encouragements and use of various teaching methods by the instructors to stimulate active participation.

In current global competitive scenario, the practice of considering "class participation," as an important component of student grades. However, what may or may not contribute "participation" varies with individual instructors.According to Dancer and Kamvounias (2005) participation is considered an active engagement process falling in to the five components viz., preparation, contribution to discussion, group skills, communication skills, and attendance.

Most instructors feel like the course was a success whenstudents participate frequently and the classes flow well. On the other hand, some instructors have quite the opposite experience, when they struggle to get students to ask questions and participate in discussions. "Student engagement, a broader, more encompassing term, which consists of four factors (skills, participation/interaction, emotional, and performance) is becoming increasingly important in higher education", Handelsman et al. (2005).

Students' learning process is also influenced byclassmates.Fassinger (1995), refers peers as a class trait and categorized them into two, firstly interaction norms (pressure from peers not to speak, the pressure to keep comments brief, peer discouragement of controversial opinions, peers' attention, and peers' lack of respect), and secondly, emotional climate (friendships, students' supports of each other, and students' cooperation). Several focused groups studies conducted found that classmates influenced students to be active in classroom. Passive students usually will ask active students to ask questions on their behalf. Active students preferred to sit with their counterparts, so that they can be as active in in the class.David Karp and William Yoels (1976) observed that even in small classes only a few students participated in class discussion.

Despite the importance often assigned to participation in classroom discussions, it has been repeatedly found that most students do not participate (Caspi et al. 2006, Crombie et al. 2003 and Gorsky et al. 2004). For example, Crombie et al. (2003) reported that 64% of the students never, rarely, or only occasionally asked or responded to a question in the classroom. Caspiet al. (2006)

*Professor, Indian Institute of Management Kozhikode, Kozhikode-673570, India.

reported that about 55% of the students never or rarely participated in class. Women avoid participation in classroom discussions more than men. Caspi et al. (2008) observed that It was found that menover-proportionally spoke at the face-to-face classroom.

Class participation constitutes a tangible measure of students learning experience in class. Due to various factors there has been variation in class participation by students. An extensive survey of factors influencing variations in class participation is covered by Rocca (2010). This study attempts to analyze certainstereotypes like, work experience, gender, preference to some courses and timing of the classes.

Objectives

There are numerous studies on class participation exist in the literature and the findings were very interesting. All studies pointed out one or the other outcome as a responsible measure of class participation. Major studies on class participation were conducted in globally recognized top universities or institutions. Inspired by such studies it was curious to study significance of class participation in premier institutions focused on a single type of formal education. As a first step, it was decided to conduct a study in one of the premier institutions in India which imparts education in management and graduate level as a flagship program. Usually about 230,000 to 250,000 students apply for about 6,000 seats available in all these premier institutions. The demand arises due to the quality of learning and placements after the completion of the program. All these premier institutions aim globally and try to resonate Harvard Business School (HBS). Participatory learning is the main process of teaching and learning activities in these institutions.

Casebased teaching is the important pedagogy followed which strongly expects active class room participation from the students. The primary goal of these institutions is to train the students toward becoming managers.

Students who study in these institutions are highly competitive and smart. As a policy of admission these institutions admit students with few years of work experience, engineering and non-engineering at undergraduate level, gender and nationwide participation to balance diversity among students in a class. Students' attitudes are usually homogenous in a class and normally tend to have some sort of unwritten coordination in the class activities.

The curious questions were -Was class participation at the same level through the day or did it depend on the timing of the classes? Did class participation depend on the courses and instructors? Were the students with work experience participated more in class discussions than others? Did gender play a role in class participation?

The following objectives were formulated in the study.

- To study if class participation depended on courses/instructors
- To study if work experience contributed to class participation
- To study if gender and class participation are associated
- To study if class participation depended on the timing of classes

Research Methodology

Primary data was collected from students in one section of 2017-19 batch of one of the premier business schools in India offering a graduate program in management. Data was collected during Term-1 of the trimester graduate program. In this term there are eight courses taught by eight instructors. To avoid conflict of interest the name of the business school, name of the courses and name of the instructors are not revealed here.

Eight students undertook this study. Each student is assigned with one. The data was collected over a period of 14 calendar days. Each of the students meticulously noted the participation and the frequency of such participation of the students in class discussion in all sessions of the eight courses during the 14 days. Data relating to work experience was directly obtained from the students in the class. The data was compiled using a spread sheet. The data was preprocessed to enable the required analyses. The data collected were classified as follows.

1. Class Participation
    - No participation
    - At least one participation
2. Work Experience
    - Fresher (Zero experience)
    - 1 to 12 months experience
    - More than 12 months experience
3. Gender
    - Male
    - Female
4. Timing of classes
    - 9.15 to 10.30 hrs
    - 10.45 to 12.00 hrs
    - 12.15 to 13.30 hrs
    - 14.30 to 15.45 hrs
5. Courses

    Eight courses named Course 1 to Course 8

The data collected in spread sheets were converted in to tables and analyzed using appropriate statistical analysis.

Results/ Conclusions

The results of tabulation and statistical analyses are presented in the following tables under each objective mentioned in this article.

1. Courses/Instructors and Class Participation

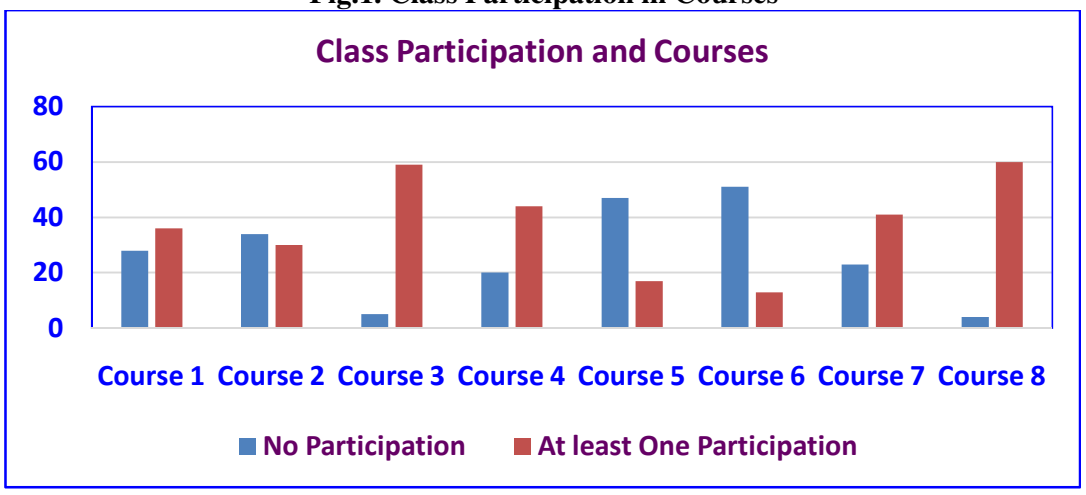
Table 1 presents data relating to the number of students participating in class discussion in individual courses during the term. This represents the interest of the students in class participation in the courses as well as the instructors teaching these courses. The data was analyzed using chi-square test for independence to study if participation in class depended on the course and instructor.

Table 1. Course wise Class Participation

Participation	Courses								Chi-Square Test p value
	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	
No Participation	28	34	5	20	47	51	23	4	$p < 0.0001$
At least One Participation	36	30	59	44	17	13	41	60	

The p-value for the chi-square test presented in Table 1 indicates there is significant evidence from the data that class participation is highly influenced by the course as well as the instructor.

Fig.1. Class Participation in Courses



From Fig.1 it can be observed that the frequency of class participation is dependent on the Courses and the Instructors. This supported the evidence revealed by the chi-square test done on Table 1. It is evident from the Fig.1 that the class participation high in Course3. Course 4, Course 7 and Course 8 when compared to no participation.

2. Work Experience on Class Participation in Courses

Table 2 presents the data relating to the number of students participating in class discussion and their work experience. The data was analyzed using chi-square test for independence to study if work experience contributes to class participation.

Table 2. Course wise Class Participation and Work Experience

Course	Class Participation	Work Experience			Chi-SquareTestp value
		No Experience	1 to 12 Months	More than 12 months	
Course 1	No Participation	11	3	14	0.156
	At least One Participation	10	11	15	
Course 2	No Participation	13	6	15	0.531
	At least One Participation	8	8	14	
Course 3	No Participation	0	1	4	0.199
	At least One Participation	21	13	25	
Course 4	No Participation	9	4	7	0.359
	At least One Participation	12	10	22	
Course 5	No Participation	16	9	22	0.680
	At least One Participation	5	5	7	
Course 6	No Participation	17	12	22	0.742
	At least One Participation	4	2	1	
Course 7	No Participation	7	5	11	0.948
	At least One Participation	14	9	18	
Course 8	No Participation	1	20	1	0.942
	At least One Participation	1	13	1	

The p-values for the chi-square tests presented in Table 2 indicate that the data does not reveal any dependence of class participation on work experience in all courses.

Table 3 presents the data relating to the number of times students participated in class discussion over the study period of 14 calendar days and their work experience. Figure 2 illustrates graphically the contribution of work experience in class participation. The data was analyzed using chi-square test for independence to study if work experience contributed to class participation

Table 3. Frequency of Total Class Participation and Work Experience

Work Experience	Participation in all 8 Courses			Chi-Square Test p value
	Zero to 8 Times	9 to 16 Times	More than 16 Times	
Fresher	11	7	3	$p < 0.05$
1 to 12 Months	1	9	4	
More than 12 Months	7	13	9	

The p-value for the chi-square test presented in Table 3 indicates there is significant evidence from the data that work experience contributed to class participation.

Fig.2. Frequency of Total Class Participation and Work Experience

From Fig.2 it can be observed that the frequency of class participation is dependent on the work experience. This supported the evidence revealed by the chi-square test done on Table 2. The frequency of class participation increased when the number of months of work experience is higher.

3. Class Participation and Gender

Table 4 presents the gender wise classified data relating to the frequency of class participation of students in each of the eight courses. The data was analyzed using chi-square test for independence to study if class participation differs among males and females in a Course.

Table 4. Frequency of Class Participation andGender

Course	Gender	Class Participation		Chi-SquareTestp value
		No Participation	At least One Participation	
Course 1	Male	18	27	0.352
	Female	10	9	
Course 2	Male	21	24	0.621
	Female	13	6	
Course 3	Male	4	41	0.621
	Female	1	18	
Course 4	Male	18	27	0.020
	Female	2	17	
Course 5	Male	33	12	0.977
	Female	12	5	
Course 6	Male	34	4	0.246
	Female	17	2	
Course 7	Male	16	29	0.922
	Female	7	12	
Course 8	Male	4	41	0.180
	Female	0	19	

The p-values for the chi-square tests presented in Table 4 indicate that the data does not reveal any evidence that the class participation differs among males and females in seven courses. However, gender had a significant influence in Course 4. Female dominated in this course compared to men.

Table 5 presents the data relating to the number of times students participated in class discussion over the study period of 14 calendar days and their gender. Figure 3 illustrates graphically the

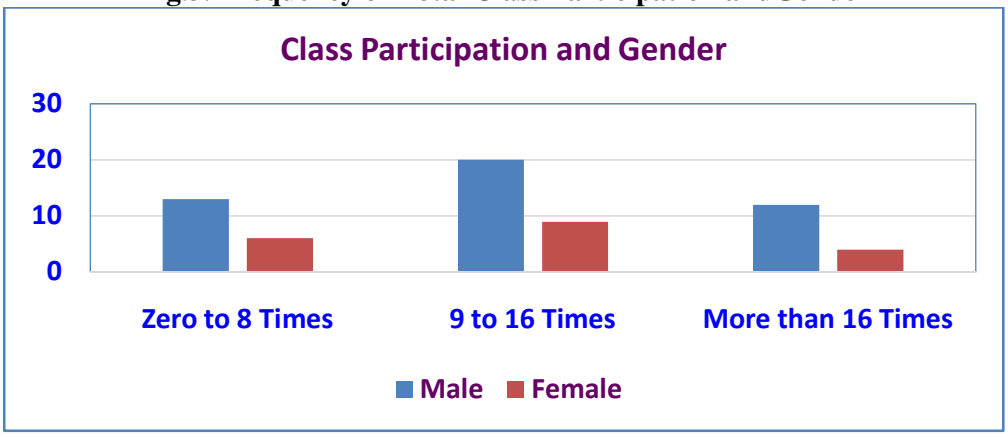
contribution of gender in class participation. The data was analyzed using chi-square test for independence to study if gender contributed to class participation.

Table 5. Frequency of Total Class Participation andGender

Work Experience	Participation in all 8 Courses			Chi-Square Test p value
	Zero to 8 Times	9 to 16 Times	More than 16 Times	
Male	13	20	12	p > 0.10
Female	6	9	4	

The p-value for the chi-square test presented in Table 5 indicates no evidence from the data that gender contributed to class participation.

Fig.3. Frequency of Total Class Participation andGender



From Fig.3 it can be observed that the frequency of total class participation in not influenced by gender. The ratio of males and females appear to be the same in all three classes of class participation. This supported the evidence revealed by the chi-square test done on Table 5.

4. Class Participation and Timing of Classes

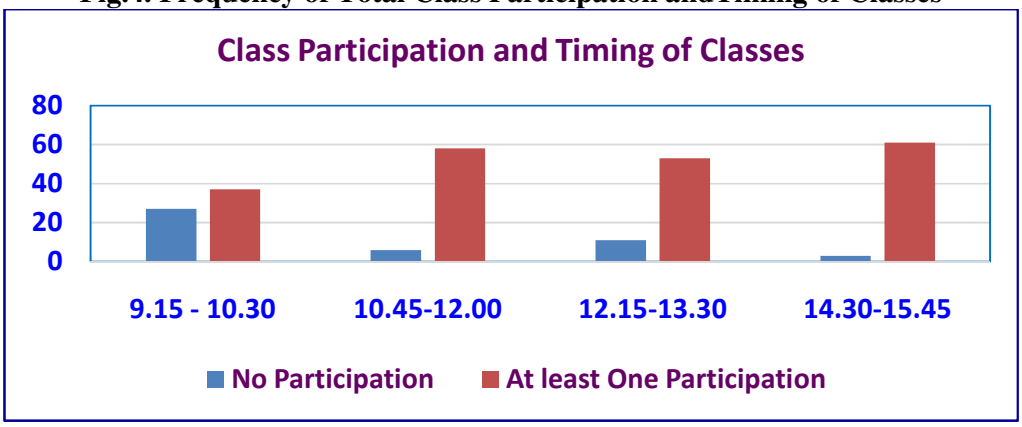
Table 6 presents the data relating to the number of times students participated in class discussion over the study period of 14 calendar days and the timing of classes. Figure 4 illustrates graphically the dependency of class participation on timing of classes. The data was analyzed using chi-square test for independence to study if timing of classes contributed to class participation.

Table 5. Frequency of Total Class Participation andTiming of Classes

Participation	Time of class				Chi-Square Test p value
	9.15 - 10.30	10.45-12.00	12.15-13.30	14.30-15.45	
No Participation	27	6	11	3	p < 0.0001
At least One Participation	37	58	53	61	

The p-value for the chi-square test presented in Table 5 indicates there is significant evidence from the data that class participation highly depended on timing of classes.

Fig.4. Frequency of Total Class Participation andTiming of Classes



From Fig.4 it is evident that the frequency of class participation depended on the timing of classes. During the first period (9.15 to 10.30 hrs) the participation and no participation are not significantly different. When the timing of classes progressed from second period to third and third period to fourth the participation became significantly high. Second and fourth period showed the same level of high participation and slightly reduced participation in the third period.

Discussion

This study was conducted to gain knowledge on the students' class participation behaviour in premier business schools. As a case study one class of 64 students is identified and data was collected for a period of 14 days to study the behaviour of students' participation based on their work experience, gender, interests in courses as well as course instructors and timings of classes. The study revealed the following facts.

1. The students revealed more or less homogenous behaviourwith in a course. Work experience and gender were not significantly different with in a course. This may be because of peer pressure that the students in general would like to keep an even atmosphere and wouldn't like others to talk more. Passive students try control over the aggressive students in class participation.
2. The class participation was significantly different between courses. This may be attributed to the reasons that some courses are conducted demanding the participation of the students. In addition, the admiration of the instructors because of their skills and pedagogiesin conducting the learning activities making the students enjoy learning with them.
3. Work experience was significant in class participation when overall participation over the 14-calendar day period was considered. More the experience more was the participation.
4. Gender was not significant in class participation when overall participation over the 14-calendar day period was considered.
5. Timing of classes came out to be a significant contributor to class participation. This may be because of the culture of premier business schools where students are awake overnight and get less sleep. They tend to be slow in the beginning of the day.

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Start-up India: Opportunities and Challenges

*M. Rameshwar Rao

INTRODUCTION

Startup is deafened as an entity, registered or incorporated in India not prior to five years, with annual turnover limit INR 25crore in any following financial year, working towards innovation, development, deployment or commercialisation of new outcomes, steered by technology or intellectual property services provided that such entity is not formed by splitting, or renovation, or a business which is already exists.

The '*Start up India, Stand-up India*' initiative was launched by honourable Prime Minister on 15th August, 2015 for providing a boost for entrepreneurial landscape of India. The main purpose if this initiative is to promote Bank Financing for startups and offer incentives to boost entrepreneurship and employment construction. MSMEs (Micro, Small and Medium Enterprises) have been considered as the fuel of entrepreneurship for India's economic developmental process. In the budget speech of 2014-15, Finance minister stated MSME sector as the backbone of our economy. This sector has a crucial role to play in the overall growth of the economy with an estimated 4crores of enterprises employing over 10crore, accounting for 37% of total industrial production and 35% of total exports. For the development of a business ecosystem to promote and realize '*Make in India*', MSMEs are useful.

To overcome challenges in promoting entrepreneurship in India, the Indian government has taken initiatives. The government has founded some schemes to ease the ideation and funding stages of setting up a business, give aid for the 'Start-up India, Stand-up India' program. In order to meet the objectives of