FINAL REPORT OF MINOR RESEARCH PROJECT IN SOCIAL SCIENCE (MANAGEMENT)

(XII PLAN)

Ref: F.No. MRP – 6941/16 (SERO/UGC) dated July 2017
Link.No. 6941
Comcode : TNBD007 UniqueID : RHTSJC

THE END OF EDUCATION INEQUITY – BUILDING ENGAGEMENT OF STUDENTS AT THE BOTTOM OF THE PYRAMID

Submitted to

University Grants Commission

SERO – Hyderabad

By

Mrs. S. CLEMENCE JENIFER, MBA., M.Phil., NET, SET,
Principal Investigator

Department Of Business Administration
St. Joseph's College (AUTONOMOUS)
Special Heritage Status Awarded by UGC
Accredited at A++ Grade (4rd Cycle) by NAAC
College with Potential for Excellence by UGC
DBT-STAR & DST-FIST Sponsored College
Tiruchirappalli – 620 002
TAMIL NADU
JANUARY 2020

From

Mrs. S. Clemence Jenifer,
Principal Investigator, UGC Minor Research Project
Department of Business Administration
St.Joseph's College (Autonomous)
Tiruchirappalli – 620 002

To

Joint Secretary,
University Grants Commission
South Eastern Regional Office
A.P.S.F.C. Building (4th floor) post Box No. 152
5-9-194, Chirag Ali lane, Hyderabad – 500 001.

Through

The Principal
St.Joseph's College (Autonomous)
Tiruchirappalli – 620 002
Tamil Nadu.

Dear Sir,

Sub: Minor Research Project – submission of final report – Reg.

Ref: F.No. MRP – 6941/16 (SERO/UGC) dated July 2017 , Link.No. 6941
Comcode : TNBD007 UniqueID : RHTSJC

I have attached the final report of the minor research project titled, "The End of education inequity - Building engagement of students at the bottom of the pyramid". The statement of expenditure for the amount granted and the detailed report of the same are attached.

Thanking you

Yours faithfully,

Place: Tiruchirappalli
Date : 24. 1. 2020
Encl: Final report of the minor research project

(S. Clemence Jenifer)

PRINCIPAL

(Seal)
PRINCIPAL
ST. JOSEPH'S COLLEGE
(AUTONOMOUS)
TIRUCHIRAPPALLI 620 002

Annexure - V

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI – 110 002

Utilization certificate

Certified that the grant of **Rs. 1,60,000 (Rupees One Lakh Sixty Thousand only)** received from the University Grants Commission under the scheme of support for Minor Research Project entitled **The End of Education Inquity - Building Engagement of Students at the Bottom of the Pyramid** vide UGC letter **File.No.MRP-6941.(UGC/SERO)dated JULY 2017** has been fully utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions laid down by the University Grants Commission.

SIGNATURE OF THE
PRINCIPAL INVESTIGATOR

PRINCIPAL
(Seal)
PRINCIPAL
ST. JOSEPH'S COLLEGE
(AUTONOMOUS)
TIRUCHIRAPPALLI 620 002

STATUTORY AUDITOR
(Seal)
ROY JOHN THOMAS, B.COM., F.C.A.
CHARTERED ACCOUNTANT
M. No: 200 / 25188

Grant approved and Expenditure incurred during the period of the report

S.No	Items	Amount Allocated	Amount Sanctioned (Rs.)	Amount Spent (Rs.)
1.	Non-Recurring Items			
	a. Books & Journals	60,000	60,000	60000
	b. Equipment (Laptop)	60,000	60,000	60239
	Total	1,20,000	1,20,000	1,20,239
2.	Recurring Items			
	a. Field work & Travel	30,000	15,000	15,100
	b. Contingency	20,000	10,000	10,079
	c. Hiring Services	30,000	15,000	15,000
	Total	80,000	40,000	40,179
	Grand Total	**2,00,000**	**1,60,000**	**1,60,418**

SIGNATURE OF
INCIPAL INVESTIGATOR

PRINCIPAL

(Seal)

PRINCIPAL
St. JOSEPH'S COLLEGE
(AUTONOMOUS)
TIRUCHIRAPPALLI 620 002

Accession Certificate

This is to certify that Ms. S. Clemence Jenifer, Assistant Professor, Department of siness Administration, St.Joseph's College (Autonomous), Tiruchirappalli-620 002, Tamil du has handed over the books and journals purchased under the scheme of Minor Research oject to the Department of Library, St.Joseph's College (Autonomous), Tiruchirappalli-620 2, Tamil Nadu.

UGC approval Letter - Link No: File.No.MRP-6941.(UGC/SERO)dated JULY 2017

Signature of the
rincipal Investigator

Signature of the
Librarian

Dr. M. DORAIRAJAN
LIBRARIAN
St. Joseph's College (Autonomous)
Triuchirapalli-620 002.

Signature of the
Principal

PRINCIPAL
St. JOSEPH'S COLLEGE
(AUTONOMOUS)
TIRUCHIRAPPALLI 620 002

ST. JOSEPH'S COLLEGE (Autonomous) Tiruchirappalli-2

Assets Certificate

This is to certify that Mrs. S.CLEMENCE JENFER, Assistant Professor , Department of Business Administration, St.Joseph's College (Autonomous), Tiruchirappalli-620 002, Tamil Nadu has handed over the equipment purchased under the scheme of Minor Research Project to the Department of Business Administration, St.Joseph's College (Autonomous), Tiruchirappalli-620 002, Tamil Nadu.

Ref: F.No. MRP – 6941/16 (SERO/UGC) dated July 2017

S.No.	Description	Quantity	Amount (Rs)
1.	Laptop - Sony X15-66094	1	60239

Signature of the

Principal Investigator

Signature of the

Head of the Department

Signature of the

Principal

PRINCIPAL
St. JOSEPH'S COLLEGE
(AUTONOMOUS)
TIRUCHIRAPPALLI 620 002

ST. JOSEPH'S COLLEGE (Autonomous) Tiruchirappalli-2

FINAL REPORT OF MINOR RESEARCH PROJECT TITLED THE END OF EDUCATION INEQUITY – BUILDING ENGAGEMENT OF STUDENTS AT THE BOTTOM OF THE PYRAMID

Ref: F.No. MRP – 6941/16 (SERO/UGC) dated July 2017
Link.No. 6941
Comcode : TNBD007 UniqueID : RHTSJC

INTRODUCTION TO THE STUDY

Since the 1980s an extensive research literature has investigated how to improve student success in higher education focusing on student outcomes such as retention, completion and employability. A parallel research programme has focused on how students engage with their studies and what they, institutions and educators can do to enhance their engagement, and hence success. Clearly, educators hope students will become successful learners. Teachers' experiences also clearly tell them that students disengage and do so for a variety of reasons – perhaps each of which could be studied and mediated on its own. For very good reasons, a large number of researchers have studied student engagement. Several types of engagement were noted– academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological to name a few.

Institutions, educators and students in higher education are increasingly challenged by govern-ments to contribute to national economic achievement. One aspect of this challenge is a drive to improve student success, understood as increasing or widening participation, achieving high levels of course completion and attaining a passport to employment with a positive attitude to lifelong learning. How students engage with their studies and what they, institutions and educators can do to improve engagement has been well researched since the 1990s. Approaches to engagement research have varied. Some researchers focus on student agency and motivation as factors in engagement. Others highlight the way

educators practise and relate to their students and the roles of institutional structures and cultures. Yet others spotlight the socio-political context in which education and engagement take place and the impact on students of environmental factors such as family background and economic status.

Engaging and Challenging Instruction:

Two aspects seem to encourage engagement – engaging pedagogy and engaging curriculum. According to the research, we need to change how we teach as well as what we teach if we are to engage learners – moving from didactic to constructivist pedagogy. Constructivist instruction requires strong respectful relationships and safe learning environments, especially as teacher-student relationships shift from expert-disciple towards peer-based collaborative learning.

Several authors note that this shift might require an uncomfortable change in locus of control over process and, at times, content. Given the freedom and sense of safety to do so, "Students can find material that challenges the faculty member's worldview and expertise; they can uncover stories and research results that the faculty member has never heard about. It can be uncomfortable when the instructor no longer controls the subject matter the students will use"

Assessment for Learning

The *five* effective teaching practices promise to increase engagement in learning – (1) creating thoughtful, intentional designs for learning; (2) making learning meaningful; (3) building relationships; (4) improving teaching practice in the presence of peer teachers; and (5) using assessment to improve learning and guide teaching

Assessment for learning (AFL) calls for teachers to use formative assessment practices to monitor student success and engage in regular sharing conversations with students about how they are learning. AFL is noted to increase student engagement and is more about “learning for further development” and less about “marking to standard expectations” or meeting externally dictated accountability measures. Standardized testing often leads teachers to teach to the test instead of to learner’s needs, interests, and abilities.

RESEARCH PROBLEM

A degree designed to provide students the ability to develop their career to its fullest potential, at an accelerated pace. Every institution need to identify the requirement of students and make them engaged with the program. The study focuses on the impact of Student Engagement on their performance and on the various dimensions that constitute the value proportions for a powerful life experience.

RESEARCH OBJECTIVES

1. To measure the course engagement of students at the bottom of the pyramid.
2. To determine the student course engagement with respect to skills, emotion, participation and performance.
3. To find out the impact of student course engagement on student performance.
4. To compare the level of engagement of students at the bottom of the pyramid across various colleges around Tiruchirapalli district.
5. To uncover the strategies for student engagement at the bottom of the pyramid.

THEORETICAL CONCEPTS RELATED TO THE STUDY

STUDENT ENGAGEMENT

Meaning:

Student engagement occurs when "students make a psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives."

Definition:

Student engagement is frequently used to, "depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class.

However, the term is also increasingly used to describe meaningful student involvement throughout the learning environment, including students participating curriculum design, classroom management and school building climate.

It is also often used to refer as much to student involvement in extra-curricular activities in the campus life of a school/college/university which are thought to have educational benefits as it is to student focus on their curricular studies.

Engagement is the level of involvement, interaction, intimacy, and influence an individual has with a brand over time.

INVOLVEMENT

This is the presence of a person at the various brands and the beginning stage of relationship where the consumer becomes involved with the brand whether through

word of mouth, through advertising, etc. During this stage, the consumer opens a conversation.

INTIMACY:

It provides people, with a social network of people that provide strong emotional attachments and fulfil our universal need of belonging and the need to be cared. In the changing times of marketing, this is becoming more and more apparent with the relationship between the consumer and a brand.

INFLUENCE:

It implies the power of winning devotion or allegiance or of compelling acceptance and belief. By creating a high level of intimacy through involvement and interaction, consumers will become a cheerleader or advocate of a brand, almost becoming an individual marketing channel. These advocates have a locus of influence over a certain group of people and will communicate their loyalty to the brand within that group.

INTERACTION

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena. *Interaction* has different tailored meanings in various sciences.

SKILL

An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

EMOTION

It is the complex psycho physiological experience of an individual's state of mind as interacting with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviours, and experience.” Emotion is associated with mood, temperament, personality, disposition, and motivation. Motivations direct and energize behaviour, while emotions provide the affective component to motivation, positive or negative

PARTICIPATION

Definition:

The act or state of participating, or sharing in common with others; as, a participation in joy or sorrows

PERFORMANCE

Definition:

The act of performing; the carrying into execution or action; execution; achievement; accomplishment; representation by action; as, the performance of an undertaking of a duty.

REVIEW OF LITERATURE

2.1EXPLORING THE RELATIONSHIP BETWEEN STUDENT ENGAGEMENT AND COMMON BUSINESS KNOWLEDGE: A PILOT STUDY

Chris Ward; Dan Yates; Joan Song, *American Journal of Business Education;* Dec 2009; 2, 9;

This study examined the extent to which student engagement is associated with a traditional assessment of student knowledge. In this study, ETS Business Major Field Test (*MFT*) scores were compared to student's self-reported survey responses to specific questions on the National Survey of Student Engagement (*NSSE*). Ares of the NSSE survey such as Level of Academic Challenge, Active and Collaborative Learning, Enriching Educational Experience, Higher-Order Thinking, Integration of Diversity into Coursework were included in the Study. Grade Point Average (*GPA*) was also compared to MFT scores and NSSE items. While the sample size was small from one institution (*41Students*), a number of measures of Student engagement were showing signs of linkages to higher MFT scores

2.2A MEASURE ON STUDENT COURSE ENGAGEMENT

Mitchell M Handelsman; William L Briggs; Nora Sullivan; Annette Towler, *The Journal of Educational Research;* Jan/Feb 2005; 98, 3;

Student engagement is considered an important predictor of student achievement, but few researchers have attempted to derive a valid and reliable measure of college student engagement in particular courses. In 2 studies we developed and explored the validity of a measure of student engagement, the Student Course Engagement Questionnaire (*SCEQ*). Exploratory factor analysis revealed 4

dimensions of college student engagement that were distinct and reliable: skills engagement, participation/ interaction engagement, emotional engagement, and performance engagement. We reported evidence of the convergent and discriminant validity of the measure. In particular, we found relationships between factors on the SCEQ and self-report measures of engagement, endorsement of self-theories, goal preferences, and grades.

2.3THE BRAND ENGAGEMENT INDEX

Dennis Claus, *Director Brands & Conversations, InSites Consulting*

Isabelle Stevens, *Research Manager, InSites Consulting*

Engagement marketing is a marketing strategy that directly engages consumers and invites and encourages them to participate in the evolution of a brand. Rather than looking at consumers as passive receivers of messages, engagement marketers believe that consumers should be actively involved in the production and co-creation of marketing programs. Engagement marketing is about being where your customers are, have a cross channel vision on sales & marketing, customer centricity, social marketing & creating valuable & authentic content & conversations. Engagement marketing is build up and measured on it's 4 parameters: the 4 I's : **involvement**, **interaction, intimacy** and **influence**

2.4 ENHANCING STUDENTS' ENGAGEMENT BY INCREASING TEACHERS' AUTONOMY SUPPORT1

Johnmarshall Reeve, Hyungshim Jang, Dan Carrell, Soohyun Jeon, and Jon Barch

Engagement refers to the behavioral intensity and emotional quality of a person's active involvement during a task. Recognizing the benefits highly engaged people

experience, we tested whether classroom teachers could incorporate the relatively foreign concept of autonomy support into their motivating styles as a way to promote their students' engagement during instruction. Teachers in an experimental group and teachers in a delayed-treatment control group received information and guidance consistent with self-determination theory on how to support students' autonomy. Over a series of 3 classroom observations, trained raters scored each teacher's autonomy support and 2 measures of their students' engagement–task involvement and influence attempts. Trained teachers displayed significantly more autonomy-supportive behaviors than did nontrained teachers. Further, the more teachers used autonomy support during instruction, the more engaged were their students. This was true on both measures of engagement.

2.5EXAMINING THE RELATIONSHIP BETWEEN THE NATIONAL SURVEY OF STUDENT ENGAGEMENT AND THE ETS BUSINESS MAJOR FIELD TEST

Chris Ward; Dan Yates; Joon Young Song, *American Journal of Business Education;* Dec 2010; 3, 12; ABI/INFORM Global pg. 33

In this study, the authors examined the relationship between the various NSSE (National Survey of Student Engagement) survey items or classifications and the ETS major Field Test (MFT) in Business. The sample consisted of 87 business students at a small liberal arts college. Many of the survey itesm were linked positively to the ETS Major Field Test. The results suggest that MFT is a better measurement than GPA for NSSE. As a noteworthy finding from the analysis, we need to mention that MFT is a better measurement of student engagement described in the NSSE rather than GPA. Therefore, it seems that the MFT is a valid

external measurement of student engagement. In particular, the MFT shows a relative strength in assessing “Integration of Diversity into Coursework”

2.6 HOW ENGAGED CUSTOMERS ARE EVOLVING DAMS AND THE CHANNELS THEY SERVE

John E. Merritt, *Journal of Digital Asset Management* (2010) **6,** 4 – 12.

Companies today are facing the stark reality that despite all the insight through many of their other listening avenues, they are missing out on the holy grail of information – information obtained through real-time streaming of assets from their digital asset repositories to the engaged customer and back. Without a clear understanding of how or why to leverage existing digital asset management systems to create this strategic advantage, companies preparing to embark and engage in today ’ s highly Evolved MediaSpace will have no chance of succeeding as truly engaging brands and also fail in their primary and sole objective as a company, to attract and retain their own customers.

2.7 COMMUNICATING BRANDS THROUGH ENGAGEMENT WITH 'LIVED' EXPERIENCES

Susan Whelan; Markus Wohlfeil, *Journal of Brand Management;* Apr-Jun 2006; 13, 4/5; ABI/INFORM Global

As the recent years saw the rapidly decreasing effectiveness of traditional brand communications event-marketing has emerged as new breed of communication strategy, which involves target audiences as active participants on a behavioural level. By using a participatory case study method, this paper demonstrates the nature, scope and benefits of event-marketing in differentiating and enhancing customer-brand relationships in relation to a German university. The study

concludes that event-marketing facilitates customer engagement with the brand through informal dialogues and personal first-hand brand experiences. Implications for managers are discussed and avenues for further research offered.

2.8 THE PROCESS OF CUSTOMER ENGAGEMENT: A CONCEPTUAL FRAMEWORK

Jana Lay-Hwa Bowden, *Journal of Marketing Theory and Practice;* Winter 2009; 17, 1; ABI/INFORM Global

Traditional measures of customer satisfaction have been criticized for failing to capture the depth of customer response to service performance. This study seeks to redirect satisfaction research toward an approach that encompasses an understanding of the role of commitment, involvement and trust in the creation of engaged and loyal customers. A conceptual framework for segmenting customer-brand relationships based on the extent to which customers are either new or repeat purchase customers of a specific service brand is proposed. The approach provides a deeper and more complete understanding of the nature of customer-brand relationships and the processes by which engagement may be developed and fostered among differing customer segment.

2.9 AN ARF RESEARCH REVIEW OF BRAND KEYS' *BRAND ENGAGEMENT* MEASUREMENT METHODOLOGY

William A. Cook, Ph.D., *Sr. V.P., Research & Standards*

This is an ARF Methodological Review of the Brand Keys' *Brand Engagement* measurement methodology. The purpose of the Brand Keys methodology is to provide a measure of the level of brand engagement that results from advertising and communications efforts based on the equity the brand has developed and the

brand's combination of channels and messages. Engagement is defined by Brand Keys as "the consequence of any marketing or communications effort (through any media touch point) which results in an increased level of 'brand equity' for the brand". They define brand equity as "the degree to which a brand is believed by the target audience to be able to meet or exceed consumer expectations they hold for the category in which

the brand competes".

2.10 BRAND ENGAGEMENT AND BRAND EXPERIENCE AT "BBVA" , THE TRANSFORMATION OF A 150 YEARS OLD COMPANY

Angel Alloza, *Corporate Reputation Director, BBVA Group, Corporate Reputation Review* (2008) **11,** 371 – 379 doi: 10.1057/crr.2008.31

Successful corporate brand management lies on sounded brand engagement and strategic alignmen initiatives. This is true in general, but when facing mergers and acquisitions it becomes vital how well companies manage their brands through alignment of their strategic visions,organizational cultures, and stakeholders supportive behaviors. To illustrate this, the author uses the BBVA Case study, which provided some key learning points in corporate brand management. The starting point is the need for integration of the vision, the organizational culture, the brand values and the desired brand positioning, alignment of employees and identification from relevant stakeholders depend on the quality of the listening process adopted by the company and it ' s commitment to respond to stakeholders ' s demands and expectations in the overall strategic business objectives of the company.

The cross multifunctional management of the brand and reputation through the central and local corporate reputation committees allowed removing internal

barriers and silos between the different areas, departments, business units in order to deliver brand experiences, aligned with stakeholders demands and expectations.

An important aspect of getting buy-in throughout the organization was demonstrating the financial payoff to the new brand strategy and initiatives. Integrating the measures for, and key indicators of, employee engagement, customer loyalty and brand reputation for all stakeholders into the company ' s balanced scorecard and use these metrics to help the company in promoting a continuous process of improvement An impressive ROI and customer satisfaction was associated with changes and internal transformation plans.

PROFILE OF THE STUDY AREA

EDUCATIONAL SECTOR IN INDIA

Current Status Of Education Industry

The private education market in India is estimated to be worth $40 billion in 2008 and will increase to $68 billion by 2012. However, India continues to face challenges. Despite growing investment in education, 35% of the population is illiterate and only 15% of the students reach high school.

As of 2008, India's post-secondary high schools offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree. As of 2007, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education

Education is the base for economic growth as well as social transformation for any country. Among all the key indicators of socio-economic development like economy's growth rate, literacy rate, birth rate, death rate and infant mortality rate (IMR), the literacy rate of the country is one of the most vital one as the rise and fall of others largely depend upon country's literacy rate. In India, high literacy rate leads to low birth rate as well as low IMR and it also increases life expectancy rate. So, the importance of education industry in India can be understood.

The education system in India is much more improved these days and is one of the leading ones in the world. It is also one of the biggest contributors to the economic growth of the nation. Besides various government initiatives, the role of

the private institutions in the development of education industry in India cannot be denied. India's private education market was worth $40 billion in 2008, which is expected to reach $68 billion by the year 2012.

GROWTH OF EDUCATION IN INDIA:

In its size and diversity, India has the third largest education system in the world, next only to China and the United States. Before Independence, access to education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities.

Since independence, the growth has been very impressive; the number of universities (as on31st March 2006) has increased by 18-times, the number of colleges by 35 times and enrolment more than 10 times (Annual Report, MHRD 2006-07).

The system is now more mass-based and democratized with one third to 40% of enrolments coming from lower socio-economic strata, and women comprising of some 35%of the total enrolments (Tilak 2004).

It is little more than half a century ever since the government initiated a planned development of education in the country particularly with the establishment of University Grants Commission in 1953. Thus early 1950's is an important reference points from which we could look back at our progress of education.

Table1:

Growth of Colleges for General Education, Colleges for Professional Education, and Universities during 1950-51 to 2004-2005

Years	Colleges for General Education	Colleges for Professional Education	Universities/Deemed Univ./Institutes of National
1950-51	370	208	27
1955-56	466	218	31
1960-61	967	852	45
1965-66	1536	770	64
1970-71	2285	992	82
1975-76	3667	3276**	101
1980-81	3421	3542**	110
1985-86	4067	1533**	126
1990-91	4862	886	184
1991-92	5058	950	196
1992-93	5334	989	207
1993-94	5639	1125	213
1994-95	6089	1230	219
1995-96	6569	1354	226
1996-97	6759	1770	228
1997-98	7199	2075	229
1998-99	7494	2113	237
1999-00*	7782	2124	244
2000-01*	7929	2223	254
2001-02*	8737	2409	272
2002-03*	9166	2610	304
2003-04*	9427	2751	304

2004-05*	10377	3201	364

RECENT DEVELOPMENTS:

In recent decades, the Nation has focused attention on the educational system, because of the growing importance of producing a trained and educated workforce. Many institutions, including government, private industry, and research organizations, are involved in improving the quality of education. Students, teachers, and staff involved in education are held accountable for the results of testing, and teachers and teacher assistants must demonstrate that they are sufficiently qualified in the subjects or areas in which they teach.

States are responsible for following these guidelines and can lose Federal funding if standards are not met. Despite this increased Federal role, State and local governments are still the most important regulators of public education. Many States had already begun to introduce performance standards individually prior to passage of the Act, and the Act still allows States a considerable amount of discretion in how they implement many of its provisions.

Computer technology continues to affect the education industry. Teachers use the Internet in classrooms, as well as to communicate with colleagues and parents; students use the Internet for research projects. Distance learning continues to expand, as more postsecondary institutions use Internet-based technology to conduct lessons and coursework electronically, allowing students in distant locations access to educational opportunities formerly available only on campus.

EDUCATIONAL SECTOR IN TAMILNADU

Tamil Nadu has a history that dates back to a thousand years or more. The state's reputation lies with the fact that one of the first three universities established by British East India is located here in Chennai – the University of Madras. Having made great strides in the field of Higher Education, Tamil Nadu is a frontline state in India imparting quality education in the field of science and technology. Hence today Tamil Nadu is righteously called as the "Oxford of the South".

The State Government has undertaken several schemes and programmes to overcome the problem of rural illiteracy and has provided free elementary education to the masses. The state's literacy rate has increased significantly by over 10% i.e. from 62.66% in 1991 to 73.47% in 2001 which is well above the national average.

If we consider the scenario of Higher Education in Tamil Nadu, we find that the educational activities have increased manifold here, over the last few years. Major cities including Chennai, Coimbatore, Trichi and Madurai have established themselves as a forerunner in the field of higher education. Here, you will find some of India's best professional educational institutions to name a few are: Indian Institute of Technology-Chennai, Madras Institute of Technology, Anna University, Christian Medical College-Vellore, Annamalai University, NIT-Trichy and so on.

Tamil Nadu has performed reasonably well in terms of literacy growth during the decade 1991-2001. The state's literacy rate increased from 62.66% in 1991 to 73.47% in 2001 which is well above the national average. About 99% of the population has access to primary education.

Presently Tamil Nadu boosts of:

- 40 Universities

- 350 engineering colleges
- 1150 Arts College

Four Technical Universities to which 270 Engineering Colleges are affiliated.

IIT Madras, NIT Tiruchi, Anna University, Madurai Kamaraj University, Coimbatore Institute of Technology, Government College of Technology, Shanmugha Arts, Science, Technology & Research Academy, PSG College of Technology, Amrita Vishwa Vidyapeetham, SRM University, Sathyabama University , Vellore Institute of Technology in Engineering; Madras Medical College, Christian Medical College, Stanley Medical College in Medicine; LIBA, Bharathidasan Institute of Management in Management studies; Madras Christian College in Arts and Science; Presidency College, Loyola College in Science; Tamil Nadu Agricultural University in Agriculture; Tamilnadu Veterinary and Animal Sciences University (TANUVAS) are the premier institutes in the state. Also Tamil Nadu produces the highest number of engineering graduates in India (around 30,000) every year which attracts many software companies to set up their shop in south India.

The education system of Tamil Nadu is considered as one of the best in the country. It is due to the continuous efforts made by the state Government in making the education policy liberal and also by granting autonomy to various institutes of excellence.

There are certain factors that make Tamil Nadu a preferred destination for higher education. It has adequate educational institutions, efficient and committed teachers, strong education policy of the government, and infrastructural facilitates for professional education. To maintain the quality of education in the state the government has outlaid Rs 892 crore for Higher Education.

The participation of central and state-run universities in the educational movement is worth noting. The varsities have set guidelines for various purposes including quality diverse academic teaching, admission and infrastructural development.

Finally we can surely say that Tamil Nadu is in a rapid mode of development in the field of higher education. It has only been made possible due to the duty consciousness of the administrative and teaching faculty and their contribution to research, and innovative methods of teachings.

SUMMARY OF FINDINGS

INSTITUTIONAL INFORMATION:

Most of the respondents are from TRICHY. Most of the respondents belong to Private colleges which have Student Strength 2001-5000. Almost half of the respondents belong to the institution of year of existence Above 25 years.

DEMOGRAPHIC INFORMATION:

Majority of the respondents are Male and most of the respondents are between the age of 22-25 years with Hindu Religion and belong to the Backward Caste. Most of the respondents belong to the City with Family Income Level Upto 80,000 and their Field of Study in Under Graduation. Most of the respondents have secured 7.0-7.4 and 7.5-7.9 as Grade Point average in Under Graduation with A++ Grade. Most of the respondents belong to II year and III semester.

Student Engagement:

The students have high level of student course engagement. Regarding Gender, the Student Course Engagement is maximum for Female and minimum for Male. It also varies according to the Type of Institution. The Student Course Engagement changes according to the change in Grade Point of the students. Also, the Student Course Engagement changes according to Skill, Participation, Emotion, and Performance. Also, the Student Course Engagement changes according to the changes in the dimensions Skill, Participation, Emotion, and Performance.

Skill - The items doing the homework problems, Staying up on readings and Looking over class notes are the most relevant to the Skill among Student Course Engagement of students. The institutions can increase the score of skill dimension by giving students more assignments and reading material for homework.

Emotion - The items applying course to life and thinking about course between class hours are the most relevant to the emotion dimension of Student Course Engagement of students. The institutions can increase the score in this dimension by dealing with more practical case studies, conducting entrepreneurship programmes, personality development programmes etc. which will help the student to face life with confidence.

Participation - The items Asking Questions and Going to Professor's office to review queries are the most relevant to the Participation dimension of Student Course Engagement of students.

Performance - The items doing well in the tests and being Confident are most relevant to the Performance dimension of Student Course Engagement of students. The institutions can arrange for mentorship of the students by the faculty members which will help increasing this dimension among students.

SUGGESTIONS

Measure should be taken to increase the involvement of male students towards the College, like Student Development activities can be conducted. College can undertake beneficial measures that influence the students like conducting Industrial Vists and Guest lectures so that the students may be exposed to the real world. Also, seminars, group discussions programs can be conducted periodically among the students to boast up the involvement with the college.

To create intimacy, college's can form alumni association's in order create a social network and strong emotional attachment among the alumni's and present students. By preparing a list of Alumni's placed in top companies the college can spread its Goodwill in the academic as well as industry circle.

Student assessment regarding the college can be collected in order to analyse the student requirements, improvements to be made and take measures that fulfil the student's needs. This will help to create involvement, intimacy, interaction and Influence towards the college.

Form the analysis it was identified that students have high skills but there performance level is low. So the institution should take measures to motivate the students to reveal there skills so that there performance level may increase.

The interaction level between the college and the students is high but the involvement level is low, this shows that colleges try to interact more with the students but it fails to involve in taking measures. So colleges should try to involve more on student requirements and try to improve there brand engagement

By utilizing the available resources provided by institutions students should develop there skills, emotional, participation and performance. So for this purpose institutions should concentrate more on the Student Course Engagement.

CONTRIBUTIONS TO THE SOCIETY

Institutions, educators and students in higher education are increasingly challenged by govern-ments to contribute to national economic achievement. This research provides initial validation of the Student Course engagement on Student performance. The students have high skills but there performance level is low in the case of Student Course Engagement. The interaction level between the college brand and the students is high but the involvement level is low. This research shows empirical evidence of the usefulness of Student Course Engagement and performance. The information supported the research regarding the relationship among various dimensions used in Student course engagement (Skills, Emotional, Performance, Participation). The colleges should adopt the strategies followed by the colleges that have high student course engagement.

By engaging the students who are the future pillars of the nation, the quality of higher education in the country will improve and we can benchmark with other countries as well. Surely, engagement of students at the bottom of the pyramid will be a great move towards the development of the nation.

CONCLUSION

This research provides initial validation of the Student Course engagement on Brand Engagement. Form the analysis it was identified that students have high skills but there performance level is low in the case of Student Course Engagement. The interaction level between the college brand and the students is high but the involvement level is low in the case of Brand Engagement. This research shows empirical evidence of the usefulness of Student Course Engagement And Brand Engagement. The questionnaire gives an easily administered by comprehensive snapshot of Student Course Engagement And Brand Engagement. The information supported the research regarding the relationship among various dimensions used in Student course engagement(Skills, Emotional, Performance, Participation) and Brand Engagement(Involvement, Influence, Intimacy, Interaction).

"*The great thing is the start -- to see an opportunity for service, and to start doing it, even though in the beginning you serve but a single customer -- and him for nothing*."

-Robert Collier

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- "DOES FINANCIAL AID IMPACT COLLEGE STUDENT ENGAGEMENT? *THE EFFECTS OF THE GATES MILLENNIUM SCHOLARS PROGRAM*

Angela Boatman, Ed.M, MPP, Harvard Graduate School of Education,Bridget Terry Long, Ph.D., Harvard Graduate School of Education and NBER

STUDENT ENGAGEMENT - Questionnaire

PART I : *Student Information:*

1. Name of the institution:_____

2. Type of institution: ***i. College:***

☐ Gov't aided Arts & Science college ☐ Private arts and Science College

☐ Stand alone Institution ☐ University Any ☐ other_____

3. Student strength in this institution: ***i. College:***

☐ Below 2000 ☐ 2001-5000 5001-10000 Above 10001

4. Years of existence (*current institution*): ***i. College:***

☐ Below 2 yrs ☐ 3 – 5 yrs 6 – 15 yrs 16 - 25 yrs Above 26

5. Gender: ☐ Male ☐ Female

6. Age : ☐ 18-21 22-24 25-27 28-30

7. Religion: ☐ Hindu ☐ Christian ☐ Muslim

8. Caste: ☐ SC ☐ ST ☐ OBC ☐ GEN ☐ BC

9. Home location: ☐ Metropolitan ☐ City ☐ Village

10. Family Income Level (***per annum***):

☐ Up to 80,000 ☐ 80,001-5,00,000 ☐ 5,00,001-8,00,000
8,00,001-11,00,000 ☐ Above 11,00,001

11. Field of Study in UG: (***if PG***)

☐ Commerce ☐ Business Administration ☐ Economics
☐ Computer Science ☐ Engineering ☐ Others _____

12. TANCET MARK:

☐ 0-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 41-50 51-60
☐ 61-70 ☐ 71-80 ☐ 81-90 ☐ 91-100 ☐

Part – II:

To What Extent Do You Agree With the Following Statements?

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree

Particulars		5	4	3	2	1
a)	Making sure to study on regular basis	**5**	**4**	**3**	**2**	**1**
b)	Putting forth effort	**5**	**4**	**3**	**2**	**1**
c)	Doing all the homework problems	**5**	**4**	**3**	**2**	**1**
d)	Staying up on the readings	**5**	**4**	**3**	**2**	**1**
e)	Looking over class notes between classes to make sure I understand the material	**5**	**4**	**3**	**2**	**1**

f)	Being organized	**5**	**4**	**3**	**2**	**1**
g)	Taking good notes in class	**5**	**4**	**3**	**2**	**1**
h)	Listening carefully in class	**5**	**4**	**3**	**2**	**1**
i)	Coming to class everyday	**5**	**4**	**3**	**2**	**1**
j)	Finding ways to make the course material relevant to my life	**5**	**4**	**3**	**2**	**1**
k)	Applying course material to my life	**5**	**4**	**3**	**2**	**1**
l)	Finding ways to make the course interesting to me	**5**	**4**	**3**	**2**	**1**
m)	Thinking about the course between class meetings	**5**	**4**	**3**	**2**	**1**
n)	Really desiring to learn the material	**5**	**4**	**3**	**2**	**1**
o)	Raising my hand in class	**5**	**4**	**3**	**2**	**1**
p)	Asking questions when I don't understand the instructor	**5**	**4**	**3**	**2**	**1**
q)	Having fun in class	**5**	**4**	**3**	**2**	**1**
r)	Participating actively in small group discussions	**5**	**4**	**3**	**2**	**1**
s)	Going to the professor's office hours to review assignments or tests or to ask questions	**5**	**4**	**3**	**2**	**1**
t)	Helping fellow students	**5**	**4**	**3**	**2**	**1**
u)	Getting a good grade	**5**	**4**	**3**	**2**	**1**

v)	Doing well on the tests	**5**	**4**	**3**	**2**	**1**
w)	Being confident that I can learn and do well in class	**5**	**4**	**3**	**2**	**1**

PART – IV

1. Grade point (GPA) in ***Under Graduation***:

☐ Below 4.0 ☐ 4.0-4.4 ☐ 4.5-4.9 ☐ 5.0-5.4 5.5-5.9

☐ 6.0-6.4 ☐ 6.5-6.9 ☐ 7.0-7.4 ☐ 7.5-7.9 8.0-8.4

☐ 8.5-8.9 ☐ 9.0-9.4 9.5&above

2. Grade in ***Under Graduation****:*

☐ O+ ☐ O ☐ D++ ☐ D+ ☐ D ☐ A++ ☐ A+ ☐ A ☐ B+ ☐ B ☐ C+ ☐ C ☐ F ☐ Others_____

3. Current Course Year: ☐ I ☐ II ☐ III ☐ IV

4. Current Semester: ☐ ☐ I ☐ II ☐ III ☐ IV ☐ V VI

5. Specialization in :

Give your suggestions regarding student engagement at this institution

_____

_____

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A Study on the current issues in Improving Student Engagement

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Abstract: ***The paper that follows reviews research literature in the area of student engagement. Our goal in this work is practical: we hope to discover in this literature curricular and pedagogical ideas educators might successfully use to better engage students in learning. Prior to outlining the specifics of our research, we offer a general overview of what we have found as we have studied the literature to provide a context that might help readers better understand this area of study. Specifically, our reading suggests that work in the area of student engagement seems to have grown in a number of ways – the greatest of which is the change from focusing upon disengaged students (who are not learning) to engaged learners (who are learning). We theorize that older work about student engagement attempted to reshape 'renegade' students back into the fold of schooling, but current work is more willing to revision schools to fit the learning needs of students. This change seems crucial and promises to organize how the study of student engagement will be carried out in the future.***

Keywords: student engagement, student learning, pedagogy, assessment for learning.

I. INTRODUCTION

Clearly, educators hope students will become successful learners. Teachers' experiences also clearly tell them that students disengage and do so for a variety of reasons – perhaps each of which could be studied and mediated on its own. For very good reasons, a large number of researchers have studied student engagement. Several types of engagement were noted– academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological to name a few.

Common elements in the issue:

We have synthesized the following categories from our reading and will use these to elaborate further: (1) Interaction, (2) Exploration, (3) Relevancy, (4) Multimedia, (5) Instruction, and (6) Authentic assessment.

Interaction:

Respectful relationships and interaction – both virtual and personal – are shown to improve student engagement. Students today are intensely social and interactive learners

- Students want stronger relationships with teachers, with each other, and with their communities – locally, provincially, nationally and globally. They want their teachers to know them as people.
- Students want their teachers to know how they learn. They want their teachers to take into account what they understand and what they misunderstand, and to use this knowledge as a starting place to guide their continued learning.
- Students want their teachers to establish learning environments that build interdependent relationships and that promote and create a strong culture of learning.

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Exploration:

Classroom practices reported to engage learners are predominantly inquiry-based, problem-based, and exploratory. Just as we want to learn about the Web by clicking our own path through cyberspace, we want to learn about our subjects through exploration. It's not enough to accept the professor's word. We want to be challenged to reach our own conclusions and find our own results. The need to explore is implicit in our desire to learn

Relevancy:

One common prerequisite for engaging learners is "relevancy." Today's learners ask that their learning apply to real-life scenarios whenever possible as opposed to being theoretical and text-based. Working with authentic problems or community issues engages students and builds a sense of purpose to the learning experience

Effective teaching is characterized by thoughtfully designing learning tasks with these features:

- The task requires and instills deep thinking.
- The task immerses students in disciplinary inquiry.
- The task is connected to the world outside the classroom.
- The task has intellectual rigor.
- The task involves substantive conversation

II. Multimedia and Technology

When it is simply not possible to move past the classroom to speak with and learn from experts in the field, technology helps students interact globally with people and events. Technology brings learners accessible and relevant subject matter and experts and is a tool for engaged learning. Both students and researchers issued a common call for new tools in the classroom toolbox, expanding beyond standard computer stations and overhead projectors to facilitate deeper research and learning and to build relationships among learners and experts

Multimedia and technology (cameras, video and video editing, projectors, SmartBoards, sound recording equipment, animation and gaming software, and the ubiquitous PowerPoint™) have proven helpful in engaging students in learning about subjects, in exploring ways to present their learning, and in helping students control their learning.

III. Engaging and Challenging Instruction

Two aspects seem to encourage engagement – engaging pedagogy and engaging curriculum. According to the research, we need to change how we teach as well as what we teach if we are to engage learners – moving from didactic to constructivist pedagogy. Constructivist instruction requires strong respectful relationships and safe learning environments, especially as teacher-student relationships shift from expert-disciple towards peer-based collaborative learning.

Several authors note that this shift might require an uncomfortable change in locus of control over process and, at times, content. Given the freedom and sense of safety to do so, "Students can find material that challenges the faculty member's worldview and expertise; they can uncover stories and research results that the faculty member has never heard about. It can be uncomfortable when the instructor no longer controls the subject matter the students will use".

IV. Assessment for Learning

The *five* effective teaching practices promise to increase engagement in learning – (1) creating thoughtful, intentional designs for learning; (2) making learning meaningful; (3) building relationships; (4) improving teaching practice in the presence of peer teachers; and (5) using assessment to improve learning and guide teaching

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Assessment for learning (AFL) calls for teachers to use formative assessment practices to monitor student success and engage in regular sharing conversations with students about how they are learning. AFL is noted to increase student engagement and is more about "learning for further development" and less about "marking to standard expectations" or meeting externally dictated accountability measures. Standardized testing often leads teachers to teach to the test instead of to learner's needs, interests, and abilities.

V. CONCLUSION

Research suggests that successful, student-engaging classrooms combine these five aspects:

1. Learning that is relevant, real, and intentionally interdisciplinary – at times moving learning from the classroom into the community.
2. Technology-rich learning environments – not just computers, but all types of technology, including scientific equipment, multi-media resources, industrial technology, and diverse forms of portable communication technology (Project Tomorrow, 2010).
3. Positive, challenging, and open – sometimes called "transparent" learning climates – that encourage risk-taking and guide learners towards co-articulated high expectations. Students are involved in assessment for learning and of learning.
4. Collaboration among respectful "peer-to-peer" type relationships between students and teachers (horizontal organization model); Professional Learning Communities working together to plan, research, develop, share, and implement new research, strategies, and materials.
5. A culture of learning – teachers are learning *with* students. Language, activities and resources focus on learning and engagement first, and achievement second.

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A Study on improving student engagement with Ten proposals for action

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Abstract: ***Since the 1980s an extensive research literature has investigated how to improve student success in higher education focusing on student outcomes such as retention, completion and employability. A parallel research programme has focused on how students engage with their studies and what they, institutions and educators can do to enhance their engagement, and hence success. This article reports on two syntheses of research literature on student engagement and how this can be enhanced. It first synthesizes 93 research studies from ten countries to develop a conceptual organizer for student engagement that consists of four perspectives identified in the research: student motivation; transactions between teachers and students; institutional support; and engagement for active citizenship. Secondly, the article synthesizes findings from these perspectives as ten propositions for improving student engagement in higher education. It concludes by identifying some limitations with the conceptual organizer and one suggestion for developing a more integrated approach to student engagement.***

Keywords: Conceptual organizer, literature review, post-compulsory education, student engagement.

I. INTRODUCTION

Institutions, educators and students in higher education are increasingly challenged by govern-ments to contribute to national economic achievement. One aspect of this challenge is a drive to improve student success, understood as increasing or widening participation, achieving high levels of course completion and attaining a passport to employment with a positive attitude to lifelong learning. How students engage with their studies and what they, institutions and educators can do to improve engagement has been well researched since the 1990s. Approaches to engagement research have varied. Some researchers focus on student agency and motivation as factors in engagement. Others highlight the way educators practise and relate to their students and the roles of institutional structures and cultures. Yet others spotlight the socio-political context in which education and engagement take place and the impact on students of environmental factors such as family background and economic status.

II. METHOD

Our search used a variety of databases: the Web of Science, PsycINFO, ERIC, A+Education, Google Scholar, Academic Search Elite, General OneFile and Index New Zealand. We initially conducted a broad sweep of the databases on 'student engagement' and 'higher education', 'further education', 'post-compulsory education', 'college'. We later refined the search by following up search terms revealed in the first sweep. Initially we mined abstracts of 283 items. Most were research articles but there were also a number of books and dissertations. We reduced the 283 items to 151 by eliminating those that did not fit our definitions of student engagement. Each of the 151 items was reviewed by two members of the project team who used both

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content and process criteria to include or exclude items. Of the 151 items, 93 met both content and process criteria and were used in the review. Items selected for inclusion were summarized on a template and used as a basic reference.

III. FINDING

The four research perspectives we identified are testimony to the complexity of engagement. To make sense of this complexity, we developed a conceptual organizer with two features. One identi-fies the main research perspectives in the engagement literature; the other identifies ten proposals for action that emerged from the synthesis of the literature (see Table 1).

Table 1. A conceptual organizer for student engagement

Research perspectives	Proposals for action
Motivation and agency (Engaged students are intrinsically motivated and want to exercise their agency)	1. Enhance students' self-belief 2. Enable students to work autonomously, enjoy learning relationships with others and feel they are competent to achieve their own objectives
Transactional engagement (Students and teachers engage with each other)	3. Recognize that teaching and teachers are central toengagement 4. Create learning that is active, collaborative and fosters learning relationships 5. Create educational experiences for students that are challenging, enriching and extend their academic abilities
Institutional support (Institutions provide an environment conducive to learning)	6. Ensure institutional cultures are welcoming to students from diverse backgrounds 7. Invest in a variety of support services 8. Adapt to changing student expectations
Active citizenship (Students and institutions work together to enable challenges to social beliefs and practices)	9. Enable students to become active citizens 10.Enable students to develop their social and cultural capital

1. *Enhance students' self-belief*

We found no unanimity about what motivates learners to engage. Dominant, however, is a con-structivist view that education is about students constructing their own knowledge. This assumes that students are their own learning agents, able to achieve their goals. Self-belief is reported as a key attribute in motivation.

2. *Enable students to work autonomously, enjoy learning relationships with others and feel they are competent to achieve their own objectives*

Intrinsic motivation assists self-determination but only some forms of extrinsic motivation do. Self-determination is enhanced where supportive social-contextual conditions exist to promote feelings of competence or self-efficacy. Such feelings in turn encourage the exercise of choice and self-direction, leading to a greater feeling of autonomy. They also suggest that relatedness, at least in a distal sense, is important in motivation, particularly intrinsic motivation. When institutions provide opportunities for students to learn both autonomously and with others, and to develop their sense of competence, students are more likely to be motivated, to engage and succeed.

3. *Recognize that teaching and teachers are central to engagement*

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If the teacher is perceived to be approachable, well prepared and sensitive to student needs, students are committed to work harder, get more out of the session and are more willing to express their own opinion. Students are more likely to engage if they are supported by teachers who establish inviting learning environments, demand high standards, challenge, and make themselves freely available to discuss academic progress.

4. Create learning that is active, collaborative and fosters learning relationships

Findings acknowledge that active learning in groups, peer relationships and social skills are important in engaging learn-ers. In a study examining the extent to which student–teacher interaction, quality of student effort and peer interaction contributed to students' perception of engagement, found that peer interaction had the strongest predictive capacity for engagement and outcomes.

5. Create educational experiences for students that are challenging, enriching and extend their academic abilities

As noted above, the evidence is compelling that enriching experiences and academic challenge are successful in engaging students. Teachers can, for example, expect high academic standards, sup-port students to achieve these standards, challenge students to 'stretch further than they think they can'. They use assessment as one way to challenge students. This finding suggest that students who reflect, question, conjecture, evaluate and make connections between ideas whilst drawing on the ideas, experiences and knowl-edge of others are most deeply engaged. Teachers need to create rich educational experiences that challenge students' ideas and stretch them as far as they can go.

6. Ensure institutional cultures are welcoming to students from diverse backgrounds

Institutional cultures are key to student engagement. Findings suggest that students must feel that they are accepted and affirmed, that they belong. Students labelled 'non-traditional' often do not have that sense of belonging; they feel disengaged or alienated. As the student body diversifies and socio-cultural contexts change, Institutions need to change and do more to create cultures that welcome and adapt to diversity. Institutions need to adapt their cultures to meet the needs of students from diverse backgrounds These findings found that 'non-traditional' students often feel uncomfortable in traditional institutions. Students experienced stress and dis-comfort and a low sense of academic control in their courses, they were significantly more likely to experience a lowered sense of well-being, and reduced feelings of academic enjoyment and motivation. The message is clear: institutions need to be adaptable, developing a culture that is welcoming to all students.

7. Invest in a variety of support services

While support services are expensive to set up and do not always attract the number of students expected, the evidence is that they are very important. But even more important than the money spent on support services is the institutional culture – it must emphasize the support of learning. A number of researchers investigated specific approaches to pro-viding support for engagement. The orientation processes were important in helping students settle into academic life as they helped students to connect socially with peers, mentors and staff, to gain familiarity with the campus and to clarify expectations of academic study.

8. Adapt to changing student expectations

Institutions successful in engaging students are never satisfied with their own performance. They do not hesitate to change practices if the evidence suggests they should. Students appear to be less engaged as they increasingly study part-time. The proportion of students in paid employment increased from 51% to 55% in five years; 57% said paid work inter-fered with their academic performance; paid workers were more likely to consider withdrawing and spent less time on campus. Such students expect study to fit their lives; they do not want to fit their lives to institutional expectations.

9. Enable students to become active citizens

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Some researchers consider the engagement discourse to be too focused on operational engagement, its purpose confined to helping learners become work ready. This research perspective emerges from critiques of the way engagement is generally constructed in the literature. Conservative views interpret engagement as psychological dispositions and academic achievement leading to learning that lacks social context. While student-centred conceptions of engagement do recognize context, require engagement by teachers as well as learners and are nested in the relationships they share, this view too is narrowly focused on operational matters. What is needed is a democratic–critical conception of engagement that goes beyond strategies, techniques or behaviours, a conception in which engagement is participatory, dialogic and leads not only to academic achievement but to success as an active citizen.

10. Enable students to develop their social and cultural capital

'Minority' students in particular need help to build the social and cultural capital necessary for engagement and success in and beyond the mainstream classroom. Social and cultural capital is won with a sense of belonging, with active relationships with others, with knowing how things work around here. Education can foster such feelings and offer learning that is useful beyond the workplace. To help build social and cultural capital of 'minority' students institutions must adapt to the ways, knowledge and ontologies of other than mainstream groups.

IV. CONCLUSION

We have synthesized findings from four dominant research perspectives that illuminate student engagement in higher education, which is one indicator of student success. The synthesis has taken the form of ten proposals drawn from these research perspectives. Together the proposals identify actions that teachers and institutions can take to improve engagement.

However, we acknowledge that there are limitations to what we have done.

- First, the four per-spectives focus on aspects of engagement that fall within institutions' ability to influence. They do not take into account a variety of non-institutional factors that impact on students' willingness and ability to engage, for example, health, childcare, family support and community responsibilities.
- Second, the propositions we have identified for each perspective are not the only ones; others could be added, particularly for specific, even unique institutional contexts.
- Third, research areas outside the engagement field could suggest actions to improve student engagement. The literature on tran-sitions into higher education and the extensive retention literature are examples.
- Fourth, engagement is complex; it includes many factors that interact in multiple ways to enhance engagement or trigger disengagement. Such interactions need to be taken into account.

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