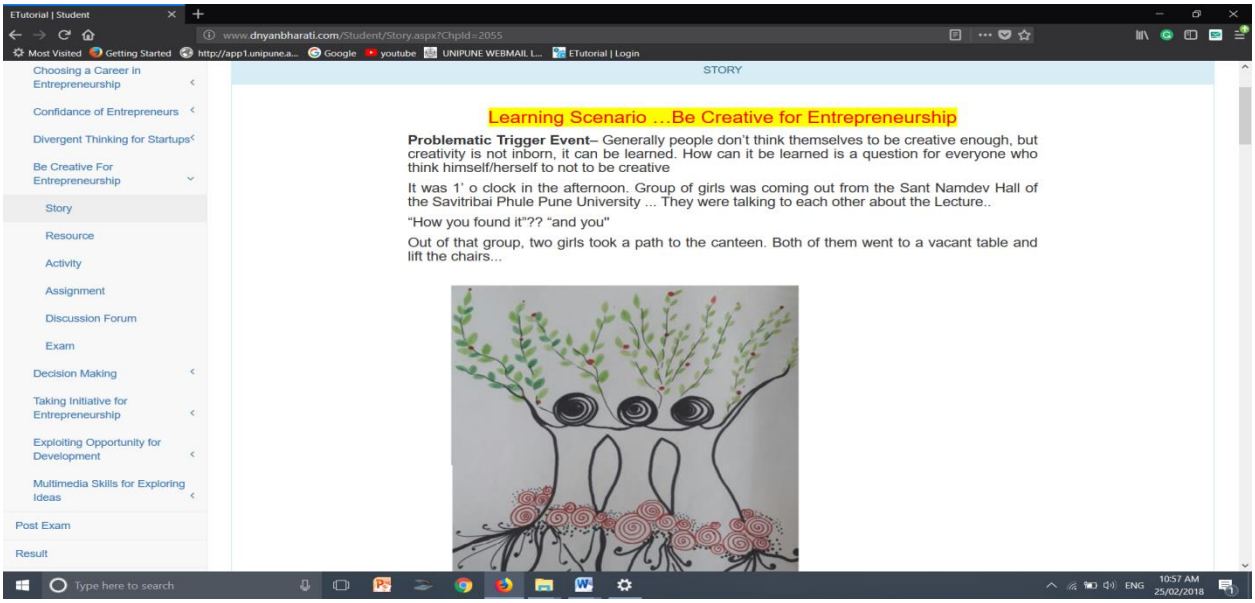

Figure 7. Story based learning scenario

Every learning scenario was encapsulated in interactive form. It has developed in four parts and learning scenario has been in continuous process, the learner has to complete all steps one by one in a sequential manner. In the first step, the learner has to read the story carefully and try to connect 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. The learner has to go through them to meet the aims of learning activities.

7.4. Learning supports

In the present Blended Learning Model, the student continuously received online support and were in face to face workshops for addressing queries. There were many support services made available in BLM. Discussion forums, 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 effectively. In this context, Naidu (2007) 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. 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.

5.5. Learning activities

The present BLM provides different Learning activities under every learning scenario. It was expected that learner has to interact within the group, with mentors and practitioners to complete the activity. Learners 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 Stein and Graham (2014), the 3 Es (Effectiveness, Engagement and Efficiency) are commonly used criteria for evaluating the quality of an instructional experience.

5.6. 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 (1999) promotes "Triarchic Theory" asserting that there are three main aspects of intelligence; that is a key for creativity- Synthetic, analytical and practical.

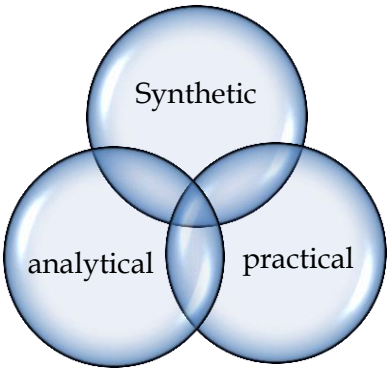

Figure 8. Aspects of intelligence

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 the present research, 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 for an individual when s/he can take a different view of the defined problem. Seeing the problem differently is an ability of creative thinking and it is the capacity of individual intelligence. The present research has developed the BLM to explore the seeing capacity in different ways.

The present BLM focused on the goal directed and mediated nature of self-governed activities rather than delivering lectures to the students. In this process of learning there are no ready-made answers 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 follows:

a. The Analytical Oriented Approach asks students to analyze critique, compare, contrast, assess, evaluate as an activity for solving problems. The learner tries to recognize the problem in a real life situation and gather the data to explore the same. Learners considerer 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. The 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 (1999) Triarchic Theory**.** Learning Activities in the Course of Managerial Skill (Sample) shows in Table 1.

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

Table 1
Categorizations of learning activities

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.

6. 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 on 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) has been specially designed for scenario based learning. It has been 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.

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