Student Engagement: A Study of Ramanujan College

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Abstract

"Student Engagement" has become a subject of importance and discussion in the academic domain. Much of the academic fraternity today is worried because of the lackluster approach of the students - taking classroom or academic institution's learning as a burden and formality which must be completed! This research paper defines the level of student engagement in Ramanujan College, University of Delhi.

Online survey of the students of Ramanujan College was taken to infer the level of student engagement in terms of - Spirituality and Alignment, Psychological meaningfulness, and Student-teacher relationship. In addition, various questions which lead to student engagement were also included. The survey was circulated among the students of the college and 240 responses were received, out of which 221 responses were deemed fit for analysis.

According to the findings of the study, the students of the college are satisfied with the system of education; they also realize and appreciate the education they are getting. The students believe that they get full support from the college in terms of resources and the faculty members of the college are helpful and trustworthy. The study has also underpinned certain factors which lead to student engagement, such as institution's role in personality development of the student, teaching pedagogy, infrastructural facilities, systematic examination procedures, and extra and co-curricular activities.

This paper would help Ramanujan College in particular and other educational institutions in general to study and understand the concept of student engagement. The paper also recommends ways to improve the level of engagement among students. This study would give a broad view of the student engagement in the current system of education. Scale of 'Student Engagement' could be further tested in other samples.

The researchers have studied the level of engagement in a particular college of the University of Delhi. The results of this study may not be generalized for all the educational institutions.

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Introduction

It is correctly said by Edwards (2013) that "the best way to drive student achievement is to meaningfully connect with students." It is believed that relevant, personalized, collaborative, and connected learning experiences enhance student engagement, which in turn drives student achievement. In edification, student engagement refers to the extent of concentration, inquisitiveness, attention, buoyancy, and zeal that students showcase when they are gaining erudition, which may broaden to the level of enthusiasm and inspiration they experience.

In a layman's sense, it is quite obvious that a student would learn more when s/he is inquisitive, ardent, motivated and zealous rather than at times when s/he is disengaged. The desire for every educator today is a class of smart students full of zeal and enthusiasm to learn. Kumar (2013) emphasized that the problem of disinterest and disengagement can be tackled by aligning the curriculum with the dynamics of the environment. Many of the educators may not know about 'Student Engagement', or may be diverse educationists may hold diverse viewpoints on student engagement, and the interpretation may be entirely different in vivid places all around the globe. For instance, Hidden curriculum (2014) mentions that "in one school observable behaviors such as attending class, listening attentively, participating in discussions, turning in work on time, and following rules and directions may be perceived as forms of "engagement," while in another school the concept of "engagement" may be largely understood in terms of internal states such as enthusiasm, curiosity, optimism, motivation, or interest. While the concept of student engagement seems straightforward, it can take fairly complex forms in practice."

Describing the willingness of students to participate in routine college activities, such as attending classes, involvement in extra-curricular activities in the campus etc. is known as student engagement (Chapman, 2003). It includes, the student's participation throughout the learning environment, participation in curriculum design, selecting errands at the border of their competencies, initiating action, exerting effort and attentiveness in the implementation of learning tasks. The positive reactions during ongoing activity like enthusiasm, curiosity, and interest are some attributes of it.

Student engagement has been recognized as an important attribute in organizations; be that as it may, there is little understanding among students and instructors with reference to how to characterize it. The definitions more often include a mental and behavioral variable. Student engagement is utilized to examine students' standpoints towards establishment, while student disengagement means pulling back from school in any critical way

It has been characterized as "investment in instructively successful practices, both inside and outside the classroom, which prompts a scope of quantifiable results" (Kuh et al., 2007), and as "the degree to which students are participating in exercises that advanced education investigate has appeared to be connected with amazing learning results" (Krause and Coates, 2008, 493) Similarly, Kuh and Hu (2001, 3) define engagement as the nature of exertion students themselves dedicate to instructively intentional exercises that contribute straightforwardly to coveted results". Others have defined engagement as "the procedure whereby foundations and segment bodies make ponder endeavors to include and engage students during the time spent molding the learning background" (HEFCE, 2008).

Kuh (2009, 683) defines student engagement as "the time and exertion students give to exercises that are observationally connected to expectations of school and what establishments do to incite students to take an interest in these exercises (Kuh, 2001, 2003, 2009)". Coates (2007, 122) describes engagement as "a wide develop planned to include remarkable scholarly and in addition certain non-scholastic parts of the student encounter" which contain the accompanying-

- active and shared learning;
- participation in testing scholastic exercises;
- formative interaction with faculty;
- involvement in advancing instructive encounters;
- feeling legitimated and upheld by college learning groups.

According to Edwards (2013), 6 key drivers of student engagement, students figure out how to cooperate and take aggregate and additionally singular obligation regarding the result of a venture by rehearsing the accompanying aptitudes:

- Giving and taking
- Being flexible
- Sharing
- Understanding roles and responsibilities
- Working with deadlines
- Allowing for strengths and weaknesses

 "Student engagement's start of extensive consideration in the writing can substantively be seen 10 years before in Alexander Astin's work on student contribution (Astin 1984).

It has turned into the most recent concentration of consideration among those expecting to improve learning and instructing in advanced education, featuring meeting motivation and theming gatherings in grounds far and wide. It is not hard to comprehend why: a sound assortment of writing has

built up strong connections between's student association in a subset of 'instructively purposive exercises', and positive results of student achievement and advancement, including fulfillment, industriousness, scholastic accomplishment and social engagement (Astin, 1984, 1993; Berger and Milem, 1999; Chickering and Gamson, 1987; Goodsell, Maher and Tinto, 1992; Kuh, 1995; Kuh and Vesper, 1997; Pascarella and Terenzini, 1991).

Mann (2001, 7) stood out engagement from distance, proposing the engagement- estrangement dyad as a more valuable structure to comprehend students' connections to their learning than the surface-strategic-deep group of three. (Marton and Säljö, 1976), since both "surface" and "key" ways to deal with taking in are reactions to distance from the substance and the procedure of study. Through this research paper the level of engagement of students has been highlighted in a particular college. The statistics will help the college to know about the loopholes within the current system which can be rectified, how the change in the teaching methodology or the provision of various resources can enhance the current levels of engagement. Effective measures in this direction will reduce the level of student disengagement.

Research Objectives and Methodology

1. To study the factors that lead to student engagement

2. To study the level of student engagement in Ramanujan College

Survey methodology for collecting data was opted. The survey was done online for the students of Ramanujan College, University of Delhi. Based on the total student population of 3000, at confidence level of 99%, confidence interval of 8, the sample for study was fixed at 240. The number of responses deemed fit for analysis was 221.

In the first section, there were a total of 43 questions which were conceptualized in order to find out the perception of the students and were aimed to identify the expectations they had from the College. Varied questions relating to infrastructure, sports, social and cultural activities, workshops, seminars, conferences, training and placement, recreational facilities, health facilities, student-teacher interactions, ethics and morality as propagated by the institution, industrial training programmes, future advancement of studies etc. were asked. Then the Exploratory Factor Analysis was used to concise the survey structure and group them in related parameters. The result of the factor analysis is provided here. SPSS 19 was used to do the analysis work.

Type of factor analysis: *Principal Component Analysis*

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.943
Bartlett's Test of Sphericity	Approx. Chi-Square	6517.513
	Df	861
	Sig.	.000

Result

The Kaiser-Meyer-Olkin value of adequacy exceeds the cut-off value of 0.6 and Bartlett's test of sphericity reached statistical significance.

Principal component analysis as the means of extraction of items was done. Varimax (orthogonal rotation) was used for rotation. Extraction was carried on the basis of factors having Eigen value greater than 1. The 6 factors identified were:

Table 2: Personality development

	Statements	Factor Loadings
1)	The institute provides information and guidance related to Training and Placement	0.573
2)	The course curricula are balanced, industry relevant and well organized	0.549
3)	Your industrial training will be relevant important to your job/ professional career	0.726
4)	Assignments given in the class develop your analytical capability	0.760
5)	Internal viva helps in preparing for final practical and theory exams.	0.533
6)	Your laboratory has innovative and creative atmosphere/environment to conduct the activities	0.582
7)	The institute is rigorous towards developing Decision making ability in students	0.582
8)	Your final year project will be useful to your job/ professional career.	0.631
9)	The lab experiments will be useful in your job	0.634

10)	Your institute is rigorous towards developing Interpersonal relationship building skills in students	0.637
11)	Your institute focus on entrepreneurship development	0.652
12)	Your institute is rigorous towards developing Communication skill in students	0.637
13)	Your institute is rigorous towards providing computer knowledge useful for IT sector	0.664
14)	The assignments given in the class are industry relevant	0.720

Table 3: Teacher-student relationships and smart education

	Statements	Factor Loadings
1)	The interaction with faculty is good and motivating	0.771
2)	The interaction with staff is good and supportive	0.729
3)	The faculty and staff are competent and keep themselves updated	0.696
4)	Contemporary teaching methods (case study, simulation, tutorials etc) are used	0.629
5)	After completing graduation, you will prefer working in India	0.520

Table 4: Infrastructure facilities in college

	Statements	Factor Loadings
1)	The institute has sufficient and latest computers in the labs	0.568
2)	The institute has well organized fully functional laboratories	0.645
3)	The canteen provides variety of food at convenient hours at affordable price	0.654
4)	Recreational facilities are available and approachable	0.535
5)	Healthcare facilities are available and approachable	0.584

Table 5: Examination and Result

	Statements	Factor Loadings
1)	Results declared by your university is fair and reflect sincere evaluation	0.598
2)	Your institution gives ample time for the preparation of the exam.	0.811
3)	Date sheet of the exam gives ample time for revision during the papers.	0.796

Table 6: Extra-Curricular Activities

	Statements	Factor Loadings
1)	The institute provides opportunities to participate and organize sports activities	0.703
2)	The institute provides opportunities to participate and organize variety of social cultural activities	0.731
3)	The institute provides opportunities to participate and organize variety of co-curricular activities (invited lectures, seminars, conferences, talks, workshops industrial tours etc)	0.636

In the second section of the survey, specific questions on student engagement were utilized. This Student Engagement Scale was developed by Kumar and Singh (2013) as a modified set of the earlier set of Spiritually Aligned Employee Engagement Scale, the set of questionnaires have been put in the appendix, Section 2. There are a total of 21 questions in Section 2. The survey is based on three indicators for student engagement in college, which was tested for reliability and their reliability scores are provided below:

- Spirituality and Alignment (SAA) - Cronbach's Alpha = 0.912
- Psychological meaningfulness(PM) - Cronbach's Alpha = 0.927
- Supportive teacher relations(STR) - Cronbach's Alpha = 0.946

The reliability scores show that the scale is reliable and can be used for further analysis.

Type of analysis: Descriptive analysis

Table 7: Indicating factors SAA, PM, STR

	N	Minimum	Maximum	Mean	Std. Deviation
STR	221	9.00	45.00	33.4661	7.71804
SAA	221	7.00	35.00	25.1674	6.44022
PM	221	5.00	25.00	18.9819	4.52464
Valid N (listwise)	221				

Score range and Interpretation

Spirituality and Alignment (SAA) (7 items)

High = 28-35,

Moderate = 21-27

Low = Less than 21

Psychological Meaningfulness (5 items):

High = 20-25

Moderate = 15-19

Low = Less than 15

Supportive Teachers Relations (9 items)

High = 36-45

Moderate = 27-35

Low = Less than 27

Discussion and Conclusions

1. The importance of connections is a key component of spirituality and engagement. Spirituality involves a feeling of being connected with one's work as well as with co-workers and others associated with work (Krishnakumar & Neck 2002; Milliman et al. 2003). In their interviews with 14 professionals, Kinjerski and Skrypnek (2004) found that being connected with others as well as something larger than oneself was a key theme that ran through the interviews. Similarly, when people are engaged they are emotionally connected to their work and to others (Kahn 1990).

In this case, the students need to be connected to their work which can be studies or extra-curricular activities. The importance of experiencing connections with the work or study is very essential for any student to excel and experience calmness. The evident problem of stress among the students has to be dealt with in an effective manner. The answer to this could be experiencing spirituality and proper alignment with the task at hand. The mean of SAA that results outs to be 25.167, lies in the moderate score range. The empirical findings show that students experience a moderate to higher

level of spirituality and alignment with the task at hand. This is a good sign that the students are now getting accustomed to the high level of stress and they are themselves trying to figure out ways to overcome them. This implies that the student engagement is highly reliable on the spirituality and alignment factor. In what position the students see themselves in few years, the realization of the utilization of their potential in the current system, the satisfaction from the system they are studying in, the inspiration they get from studies, the sense of connectedness while performing different activities are essential for them.

2.   The concept of meaningfulness at work has been emphasized time and again. It has also been researched that meaningfulness at work is also an antecedent of EE i.e., it drives engagement in the context of an organization. As emphasized by Ashforth and Pratt (2010), the exploration for meaning and the requirement for being part of "something greater than oneself" are key motivators for organizational identification. In the context of this research study, identification of self in the context of organization is termed as 'Alignment'. The stress literature emphasizes that those employees who experience excessive burden of work, are inclined to withdraw or disengage from work, conceivably with the intention of replenishing their resources.

In a similar manner, students nowadays are facing stiff tasks. So the key to tacking stress arising out of multiple reasons can be higher level of psychological meaningfulness experienced by the students. It is worth investigating whether or not students are able to find the knowledge which they are getting as worthy, significant, meaningful and worthwhile. If in the self-concept of the student, such education which he/she is receiving does not fit well then the score of psychological meaningfulness will go down. However, in the sample under study the students have reported moderate level of psychological meaningfulness associated with the education they are receiving and therefore positive conclusions can be drawn in favour of the studies and knowledge which the students are being offered at present. The significance and value of education provided, however, must be communicated effectively to them.

3.   Supportive Teacher Relations (STR) signifies the degree of satisfaction that the student experiences while dealing with the teachers. The role of the teachers has been increasing under lens nowadays. Gone are the days when only 'sage on the stage' or lecture teaching method could be used and the teachers could get away with it. Now the students are smart. They have resources at their disposal.

With this study it can be established that teachers should provide requisite information to the students regarding different aspects of curricular and extra-curricular activities. In addition to this, students feeling and aspirations need to be guided by the teachers.

Supportive teacher relations also improve if the teachers help the students in their study-related problems. This kind of behaviour exhibited by the teachers helps to create a cordial relationship among the students and the teachers. Students then feel respect for the teacher and any friction is avoided. STR also improves if the teacher encourages the students to participate in important curriculum and co-curriculum disciplines. Though praising a student comes under the ambit of extrinsic motivation, however, if the students are praised for good work done it definitely has an effect on the morale of the students and also helps in augmenting the student-teacher relationship. In the study the students displayed moderate to high STR with the mean of 33.4661 thereby signifying the importance of the same, indicating further that the student-teacher relationship is very cordial in the institution. The students believe that the teachers are trustworthy and committed towards their duty to provide all round development to all the students. It can be inferred that the teachers of the college value the interests of the students.

After analyzing the data and calculating the results, it can be stated that at this point in time that the students have full belief on the faculty members of the college and the support exhibited by the teachers towards the students is commendable. The attitude of the teachers towards the varied interests of students is positive and supporting. The students are completely satisfied with the encouragement and praise they get from their teachers.

There is belief in the quality of education they are getting keeping in mind the future aspects and jobs/positions they wish to get. The students find required amount of connection or relevance while performing the curricular and extra-curricular activities. They do find inspiration and satisfaction which helps them in utilizing their full potential. The cause might be the transformation from historical way of appraisal (where reading books and writing exams to score well is being performed) to more of practical learning. The practical exposure they get is sufficient and must. While pursuing degrees the students are not just dependent on bookish knowledge but also getting involved in activities which actually happen in the real world.

Also, the students find the education they pursue as meaningful. They are satisfied with the worthiness and quality of education they get. The psychological meaningfulness is not low but neither is it high. It is satisfactory. The significance of the education they get is conveyed to most of them. They can relate what they are studying, with the real world where they have to perform. When the students will to take the initiative to do something new and practical, they are provided with the required resources/assistance and support. The college motivates the students in a positive way.

Recommendations

To increase the student engagement, the college can opt out for the following recommendations:

1) **Enhancing Spiritual Engagement:** The teaching pedagogy as well as the extra-curricular activities should be so designed as to cater to the spiritual path goals of the students. Learning can be made more productive when a student realizes that the education s/he is receiving will add to the general purpose of life. The student must feel that the activities that they are taking up will take them forward in their life and allow them to unleash their full potential or maybe they end up having an illuminated mind. An institution should strive to create a culture of learning, co-creation, and peer-learning which helps the students to get inspired and work into those goals which are conceptually potent.

2) **Improving Intellectual Engagement:** To expand student engagement in a course or subject, educators may make lessons, assignments, or undertakings that interest to student interests or that fortify their interest. For instance, students can pick a subject that particularly premiums them or they may give students a chance to pick the way they will explore a point or show what they have realized (a few students may compose a paper, others may deliver short video or sound narrative, and still others may make a sight and sound introduction). Educators may likewise present a unit of study with an issue or question that students need to solve. For instance, students may be asked to research the causes from nearby natural issues, ascertain any societal and work on the project to suggest ways to ward off that problem, or build a robot that can achieve a particular assignment. These initiatives will help build "student engagement" in the learning process

3) **Augmenting Emotional Engagement:** Teachers may utilize a wide assortment of methodologies to advance positive feelings in students that will encourage the learning procedure, limit negative practices. For instance, classroom's might be upgraded to make them more helpful for learning, instructors may try observing student states of mind and asking them how they are feeling, or some challenging projects be assigned, with the aim to bolster the students to succeed scholastically and feel positive, idealistic, or amped up for learning. The fundamental hypothesis is that students will probably succeed if no less than one grown-up in the school is meeting with a student routinely, asking about scholastic and non-scholarly issues, giving her recommendation, and appreciating her out-of-school life, individual interests, future desires, and particular learning difficulties and necessities.

4) **Advancing Behavioural Engagement:** Educators may set up classroom schedules, utilize steady signals, or allot students roles that cultivate practices more helpful for learning. For instance, teachers may use

prompts or signals that help students refocus on a lesson on the off chance that they get diverted or disorderly. Teachers may likewise set up steady schedules that help students keep focused or stay drawn in a class. It has been researched that the attention span of the students is 10-20 minutes (Gibbs 1992; Bligh 2000), therefore meaningful interventions should planned by the teachers. Students should also be made to actively review what they have learned in a lecture which could dramatically increase the retention of the students. For instance, the class may routinely separate into little gatherings or move their seats into a circle for a gathering discourse, or the teacher may ask students on a turning premise to lead certain exercises. By bringing variety into a classroom schedule, educators can diminish the repetitiveness and potential withdrawal of attention that may happen when students sit in a similar seat, doing comparative errands, for broadened timeframes.

General Recommendations

1. Survey the students to determine their views on various issues, and then use the survey responses to modify policies or programs in ways that take into consideration the student perspectives and concerns regarding the quality of education.

2. Students may also create their own questions, survey their peers, and then present the results to teachers or mentors as it is already seen in the present study that the STR factor is positively high. Creating alternative forms of student governance like "student advisory committees," and other formal and informal ways for students to contribute to the governance of the institution or advice principal, teachers and policy makers of the college to improve engagement levels of the students.

3. In order to provide better quality of education that lacks in the institution, the college should move from books and notebooks to smart education. The concerned teacher can design internal projects of the subjects they have to study as a part of their curriculum itself to keep the students involved and interested.

4. As a part of extra-curricular activities, mock events of every department can be conducted on a regular basis. For example, making your own newspaper can be done for students of English and Hindi department, mock parliament can be done for department of political sciences, bidding or stock market events for students of commerce department and so on. Besides conducting the events or providing them with projects, there should be proper follow up by the faculty or whosoever is concerned. The students should be given required assistance rather than leaving them on their own which may turn their morale down.

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Appendix-1 : Questionnaire of Student Engagement and Expectation

Dear Students,

This questionnaire based study is aimed to identify the expectations and engagement level of the students and their perception regarding existing system. Please express your honest opinion as the study will help in the improvement of the system and also your identity will not be disclosed at any stage of the project.

Please do not leave any question unanswered.

Please rate the items below as objectively as you can. Circle/Tick the single most appropriate number for each item.

Five point scale (S.D. - Strongly Disagree, S.A. - Strongly Agree)

SECTION 1

S. No.	Statements	S.D.-------------S.A.				
1.	The institute has clean, spacious and well-equipped classrooms	1	2	3	4	5
2.	The institute's library offers adequate books and other resources	1	2	3	4	5
3.	The institute has sufficient and latest computers in the labs	1	2	3	4	5
4.	The institute has well organized fully functional laboratories	1	2	3	4	5
5.	The institute provides clean and safe academic area	1	2	3	4	5
6.	Administrative process like registration, examination, etc. are hassle free	1	2	3	4	5
7.	The institute provides opportunities to participate and organize sports activities	1	2	3	4	5
8.	The institute provides opportunities to participate and organize variety of social cultural activities	1	2	3	4	5
9.	The institute provides opportunities to participate and organize variety of co-curricular activities (invited lectures, seminars, conferences, talks, workshops industrial tours etc)	1	2	3	4	5

10.	The institute provides information and guidance related to Training and Placement	1	2	3	4	5
11.	The course curricula are balanced, industry relevant and well organized	1	2	3	4	5
12.	The canteen provides variety of food at convenient hours at affordable price	1	2	3	4	5
13.	Recreational facilities are available and approachable	1	2	3	4	5
14.	Healthcare facilities are available and approachable	1	2	3	4	5
15.	The interaction with faculty is good and motivating	1	2	3	4	5
16.	The interaction with staff is good and supportive	1	2	3	4	5
17.	The faculty and staff are competent and keep themselves updated	1	2	3	4	5
18.	Contemporary teaching methods (Case study, simulation, tutorials etc) are used	1	2	3	4	5
19.	The institute is conveniently located	1	2	3	4	5
20.	The institute provides ambience conducive to innovations and research	1	2	3	4	5
21.	The institute is rigorous towards developing Core/basic knowledge in students	1	2	3	4	5
22.	Your institute is rigorous towards developing Specialized/advanced knowledge in students	1	2	3	4	5
23.	The institute is rigorous towards developing Decision making ability in students	1	2	3	4	5
24.	Your institute is rigorous towards developing Communication skill in students	1	2	3	4	5
25.	Your institute is rigorous towards developing Interpersonal /relationship building skills in students	1	2	3	4	5
26.	Your institute is rigorous towards providing computer knowledge useful for IT sector	1	2	3	4	5
27.	Your institute focus on entrepreneurship development	1	2	3	4	5

28.	Your institute has vision to develop Ethics and morality in students	1	2	3	4	5
29.	The lab experiments will be useful in your job	1	2	3	4	5
30.	Your final year project will be useful to your job/ professional career.	1	2	3	4	5
31.	Your industrial training will be relevant important to your job/ professional career.	1	2	3	4	5
32.	The assignments given in the class are industry relevant	1	2	3	4	5
33.	Assignments given in the class develop your analytical capability	1	2	3	4	5
34.	All the topics and question of the examination is covered in the class by the faculty	1	2	3	4	5
35.	Results declared by your university is fair and reflect sincere evaluation	1	2	3	4	5
36.	Your institution gives ample time for the preparation of the exam.	1	2	3	4	5
37.	Date sheet of the exam gives ample time for revision during the papers.	1	2	3	4	5
38.	Internal viva helps in preparing for final practical and theory exams.	1	2	3	4	5
39.	Your laboratory has innovative and creative atmosphere/environment to conduct the activities.	1	2	3	4	5
40.	After completing graduation, you will prefer working in India	1	2	3	4	5
41.	After completing graduation, you will prefer working abroad	1	2	3	4	5
42.	After completing graduation, you will prefer higher education	1	2	3	4	5
43.	After completing graduation, you will prefer to be an Entrepreneur	1	2	3	4	5

SECTION 2

Five point scale (S.D. - Strongly Disagree, S.A. - Strongly Agree)

S.No.	Statements	S.D.---------------S.A.				
1.	My education adds a lot to the general purpose of my life.	1	2	3	4	5
2.	My education is personally meaningful to me.	1	2	3	4	5
3.	My teachers help me solve study-related problems.	1	2	3	4	5
4.	My current studies will land me a job position which 'fits' how I see myself now.	1	2	3	4	5
5.	My educational studies are worthwhile.	1	2	3	4	5
6.	My curriculum encourages me to develop new skills.	1	2	3	4	5
7.	My educational curriculum and extra-curricular activities allows me to unleash my full potential.	1	2	3	4	5
8.	My educational studies are significant to me.	1	2	3	4	5
9.	My teachers keep informed about how students should think and feel about things.	1	2	3	4	5
10.	The education which I am getting helps me satisfy who I am.	1	2	3	4	5
11.	The education which I am getting is meaningful to me.	1	2	3	4	5
12.	My teacher encourages students to participate in important decisions.	1	2	3	4	5
13.	My education provides me with inner source of inspiration as if the studies I am doing is my 'calling'.	1	2	3	4	5
14.	The education which I am getting is valuable.	1	2	3	4	5
15.	My teachers praise good work done in curricular and extra-curricular works.	1	2	3	4	5
16.	My education will get me a job position which 'fits' how I see myself in the future.	1	2	3	4	5

17.	My teachers encourage students to speak up when they disagree with a discussion in the class.	1	2	3	4	5
18.	I feel a sense of connectedness while performing my curricular and extra-curricular activities.	1	2	3	4	5
19.	My teachers treat all the students fairly.	1	2	3	4	5
20.	My teachers are committed to protecting my interests and provide me with all round development.	1	2	3	4	5
21.	My teachers are trustworthy.	1	2	3	4	5