To,
The Education Officer
Northern Regional College Bureau
University Grants Commission (UGC) 35,
Feroz Shah Road,
New Delhi-110001

Subject : Submission of Acceptance Certificate for Minor Research Project by Dr. Manjari Agarwal

Revered Sir/Madam,

This is in reference to the proposal for Minor Research Project submitted to the UGC on 23/07/2014 has been recommended.(S No. 282/Management placed as Annexure A). The Project is on 'Study of readiness and capacity for adopting Blended Learning by the Management Institutions and the Learners Enrolled in Management Programmes in Uttarakhand' and shall be carried out by Dr. Manjari Agarwal in the capacity of Principal Investigator. The Acceptance Certificate of Dr. Manjari Agarwal (Assistant Professor in Management Studies) and Mandate Form are hereby submitted for your kind information and further necessary action.

In anticipation of your favourable consideration.

Sincerely Yours'

(Professor Subhash Dhuliya)

Encl:
1. Acceptance Form
2. Mandate Form
3. Cancelled Cheque

Acceptance Certificate for Minor Research Project

(15)

Name of Principal Investigator: ...*Dr. Manjari Agarwal*...

Designation: ...*Assistant Professor*...

Indicate whether permanent /adhoc...*Permanent And Regular*...

No. F. .... Dated.................................

Title of the Project: *Study of Readiness and Capacity for adopting blended learning by the Management Institutions and the learners enrolled in Management Programmes in Uttarakhand.*

1. The research project is not being supported by any other funding agency.

2. The terms and conditions related to the grant are acceptable to the Principal Investigator and University / College / Institution.

3. At present, I have no research project approved by UGC and the accounts for the previous project, if any, have been settled and details thereof are given below.

    No. F. ....—...........................Dated.......—...........

    Title of the Project: ....—..................

    ....—..............................

4. The college / University is fit to receive financial assistance from UGC and is included in the list of Section 2(f) and 12 (B) prepared by UGC.

5. If your college is self-financing whether fees is being charged in accordance with the State / University fee regulations. (Yes / No)*   NA

6. The Principal Investigator is a retired teacher and eligible to receive honorarium as he / she is neither getting any honorarium from any agency nor is he / she gainfully employed anywhere. (Yes / No / Not Applicable)*

7. The date of acceptance of the project is ...*18.07.2015*...and I shall complete the project within the stipulated period, general physical facilities, such as furniture/space etc. are available in the Department/College.

8. Date of Birth of Principal Investigator...*18.07.1980*...

    Age on date of acceptance of Minor Research Project ...*35 Years*...

Signature of Principal Investigator
with date

Signature of Principal
with date
College: ...*Uttarakhand Open University, Haldwani*...

Seal:...... Uttrakhand Open University
Teenpani Bypass Road, T.P. Nagar
Haldwani-263139, (Nainital)

Acceptance Certificate for Minor Research Project

Name of Principal Investigator: Dr. Manjari Agarwal
Designation: Assistant Professor
Indicate whether permanent /adhoc: Permanent
File No. (University): UOU/R1/MBA/299/2014-15
No. F. ....   Dated: 10/08/2015
Serial No. 282/Management

Title of the Project: <u>Study of Readiness and Capacity for adopting Blended Learning by the Management Institutions and the Learners Enrolled in Management Programmes in Uttarakhand.</u>

1. The research project is not being supported by any other funding agency.
2. The terms and conditions related to the grant are acceptable to the Principal Investigator and University.
3. At present, I have no research project approved by UGC.
4. The University is fit to receive financial assistance from UGC and is included in the list of Section 2(f) and 12 (B) prepared by UGC.
5. If your college is self-financing whether fees is being charged in accordance with the State / University fee regulations. **NA**
6. The Principal Investigator is not a retired teacher and eligible to receive honorarium as she is neither getting any honorarium from any agency nor is she gainfully employed anywhere.
7. The date of acceptance of the project is 18/07/2015 and I shall complete the project within the stipulated period, general physical facilities, such as furniture/space etc. are available in the Department/College.
8. Date of Birth of Principal Investigator: 18/07/1980
   Age on date of acceptance of Minor Research Project: 35 Years

Signature of Principal Investigator
Date : 10/08/2015

Signature of Vice Chancellor
Uttrakhand Open University
Seal: Teenpani Bypass Road, T.P. Nagar
Haldwani-263139, (Nainital)
Uttarakhand Open University

Date: 10/08/2015

MANDATE FORM

**Electronic Clearing Service (Credit Clearing)/ Real Time Gross Settlement (RTGS)
facility for receiving payments.**

(143)

A. Details of Accounts Holders:-

Name of Account Holder	UTTARAKHAND OPEN UNIVERSITY HALDWANI
Complete Contact Address	NEAR TRANSPORT NAGAR, TEEN PANI, BY PASS ROAD, HALDWANI, (NTL)
Telephone Number/Fax/E-mail	05946261122 05946264232 www.uou.ac.in

B. Bank Account Details:-

Bank Name	STATE BANK OF INDIA
Branch Name with Complete Address, Telephone No. and E-mail	KUSUMKHERA, KALA-DHUNGI ROAD HALDWANI, PIN NO· 263139
Whether the Branch is computerized?	YES
Whether the Branch is RTGS enabled? If yes then what is the Branch's IFSC Code	SBIN0005100
Is the Branch also NEFT enabled?	YES
Type of Bank Account (SB/Current /Cash Credit)	SAVING BANK ACCOUNT
Complete Bank Account No. (Latest)	30617837388
MICR Code of Bank	263002002

Date of effect:-

I hereby declare that the particulars given above are correct and complete. If the transaction is delayed or not effected at all for reasons of incomplete or incorrect information I would not hold the use Institution responsible. I have read the option invitation letter and agree to discharge responsibility expected of me as a participant under the Scheme.

Finance Controller

Signature of Customer

Date

Certified that the particulars furnished above are correct as per our records.

(Bank's Stamp)

Date: 07/08/2015

Signature of Customer

1. Please attach a photocopy of cheque along with the verification obtained from the bank.
2. In case your Bank Branch is presently not "RTGS enabled", then upon its up gradation to "RTGS Enabled" branch, please submit the information again in the above proforma to the Department at earliest.

Signature of Principal Investigator: Ranjan 10/08/2015

Acceptance Certificate for Minor Research Project (141)

Name of Principal Investigator: Dr. Manjari Agrawal

Designation: Assistant Professor

Indicate whether permanent /adhoc: Permanent And Regular

No. F. .... Dated............................

Title of the Project: Study Of Readiness and Capacity for Adopting Blended learning by the Management Institutions and the learners (enrolled in Management Programmes in Uttarakhand.

1. The research project is not being supported by any other funding agency.

2. The terms and conditions related to the grant are acceptable to the Principal Investigator and University / College / Institution.

3. At present, I have no research project approved by UGC and the accounts for the previous project, if any, have been settled and details thereof are given below.

    No. F. ....—.. Dated.........—..........

    Title of the Project: ....
    ....—..................................

4. The college / University is fit to receive financial assistance from UGC and is included in the list of Section 2(f) and 12 (B) prepared by UGC.

5. If your college is self-financing whether fees is being charged in accordance with the State / University fee regulations. (Yes/No)*   NA

6. The Principal Investigator is a retired teacher and eligible to receive honorarium as he / she is neither getting any honorarium from any agency nor is he / she gainfully employed anywhere. (Yes / No / Not Applicable)*

7. The date of acceptance of the project is 18:07:2015 and I shall complete the project within the stipulated period, general physical facilities, such as furniture/space etc. are available in the Department/College.

8. Date of Birth of Principal Investigator 18:07:1980

    Age on date of acceptance of Minor Research Project 35 Years

Signature of Principal Investigator
with date

Signature of Principal
with date
College: Uttarakhand Open University, Haldwani
Seal: Uttrakhand Open University
Teenpani Bypass Road, T.P. Nagar
Haldwani-263139, (Nainital)

*strike off the option(s) whichever is/are not applicable in your case

31/07/2015

To,

The Honorable Vice Chancellor

Uttarakhand Open University,

Haldwani

Through Proper Channel

Subject: Regarding application for acceptance to be submitted to UGC for theMinor Research Project approved.

Revered Sir,

This is to bring to your kind notice that the proposal for Minor research Project submitted to the UGC on 23/07/2014 has been approved. The Project is on 'Study of readiness and capacity for adopting Blended Learning by the Management Institutions and the Learners Enrolled in Management Programmes in Uttarakhand' and shall be carried out by the undersigned in the proposed capacity of Principal Investigator. The study intends to identify different issues in adopting blended learning as a teaching methodology for the Management students in the State of Uttarakhand. This is to further apprise you that the Acceptance Certificate and Mandate Form have to be submitted to the UGC by 14.08.2015.

Therefore, I humbly seek your kind permission for allowing me to submit the above mentioned certificate and form to the UGC.

Thanking You.

Approval Annexed

Please do the needful.

forwarded

Approved.

Sincerely Yours'

Dr. Manjari Agarwal

Assistant Professor

SOMC

Dr. Girija Pande, Director Research

31/7

F.C.

VL

It is requested to kindly fill-in Mandate Form as provided by UGC

Scanned with CamScanner

To,

Hon'ble Vice Chancellor

Uttarakhand Open University,

Haldwani

Through Proper Channel

Subject: Permission required for applying for Minor Research Project to UGC.

Revered Sir,

This is to bring to your kind notice that on behalf of School of Management Studies and Commerce, I wish to apply for a Minor Research Project to UGC in my proposed capacity of Principal Investigator. Being a part of ODL system and as a student of Management Studies, the project proposal is prepared on **'Study of Readiness and Capacity for adopting Blended Learning by the Management Institutions and the Learners Enrolled in Management Programmes in Uttarakhand.'**. In addition to assessing the readiness and capacity of institutions providing management education, the study will attempt to identify the different issues in adopting blended learning as a teaching methodology for the management students in the State of Uttarakhand.

The detailed project proposal is annexed with this letter for your kind consideration. Further, this is to apprise you that the last date for sending Minor Research Project to UGC is 31st July.

Therefore, I humbly seek your kind permission for allowing me to apply for the above mentioned project to UGC.

Thanking you.

Sincerely Yours'

(Manjari Agarwal)

Assistant Professor

School of Management Studies and Commerce

forwarded 24/7/14

Minutes of the Screening Committee to evaluate the Minor Research Project submitted by Dr. Manjari Agarwal

Today, i.e. on 28/07/2014, a meeting of the Screening Committee constituted to evaluate the research proposal submitted by Dr. Manjari Agarwal took place, the following members were present;
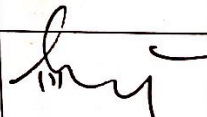
1. Professor Girija Pande , Director Research (Convener)
2. Professor R. C. Mishra, Director School of Management Studies and Commerce and Director Academic (Member)
3. Dr. Deepak Paliwal, Assistant Director, Research (Member)
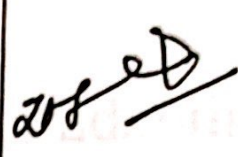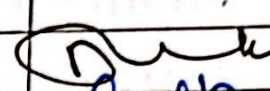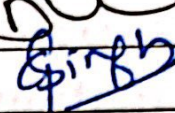4. Dr. Gagan Singh, Assistant Director, Academic (Member)

The members discussed the proposal in view of its contents, methodology, objectives and the importance, and they opined that the proposal is significant in terms of the subject of study chosen for the project. In fact, the University is seriously thinking of launching certain programmes of study in the blended mode and as such, the findings of this study may prove to be significant for initiating the programmes in the blended mode.

The organization of the proposal is scientific. It contains all the relevant aspects required to be investigated for the purpose. The methodology is scientific, logical and replicable. The objectives are achievable and the committee is convinced that such a proposal may add to existing knowledge about the blended mode of learning.

Accordingly, therefore, the committee recommends the forwarding of this proposal to the funding agencies.

S. No.	Members	Designation	Signature
1.	Professor Girija Pande, Convener	Director Research	

2.	Professor R. C. Mishra, Member	Director School of Management Studies and Commerce and Director Academic	
3.	Dr. Deepak Paliwal, Member	Assistant Director Research	
4.	Dr. Gagan Singh	Assistant Director Academic	

Proposal for Minor Research Project

Study of Readiness and Capacity for adopting Blended Learning by the Management Institutions and the Learners Enrolled in Management Programmes in Uttarakhand

Duration: 2 Years

Funding Agency: University Grant Commission, New Delhi

Area of Specialization: Management Studies

Principal Investigator: Dr. Manjari Agarwal

Designation: Assistant Professor

Correspondence Address: School of Management Studies and Commerce, Uttarakhand Open University, Teen Pani Bypass Road, Haldwani, District Nainital, Uttarakhand

Email Id: magarwal@uou.ac.in

Year: 2014

PART – A

1. **Broad Subject:** Management
2. **Area of Specialization:** Management Education
3. **Duration:** 2 Years
4. **Principal Investigator**
i. **Name:** Dr. Manjari Agarwal
ii. **Sex:** Female
iii. **Date of Birth:** 18/07/1980
iv. **Category:** (GEN/SC/ST/OBC) General
iv. **Qualification:** Master of Finance and Control and Post Graduate Diploma in E-learning
v. **Designation:** Assistant Professor (Regular)
vi. **Address:**
Office: Uttarakhand Open University, Teen Pani Bypass Road, Transport Nagar, Haldwani, Dist. Nainital, Uttarakhand
Residence: Type-IV, I-1, Government Medical College Campus, Rampur Road, Haldwani, Dist. Nainital, Uttarakhand
Email/Phone: magarwal@uou.ac.in and manjarimeh@gmail.com
Mobile No. 09897033596

5. **Name of the Institution where the project will be undertaken:**
(a) Department: Management Studies
(b) School: School of Management Studies and Commerce
(c) University: Uttarakhand Open University, Haldwani, Dist. Nainital
(d) Whether the institute is located in rural/backward area: No

6. **Whether the University is approved under Section 2 (f) and 12 B of the UGC Act?**

The University is approved under **Section 2(f) of** the UGC Act. Since the erstwhile DEC has been merged with the UGC under a new nomenclature of DEB, the University is directly under the control of UGC through DEB, hence deemed fit to receive the grants.

The University's programmes of studies are approved by the UGC vide its letter No. UGC/DEB/Recog/2013 dated 26th August, 2013. (Annexure-I)
b. General physical facilities, such as furniture/space etc., are available in the Department.

7. **Teaching and Research Experience of Principal Investigator:**
(a) Teaching experience: UG and PG: 11 Years (approximately)
(b) Research experience: Nil

1 | P a g e

Part-B Proposed Research Work for Minor Research Project

8.1 **Project Title:** Study of Readiness and Capacity for adopting Blended Learning by the Management Institutions and the Learners Enrolled in Management Programmes in Uttarakhand.

8.2 Introduction

The technological revolution has touched virtually all aspects of living including education. Advances in technology have not only supplemented teaching and learning, but have also contributed in transforming teaching-learning process in the era of knowledge economy. The experiences across the globe substantiate that digital technologies have developed a learning system that has met individual and societal needs. The digital technologies that have crumbled the local boundaries are Learning Management Softwares, Web 3.0, e-learning softwares, open source softwares, MOOCS, Cloud computing, M- computing and the likes. These technologies have transformed the teaching-learning process and have allowed access to online, interactive and computer aided learning. Further, the development and promotion of Open Educational Resources have also broadened the teaching-learning process.

In this background, E-learning is the 'education-next' shaping the future of tomorrow that uses electronic media and information and communication technologies in education. E-learning is in itself an educational panacea for overcoming the disadvantages of conventional education. It has facilitated the adoption of a flexible, constructivist, learner friendly and multi-perspective approach to teaching-learning process. Oxford Dictionary quotes e-learning as "a learning conducted via electronic media; typically on the internet".[1] It is commonly referred to as the intentional use of networked information and communications technology in teaching and learning[2] (Taneja Vikas and Parashar Sakshi, 2011). E-learning is a lot more than online learning, virtual learning, distributed learning,

networked learning or web based learning. It includes all activities that are carried out by individuals or groups working online or offline via networks or standalone computers or other electronic devices.[3] (Naidu Som, 2006). Thus, in online learning, the teaching-learning process happens without the physical presence of teachers as well as learners.

E-learning can harness rich educational experience to the learners and can enable synchronous and asynchronous interactions across space, time and pace. Moreover, it can literally take education to the doorsteps of the people by employing various technologies. Through such technological innovations, distance learning and conventional·universities and institutions can combat the challenges of quality issues, delivery support and lack of interactions and effectiveness.

Further, a new facet that has been added to e-learning is blended learning or hybrid learning that attempts to seek the advantages of online learning and traditional learning. It is simply linking e-learning with traditional classroom learning. Blended learning is a mix of classroom, self-directed, synchronous, and asynchronous approaches designed to optimize the learning of the subject matter and learner.[4] (Online Education Glossary) Blended learning combines multiple delivery media that are designed to complement each other and promote learning and application-learned behavior.[5] (Singh Harvey, 2003). Further, Singh Harvi and Reed Chris define it as a focus on optimizing achievements of learning objectives by applying right learning technologies to match the right personal learning styles to transfer the right skills to the right person at the right time[6] (Singh Harvey and Reed Chris, 2001). Thus, blended learning is the application of Information and Communication in the instructional design and process in a way that can support face-to-face delivery effectively. It can offer teachers and the students to get access to anywhere, anytime information-rich resources. This has changed teacher-centered approach to student-centered approach and has restructured the learner's role and hence reconceptualised and revitalized the learning styles. It also has a potential to ensure educational equity for all learners with complete transparency of rendering education to the learner's community.

8.2.1 Review of Literature

Many studies have proved that blended learning has significant results in terms of programme delivery and learning outcomes. Dzuiban, Hartman & Moskal (2004) explains blended learning as a method that has proven to be not only effective in terms of learning outcomes, but ranks high in ratings of satisfaction with students and instructors.[7] Rhona Sharpe et.al (2006) explored that the students make regular and frequent use of electronic resources with few reported problems to access, and particularly they value flexible access both from home and campus.[8] Hirata Yoko and Hirata Yoshihiro (2008) identified that most of the students preferred the online learning to the traditional EFL classes and they felt that the combination of online learning and face-to-face learning was advantageous for learners. The study identified that some instructional factors, such as flexibility, goal focused approach as well as closely connected relationships between in-class and online instructions, are indispensable for students to acquire a set of skills and strategies for successful language learners in hybrid learning environments.[9]

Further, blended learning allows for a range of teaching and learning practices to be combined for a customized learning experience even for diverse learning needs and different formats. Stebbings Simon et.al (2008) developed a multimedia online learning resource for medical students specifically designed to support problem-based learning (PBL) sessions and to enhance student engagement and to promote clinical reasoning. The online course so delivered resulted into much greater access to and use of educational materials than in previous years. Further, the study concluded that the blended learning facilitated delivery of the common contents so developed at geographically distant sites and helped to engage students in interactive PBL seminars.[10] Tolks Daniel et.al (2014) reached similar conclusions in the study in which they developed a blended learning course following the Inverted Classroom Model as a part of the faculty development curriculum. The course was proven to be successful and was accepted during the first phase of implementation by the participants.[11]

us, the above studies undertaken for the review so far revealed that blended learning ; been successful in effective delivery of instructional contents and have achieved the pected learning outcomes for the different academic disciplines and sub disciplines. wever, it was also necessary to find out its relevance and potential, specifically for the anagement education. With this perspective, the following researches were also viewed;

opovich and Neel (2005) examined the increasing importance of delivering education ia internet for business schools in consistent with the broader trends in higher ducation.[12] Kistow Balraj (2011) made a study for management graduates in which he ointed out that the most students at Graduate School of Business preferred a blend with a bias towards face-to-face delivery, and the institutions should consider profile and preferences of learners before designing and implementing blended programmes.[13]

An advance on the narrative approach was found in the study by Benson Vladlena, Anderson Deborah and Ooms Ann (2011) in which they investigated the perceptions and attitudes of academic staff associated with MBA Programme toward blended learning practices in a Business School of UK University. The research revealed that more technology-apt participants were likely to experiment with technology and were least cautious about learning curve or potential failure. However, many of the participants appreciated the benefits for technology enabled blended learning approach as innovative teaching opportunities while catering to the varied learning styles. Study also revealed that the application of variety of pedagogical approaches in face-to-face teaching was used to mainly capture and retain leaner focus and increase effectiveness. Further, the study explored that for case-study based teaching, action learning and for group work, discussion boards and podcasts along with video materials were widely adopted.[14]

Hwang and Arbaugh (2006) examined student feedback–seeking behaviors of the students enrolled in seven blended undergraduate HR and management topics courses. They assessed that the students who are of positive seeking behaviour tended to participate more actively in discussion forums and seek feedback both inside and outside of class meetings whereas students having negative feedback-seeking behaviour tended to seek instructor outside of classroom activities and participate in more discussion forums but with less intensity.[15] Dhume Sudheer et al. (2006) have done a parallel work in the

State of Karnataka in which he revealed that the students of MBA Institutes are inclined positively towards the Internet as an educational delivery tool. They also found that there is a general perception of learning environment to be favorable with a very small proportion of the sample found it to be unfavorable for e-learning. Further, the study found there is weak, but positive relationship between the student's basic knowledge of computers and internet and attitude towards use of the Internet for educational delivery. Therefore, positive attitude and willingness on the part of learners as well as of teachers is important for adopting blended learning in management institutions.[16]

Kaur Kuldip and Abas Wati Zoraini (2004), conducted a study on assessing the e-readiness for online learning among learners and tutors at the Open University, Malaysia. The study explored that there is a greater degree of e-readiness in terms of equipments in comparison to academic and cultural volition. Further, the learners were more positive about level of readiness in comparison to tutor's perception of learner readiness. It was also identified that there of high level of preference among learners and tutors towards non-electronic channels of communication and modes of learning in comparison to learning through e-networks. However, many of the respondents were concerned about the status of qualifications attained through e-learning.[17]

Raturi Shikha, Hogan Robert and Thaman Helu Konai (2011) explored that the learners in their sample were keen and enthusiastic about the use of technology. The study revealed that the group was found to be technology-savvy and around 50% of the learners belong to 'post-window' era and therefore, were considered as digital adapters. The majority of learners were found to be middle-aged education professionals and was keen in taking courses offered through e-learning as it does not impinge upon their work times. The study also found high level of digital awareness among female learners and their good access to tools, technology and experience make them capable for studying in blended learning or e-learning. The cohort in the study indicated its readiness for e-learning, and indicated the emergence of e-learning as a preferred mode of delivery for postgraduate students.[18]

In nutshell, perusal of the studies revealed that large number of researches has been conducted on blended learning, but no study has yet been traced by the researcher which substantiated the rationale for blended learning and the challenges countenanced by

management institutions in adopting a blended learning in the State of Uttarakhand. Thus, the study is an attempt to identify the different issues in adopting blended learning as a teaching methodology for the management of learners in the State.

8.2.2 Significance of the Study

India's premiere professional institutions have initiated recently for developing e-learning portals to make studies more interesting, interactive and vibrant. IIMs have started designing and developing contents for their e-portal under the aegis of the High-Level Committee constituted by Union Human Resource Development Ministry. Whereas IITs have already launched their portal named National Programme on Technology Enhanced Learning (NPTEL) which offer programmes in engineering, science and humanities through video format. Further, the National Knowledge Commission in its report has realized the potential of online management programmes for bridging the gap between demand and supply. Moreover, as per the report titled 'India E-learning Market Outlook to FY 2018- Increasing Technology Adoption to Drive Future Growth', e-learning technology market has a huge potential in India and gradually it will depict a positive growth in the coming years. Further, Indian e-learning content market is also expected to grow at a CAGR of 18.4% from FY'2014 to FY'2018.[19]

In the wake of all the above, the need was realized to take advantage of these technological innovations so that institutions and universities can combat the challenges of expansion, excellence and inclusion.

Particularly, in the State of Uttarakhand, there has been an inclination for higher education among hill communities. In Uttarakhand, presently the literacy rate is 78.8% (Male literacy is 87.4% and Female literacy is 67.1%), which further showed an increase of 8.03% in the last one decade (2011 Census). Trends in the Gross Enrolment Ratio suggest that there is a growing desire among the local population to acquire higher education. However, due to economic and topographical conditions, the access of learners is limited and as such blended learning is expected to play a significant role in involving the communities (Communities of Inquiry) and thereby making teaching-learning process more efficient, effective, socialised, well organised and professional.

Since blended learning is being adopted by the Professional Institutions all over the globe, therefore, there is an urgent need to examine the readiness and willingness on the part of stakeholders in implementing this technology aided learning. Further, it is also necessary to estimate the capability and ability of stakeholders in designing and implementing blended learning courses which incorporate effective pedagogy. Accordingly, analysis of the readiness and capacity will help in designing an appropriate blended learning course. It will also facilitate in employing technologies for an effective implementation and will help in matching learning strategies with the local needs. Further, it is also desirable to enhance the abilities and skills of the stakeholders for creating and delivering management education via blended learning. Therefore, the research outcomes would help in formulating a rational and effective model or design for adopting blended learning in the course delivery for the management students in the State of Uttarakhand so that these technological advances may help in creating a learning environment which is more productive, interactive and delivers improved outcomes with decreased cost. Further, the suggested model may be implemented for other professional courses in the country in general and the state, in particular.

8.2.3 Multidisciplinary Research

The research has its relevance for management studies, computer science and the field of education. It will try to focus on the problem by blending and integrating these three disciplines to create a shared discourse about the research problem.

Management Studies- Imparting knowledge of principles, theories, concepts and models of management sciences to the learners for helping learners in becoming efficient and effective management professionals.

Computer Science- Use of Hardware, Softwares and Internet Applications in achieving desired learning outcomes.

Education- Identifying educational theories, instructional designs and educational processes for developing an effective blended learning environment for the budding managers.

8.2.4 Operational Definitions of the terms mentioned in the title of the study

8.2.4.1 Blended Learning: For the purpose of this study, blended learning shall be defined as an approach in which learning is facilitated by an effective combination of e-learning technologies and face-to-face learning.

8.2.4.2 Readiness for adopting blended learning: For the purpose of the study, readiness may be defined as the willingness and preparedness of Board of Management, Faculty, Learners and Supporting Staff in adopting blended learning. Therefore, readiness operationally shall be the synthesis of four aspects;

a) Readiness of Board of Management- Readiness of Board of Management (CEO, President, Executive Director, Managing Director; Vice Chancellor, Pro- Vice Chancellor, Director, Head of a Department or Educational Institution) in adopting blended learning as a mode of teaching and learning for their Institutions and incorporating the same in their policies, plans and vision.

b) Readiness of Faculty- Readiness of Faculty in accepting the blended mode of learning for creating and delivering contents, monitoring learners' participation and assessing learners' performances.

c) Readiness of Learners- Readiness of learners in accepting blended learning in terms of access to and familiarity with the technology, proficiency in the language of instructions, individual learning style or learning preference and confidence in using Internet and ICT in attaining desired skill set.

d) Readiness of Technical Supporting Staff - Readiness of Technical Supporting Staff in providing technical help for programme administration, e-content development and delivery.

8.2.4.3 Capacity for adopting blended learning:

Therefore, for the purpose of study, capacity operationally shall be synthesis of five aspects;

a) Capacity of Management Institution- It may operationally be defined as the capability or ability of management institutions in adopting blended learning in

terms of appropriate physical, technological and financial infrastructure along with procedural and structural flexibility.

b) **Capacity of Board of Management-** It may operationally be defined as the appropriate attitudinal and technological capability of Board of Management for adopting blended learning.

c) **Capacity of Faculty-** It may operationally be defined as the appropriate pedagogical, attitudinal and technological capability of Members of Faculty for adopting blended learning.

d) **Capacity of Learners-** It may operationally be defined as the appropriate attitudinal, conceptual, reading, writing and technological capability of learners for adopting blended learning.

e) **Capacity of Technical Supporting Staff –** It may operationally be defined as the appropriate attitudinal and conceptual capability of Technical Supporting Staff in adopting blended learning.

8.2.4.4 Management Institutions: This refers to the institutions (including Universities, Public and Private Institutions) that impart management education at Graduation, Post Graduation, Pre and Post doctoral level in the State of Uttarakhand. For the purpose of the study, the management institutions shall include infrastructure available in these Institutions, Board of Management, Faculty, and Technical Supporting Staff. Management education can be defined as imparting the knowledge of principles, theories, concepts and models of management studies and inculcating managerial skills in the aspirants by the management institutions and universities through MBA and BBA programmes.

8.2.4.5 Students enrolled in management programmes- This refers to the learners who are studying in different semesters of MBA and BBA programme offered by the management institutions.
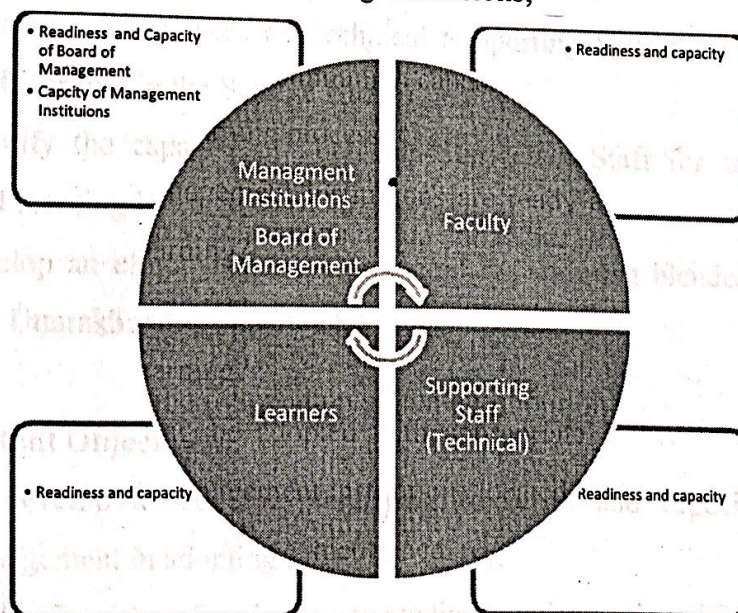
8.2.4.6 Uttarakhand- The State of Uttarakhand became the 27th state of the Republic of India in November 2000. The State has two divisions Kumaon and Garhwal that are further divided into 13 districts.

8.2.5 Research Questions

The research tries to study the following research questions on blended learning:

- To what extent teachers and learners in management institutions of Uttarakhand are aware about the significance of blended learning?

- Are teachers and learners in management institutions of Uttarakhand ready in accepting blended mode of learning?

- Do teacher and learner's community capable enough in adopting the blended learning in teaching-learning process?

- To what extent management institutions are ready and capable in adopting the blended mode of learning?

- To what extent technical support staff is ready and capable in adopting the blended mode of learning?

- Can blended learning be adopted with appropriate instructional strategies and technologies in the management institutions located in Uttarakhand?

Thus, on the basis of the above mentioned research questions the study shall be undertaken on the basis of the following dimensions;

8.3 Objectives of the Study

This study is proposed to be undertaken with the following objectives-

8.3.1 Main Objectives:

1. To identify the readiness of Board of Management for adopting blending mode of learning in the State of Uttarakhand.
2. To identify the capacity of Board of Management for adopting blending mode of learning in the State of Uttarakhand.
3. To identify the capacity of Management Institutions for adopting blending mode of learning in the State of Uttarakhand.
4. To identify the readiness of faculty for adopting blending mode of learning in the State of Uttarakhand.
5. To identify the capacity of faculty for adopting blending mode of learning in the State of Uttarakhand.
6. To identify the readiness of learners for adopting blending mode of learning in the State of Uttarakhand.
7. To identify the capacity of learners for adopting blending mode of learning in the State of Uttarakhand.
8. To identify the readiness of Technical Supporting Staff for adopting blending mode of learning in the State of Uttarakhand.
9. To identify the capacity of Technical Supporting Staff for adopting blending mode of learning in the State of Uttarakhand.
10. To develop an effective framework/model for adopting blended learning in the State of Uttarakhand.

8.3.2 Concomitant Objectives:

1. To develop a tool for identifying readiness and capacity of Board of Management in adopting blended learning.
2. To develop a tool for identifying readiness and capacity of Faculty in adopting blended learning.
3. To develop a tool for identifying readiness and capacity of learners in adopting blended learning.

4. To develop a tool for identifying readiness and capacity of supporting staff in adopting blended learning.

5. To develop an Observation Schedule for identifying capacity of Management Institutions in adopting blended learning.

8.3.3 Subsidiary Objectives:

1. To find out whether sex wise group of teachers and students respectively differ in their readiness to adopt blended mode of learning.

2. To find out whether sex wise group of teachers and students respectively differ in their capacity to adopt blended mode of learning.

3. To find out whether specialization wise (HR, Marketing, Finance, International Business, Manufacturing and others) group of teachers and students respectively differ in their readiness to adopt blended mode of learning.

4. To find out whether specialization wise (HR, Marketing, Finance, International Business, Manufacturing and others) group of teachers and students respectively differ in their capacity to adopt blended mode of learning.

5. To find out whether region wise (urban and semi urban) group of teachers and students respectively differ in their readiness to adopt blended mode of learning.

6. To find out whether region wise (urban and semi urban) group of teachers and students respectively differ in their capacity to adopt blended mode of learning,

7. To find out whether group of teachers and students of management institutions imparting education through Conventional Educational System and Open and Distance Learning System respectively differ in their readiness to adopt blended mode of learning.

8. To find out whether group of teachers and students of management institutions imparting education through Conventional Educational System and Open and Distance Learning System respectively differ in their capacity to adopt blended mode of learning.

8.4 Methodology

8.4.1 Research Design

This is the descriptive type of research. The research design and the research methodology adopted are in line with the enumerated objectives set for the study. The study will employ a survey method using five tools to gain valuable insights about the readiness and capacity of the management institutions and the learners enrolled in management programmes.

The following tools shall be constructed and administered for assessing the readiness and capacity of blended learning in management institutions (includes Board of Management), faculty, management students and technical supporting staff-

a) Tool for identifying readiness and capacity of Board of Management in adopting blended learning.

b) Tool for identifying readiness and capacity of Faculty in adopting blended learning.

c) Tool for identifying readiness and capacity of Learners in adopting blended learning.

d) Tool for identifying readiness and capacity of Supporting Staff in adopting blended learning.

e) Observation Schedule for identifying capacity of Management Institutions in adopting blended learning.

Secondary data will be taken from the various books, journals and related websites. Further, qualitative and quantitative techniques of data analysis shall be used.

8.4.2 Population

The 'Population' shall constitute all the management institutions (includes Board of Management) located in Kumaon and Garhwal region of Uttarakhand State. It shall also constitute faculty and supporting staff in these institutions along with the learners enrolled in management programmes.

	Aspects of	Type of Sampling	Strata	Sample Size
1.	Management Institution	Stratified Random Sampling (Equal Allocation Method)	System-Conventional and ODL Type-Public and Private Region-Garhwal and Kumaun	12-Instiutions in Conventional and 12 in ODL Mode 6 Public and 6 Private Institutions 3 in each region
2.	Board of Management	One Stage Cluster Random Sampling	NA	Intact group would be selected from the institution so selected.
3.	Faculty	One Stage Cluster Random Sampling	NA	Intact group would be selected from the institution so selected.

				so selected.
5.	Learners	Two Stage Cluster Random Sampling (Stratified Type)	I Stage- Cluster II Stage- Strata Semester Wise Specialization Wise Sex Wise	I Stage- Intact Group would be selected from the institution. II Stage Strata wise sample would be selected. Sample size of the learners will be appropriately selected to represent the population, so as to minimize sampling and bias errors.

8.4.4 Statistical Analysis of the data

The appropriate descriptive and inferential statistics shall be used for statistical analysis in accordance with the objectives of the study. The applicability of parametric or non parametric test will be identified afterwards as it will depend upon the nature of investigation, research questions and data collected by the researcher.

8.4.5 Delimitation of the Study:

1. The study is de-limited to the learners enrolled in MBA Programme only.
2. For the purpose of the study only those management institutions are taken whose governing and operational bodies are located in the State of Uttarakhand.
3. The study is de-limited to assess readiness and capacity of only ten major study centres of institutions offering management programme in ODL mode.

No.				
1.	Phase-I	4 months	Review of Literature and study of researches conducted in the thrust area	
2.	Phase-II	4 months	Preparation of Research Tools Establishing validity and reliability of instruments using pilot survey	Review and revise items Pretest on Representative sample of the target population
3.	Phase-III	4 months	Administering tools and collecting responses	
4.	Phase-IV	5 months	Analysis of the data collected and interpreting the results	Deriving the valid conclusions to facilitate decision making
6.	Phase-V	5 months	Preparation of the final report	Preparation of the project report Framing a framework or a model. Writing conclusions and suggestions

9. Financial Assistance required

S. No.	Particulars	Quantity	Amount (in ₹) Approximate Sub Total	Total Amount (in ₹)
1.	Purchase of Books and Journals along with the Membership Fees to Online Library for reference		50,000	50,000
2.	Equipments			
	Purchase of IT Equipments			
	Laptop			
	Printer with Scanner and Xerox machine	01	40,000	
	Other Peripherals	01	15,000	
	Purchase of Support Equipments		2,000	
	Filing Cabinet			
3.	Field Work and Travel	01	6000	63,000
	Communication Services			
	Travel Expenses		5,000	
			50,000	
4.	Contingency Charges @10 on the above (includes stationary, internet charges, printing etc.)			55,000
				17000
5.	Hiring Services		40,000	40,000
	Total Financial Assistance Required			2,25,000

References

1. Oxford Dictionary. Retrieved March 7, 2014 from http://www.oxforddictionaries.com/definition/english/e-learning

2. Taneja, Vikas, & Parashar, Sakshi (2011). E-Learning: An Introduction (pp. 1). New Delhi: Alfa Publications

3. Naidu, Som (2006). E-Learning: A Guidebook of Principles, Procedures and Practices. Commonwealth Educational Media Centre for Asia, (pp. 11). Retrieved March 7, 2014 from http://cemca.org.in/ckfinder/userfiles/files/e-learning_guidebook.pdf

4. Online Education Glossary. Retrieved March 7, 2014 from https://sph.uth.edu/faculty/instructional-development/online-education-glossary

5. Singh, Harvey (November - December 2003). Building Effective Blended Learning Programs. Issue of Educational Technology, Volume 43, No. 6, (pp. 2-3). Retrieved March 9, 2014 from http://asianvu.com/digital-library/elearning/blended-learning-by_Singh.pdf

6. Singh, Harvey, & Reed Chris (2001). Centra Software. (pp. 3) Retrieved March 18, 2014 from http://facilitateadultlearning.pbworks.com/f/blendedlearning.pdf/

7. Dziuban, Charles D., Hartman, Joel L., & Moskal Patsy D. Educause Centre for Applied Research. (Volume 2004 Issue 7, pp.3) .Retrieved March 14, 2014 from https://net.educause.edu/ir/library/pdf/ERB0407.pdf

8. Rhona, Sharpe, et al. (October 2006). The undergraduate experience of blended e-learning: a review of UK literature and practice. The Higher Education Academy. (pp. 3), Retrieved March 12, 2014 from http://www.heacademy.ac.uk/assets/documents/teachingandresearch/sharpe_benfield_roberts_francis.pdf

9. Hirata, Yoko, & Hirata, Yoshihiro (2008). Japanese Students' Attitudes towards Hybrid Learning. Hybrid Learning and Education, Retrieved March 16, 2014 from http://link.springer.com/chapter/10.1007%2F978-3-540-85170-7_39#page-1/

10. Simon Stebbings, Nasser Bagheri, Kellie Perrie, Phil Blyth and Jenny McDonald (2012). Blended learning and curriculum renewal across three medical schools: The rheumatology module at the University of Otago, Australasian Journal of Educational Technology, 2012, 28(7), 1176-1189, Retrieved July 13, 2014 from http://ascilite.org.au/ajet/ajet28/stebbings.pdf

11. Tolks, D., Pelczar, I., Bauer, D., Brendel, T., Gorlitz, A., Kufner, J., Simonsohn, A., & Hege, I. (2014). Implementation of a Blended-Learning Course as Part of Faculty Development. Creative Education, 5, 948-953, Retrieved July 13, 2014 from http://dx.doi.org/10.4236/ce.2014.511108

12. Popovich, C. J., & Neel, R. E. (2005). Characteristics of distance education programs at accredited business schools. American Journal of Distance Education, 19, 229–240. Cited by Arbaugh, J.B., Godfrey, Michael R., Johnson Marianne, Pollack Birgit Leisen, Niendorf Bruce and Wresch William (2009). Research in online and blended learning in the business disciplines: Key findings and possible future directions. Internet and Higher Education,12 (2009), 71–87. Retrieved July 20, 2014 from http://anitacrawley.net/Articles/Arbaughetal2009.pdf

Kistow, Balraj (2011). Blended learning in higher education: A study of a graduate school of business. Trinidad and Tobago, Caribbean Teaching Scholar, Vol. 1, No. 2, November 2011, 115–128. Retrieved March 16, 2014 from http://libraries.sta.uwi.edu/journals/ojs/index.php/cts/article/view/12/9

Bensona Vladlena, Andersona Deborah & Ooms Ann (2011). Educators' perceptions, attitudes and practices: blended learning in business and management education, Research in Learning Technology, Vol. 19, No. 2, July 2011, 143–154, Retrieved July 13, 2014 from http://www.researchinlearningtechnology.net/index.php/rlt/article/viewFile/10353 /11979

15. Arbaugh, J.B. & Hwang, Alvin (2012). Uses of Multivariate Analytical Techniques in Online and Blended Business Education: An Assessment of Current Practice and Recommendations for Future Research. Journal of Management Education. Retrieved July 13, 2014 from http://jme.sagepub.com/content/37/2/229.full.pdf

16. Dhume, Sudheer, Gondkar, Raju, Murgaiah V., & Subhas, M.S.(2006). Perceptions of Business Education Students towards eLearning: An Empirical Study of North Karnataka region of India. Retrieved March 20, 2014 from http://pcf4.dec.uwi.edu/viewpaper.php?id=168&print=1

17. Kaur, Kuldip & Zoraini Wati , Abas (2004). An assessment of e-learning readiness at Open University Malaysia. International Conference on Computers in Education, 2004. Retrieved July 13, 2014 from http://eprints.oum.edu.my/115/1/an_assessment.pdf

18. Raturi, Shikha, Hogan, Robert & Konai Helu Thaman (2014). Learners' access to tools and experience with technology at the University of the South Pacific: Readiness for e-learning. Australasian Journal of Educational Technology, 2011, 27(3), 411-427. Retrieved July 13 2014 http://www.ascilite.org.au/ajet/ajet27/raturi.html

19. Ken Research (August 2013). India E-learning Market Outlook to FY 2018-Increasing Technology Adoption to Drive Future Growth'. Retrieved March 16, 2014 from http://www.kenresearch.com/education/learning/india-e-learning-marketresearch-report/393-99.html

20. David F.P. (2005) Understanding and doing research: A handbook for beginners. Iloilo City: Social Science Institute, CPU. Mercado, C. M. (2006). A new approach to thesis writing: Simplifying social research. Quezon City, Philippines: Development Center for Asia Africa Pacific (DCAAP). Tejero, E. G. (2006). Thesis and dissertation writing: A modular approach. Mandaluyong City: National Book Store. Cited by Francia Chiradee (2013). Review of literature and studies-sampling. Academic.edu. Retrieved July 27 from https://www.academia.edu/4671319/Review_of_literature_and_studies-sampling

28/07/2014

To,

The Coordinator (Minor Projects)

UGC Northern Region

Colleges Bureau (NRCB) at 35,

Feroze Shah Road,

New Delhi – 110 001.

Through Proper Channel

Subject: Regarding application for providing grants for Minor Research Project from the UGC.

Sir/Madam,

I am enclosing herewith my application in the desired format for the Minor Research Project to UGC for providing grant to pursue research work in my proposed capacity as Principal Investigator. The proposed title of the minor project is "Study of Readiness and Capacity for adopting blended Learning by the Management Institutions and the Learners Enrolled in Management Programmes in Uttarakhand.". In addition to assessing the readiness and capacity of institutions providing management education, the study will attempt to identify the different issues in adopting blended learning as a teaching methodology for the management students in the State of Uttarakhand.

Further, this is to apprise you that I am serving as an Assistant Professor, Management Studies at Uttarakhand Open University, Haldwani . The University is a State University established by Act No. 25 of 2005 of Uttarakhand State Legislature. The University is included in Sec 2 (f) of the UGC Act and it has been permitted earlier by the Distance Education Council to offer courses under the ODL stream of higher education. Recently, the Distance Education Bureau has also granted permission to a large number of the programmes of the University.

Accordingly, the University is funded by UGC through DEB so it is requested that the proposal may kindly be considered.

The detailed project proposal in the prescribed format is annexed with this letter for your kind consideration.

In anticipation of favorable response.

Sincerely Yours'

Manjari 28/07/2014

(Manjari Agarwal)

Assistant Professor

School of Management Studies and Commerce

Uttarakhand Open University, Haldwani

Forwarded for favourable consideration.

Director
School of Management Studies & Commerce
Uttrakhand Open University
Haldwani 263139 (Nainital) Uttarakhand