



REORIENTING EDUCATION FOR SUSTAINABILITY

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Abstract:

Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. There is an increasing trend of commercialisation of Educational Institutions with little importance being given to the governance and compromising on the policy outlined by governing bodies. Good governance is becoming an entrenched value as well as a critical necessity. No matter the complexities, governance and management processes in educational institutions are being held accountable to global, social, and environmental values. Hence every institution owes its responsibility towards good governance. Open Communication, skill development of students, involving stakeholders in decision making and developing student leadership capabilities are strategies through which sustainability efforts are being implemented and possibly improved. It is the responsibility of higher education to engage the students in socio-economic disputes, when conflicting values, norms, interests and reality constructions meet. Sustainability is dependent on the integrity and ethical behaviour of the human resources within the institutions. This study focuses on finding out the graduate attributes in accordance with cultural traditions, environmental concern along with ethical discernment and good governance that would balance promises and risk of globalisation. The analysis is based on two main sources of data. On the one hand an analysis of the performance level of one institution using single case study. On the other hand a secondary analysis of case-studies from around the globe. The study was conducted in a short period of time and confined to a selected sample in Bangalore and hence the outcome cannot be generalized to other areas.

Keywords – Sustainability, Sustainable development, higher education Institutions

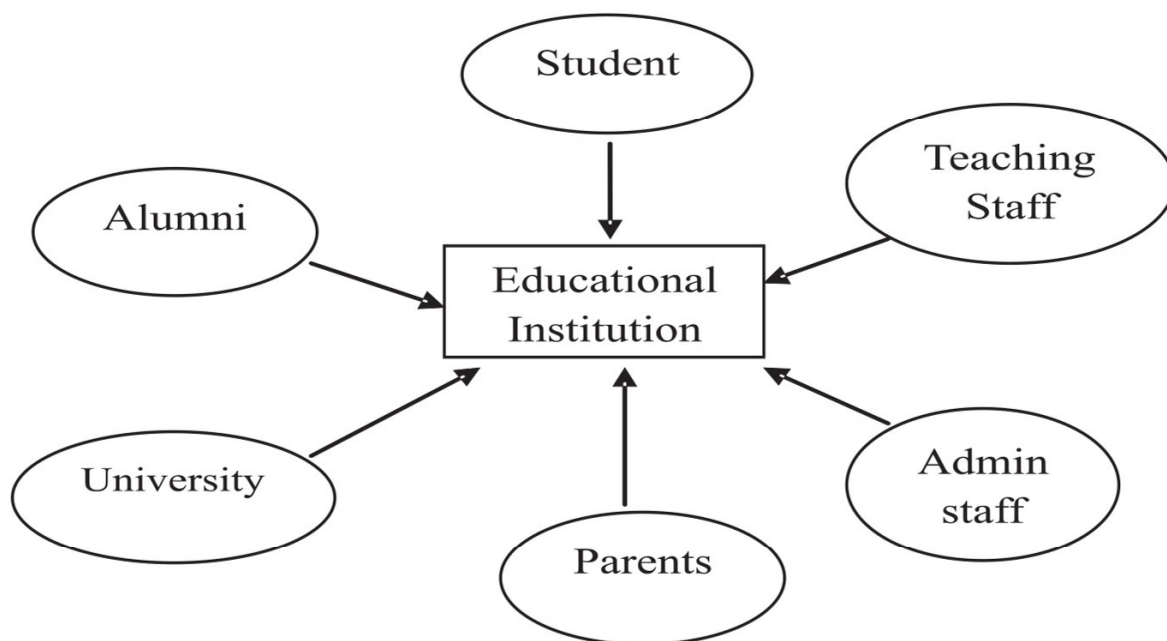
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Introduction:

The stakeholders of educational institutions have a long term personal, emotional and financial investment from where they expect moderate returns of satisfied outcome. Higher education institutions require sufficient financial stability to permit orderly development. The importance of higher education as a public good must be matched by adequate public investment to enable institutions to discharge their public responsibilities. It is pivotal to good governance that the institution recognizes and manages its stakeholder groups.

The main stakeholders are depicted in the following diagram



This throws up the question, how best can we create a well-governed education delivery system that facilitates an enabling environment for teachers and administration officials alike - motivating them, holding them accountable for their actions (or rather, inaction), and ensuring that the interests of all stakeholders are aligned. The term Governance indicates the arrangements that allow the institutions to make decisions. It includes external governance which refers to relations between the individual institution and university on one hand and the Government on the other hand. The internal governance refers to the unwritten rules that govern how people relate to each other within the institution. It may be with regard to the respect accorded to teachers and administrators, the academic freedom or students' progression. It is vital to articulate the rights and responsibilities of the various stakeholders and to set rules that determine their interaction in a way that is consistent with achieving quality higher education.



Principles of good governance:

Individual institutions around the world have their own governance traditions. In India the institutional framework consists of Central Universities, State Universities, Deemed Universities and colleges affiliated to the University. The governance varies in each of these institutions but however there are some principles of good governance that may be applied to any institution in general.

Academic Freedom:

According to The Columbia Encyclopedia Academic freedom is “the right of scholars to pursue their research, to teach, and to publish without control or restraint from the institutions that employ them”

Academic freedom can make a significant contribution to promoting the quality of both the institution and the system as a whole. Hence it needs to be understood and respected within the institutions.

Shared Governance:

This ensures that faculty are given a meaningful voice in determining educational policy, academic appointments etc. Students also can play a role in a constructive way. In academic areas there is an appropriate role for student input, including in the areas of program offerings, teacher evaluation, and infrastructure requirements. In nonacademic areas, this would include extracurricular activities and student services.

Rights and Responsibilities:

The faculty, students, administrators, and others should have a clear understanding of their rights and responsibilities. Mutually agreed rights and responsibilities for each element in the higher education system are essential for good governance

Statement of the problem:

Indian higher education has occupied the third largest position in the world. In spite of its complex structure it has great growth possibilities. But at the same time the sector is highly competitive. Academic quality is of paramount importance. Against this backdrop the paper aims at finding out whether good governance could contribute to the quality of education.



Literature Review:

Studies on governance of Higher Education have been done for different duration of period ie., pre – Independence, Post independence and globalization.

Martin Carnoy, (2013) in his study has explored the evolution of Indian State's role in governance. He has stated that the change in Indian Government's activist role in governance after Independence was mainly due to the changes in the national developmental goals, particularly industrialization. However the changes that had taken place after Independence were mainly due to the differences of governance between the centre and the state and also due to globalization.

In their article the authors –Ben Jongbloed et al emphasize the importance of partnering with the stakeholders for implementation of good governance and accountability arrangements. The stakeholders analysis is used as a tool in classifying the stakeholders and determining the stakeholders salience.

Dr. Chandrakant in his article has proposed governance implementation for higher education system framing a logical architecture design for higher education system. The main focus of his study is on the current status, growth and issue of both external and internal governance.

Objectives:

1. To analyse the educational experience of the students in the college.
2. To find out if the students get recognition for their academic excellence
3. To find out the work environment of the faculty members
4. To find out the level of motivation of faculty members
5. To understand the teachers' satisfaction of working conditions.

Methodology:

The study has been undertaken to find out the level of governance in the college affiliated to the university and its implications on the students' and teachers' satisfaction levels. A Descriptive research was undertaken.



Sampling and Procedure

The study is based on primary data obtained through a well designed questionnaire. The questionnaire was administered to the students of a college and a separate set of questionnaire was given to the faculty members. The sample comprised of 50 respondents, 30 of students and 20 of faculty. The respondents were requested to give their responses in a five point scale. Convenience sampling method was used for data collection.

Analysis and Interpretation - For Students

Table 1: Aspects of educational experience

Aspects	Excellent	Very Good	Good	Fair	Poor	Total
Access to teaching faculty	05	10	12	03	00	30
Percentage	17	33	40	10	00	100
Value of education for the price	03	09	06	09	03	30
Percentage	10	30	20	30	10	100
Quality of teaching faculty	08	08	09	05	00	30
Percentage	26.67	26.67	30	17	00	100
Study material received from the teachers	14	15	01	00	00	30
Percentage	46.67	50	3.33	00	00	100

It is found that the positive responses for Access to teaching faculty 90%, Value of education for price is 60%, Quality of teaching faculty is around 83% and Study material received from the teachers is 100% and so the overall educational experience of the students can be inferred as good.

(Positive response is equal to the sum of Excellent, Very Good and Good)

**Table:2 Facilities /services at the college**

Aspects	Excellent	Very Good	Good	Fair	Poor	Total
Campus	01	07	13	05	04	30
Percentage	3	23	43	17	14	100
Class Room Facilities						30
Percentage	06	30	40	17	07	100
Library	02	09	12	05	02	30
Percentage	20	23	27	23	07	100
Food services	00	00	03	10	17	30
Percentage	00	00	10	33	57	100
Sports & fitness facilities	00	05	07	07	11	30
Percentage	00	17	23	23	37	100
Career Counseling and placement	05	07	11	06	01	30
Percentage	17	23	37	20	03	100

The percentage of positive response for the facilities at the campus is 69%, for the class room facilities is 76%, for library 70% where as the response for good food services is as low as 10%, for sports and fitness facilities the positive response is 40% but Career Counseling and placement has a good response of 77%.

(Positive response is equal to the sum of Excellent, Very Good and Good)

Table:3 Recognition for Academic Excellence

Scale	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Total
No.of Respondents	07	20	01	01	01	30
Percentage	24	67	03	03	03	100

The positive response for recognition aspect is as high as 91%.

(Positive response is equal to the sum of Very Satisfied, Satisfied)

**Table:4 Awareness to Environmental Protection**

Scale	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Total
No.of Respondents	04	18	07	01	00	30
Percentage	14	60	23	03	00	100

The positive response to the creation of awareness at the campus is high as 74%
(Positive response is equal to the sum of Very Satisfied, Satisfied)

Table: 6 Conducive Work Environment in the College

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Staff valuing friendship with colleagues	05	10	05	00	00	20
Percentage	25	50	25	00	00	100
Support of Administrative Staff to the Faculty members	05	10	05	00	00	20
Percentage	10	45	40	05	00	100
considerations for the opinions of teachers with the colleagues	01	08	10	01	00	20
Percentage	05	40	50	05	00	100
Good Work environment	04	09	07	00	00	20
Percentage	20	45	35	00	00	100

There is a 75% positive response for Staff valuing friendship with colleagues, 55% for Support of Administrative Staff to the Faculty members, 45% for considerations for the opinions of teachers with the colleagues and for overall good work environment 65%
(Positive response is equal to the sum of Strongly Agree and Agree)

**Table: 7 Motivation of teachers in the College**

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Opportunity to develop aptitude and proficiency	06	07	05	02	00	20
Percentage	30	35	25	10	00	100
Due recognition to teachers	00	07	12	01	00	20
Percentage	00	35	60	05	00	100

There is a positive response of 65% to Opportunity to develop aptitude and proficiency, only 35% for due recognition to teachers.

(Positive response is equal to the sum of Strongly Agree and Agree)

Table:8 Inclusion of environmental education to students

Aspect	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Creation of Environmental awareness	03	11	05	01	00	20
Percentage	15	55	25	05	00	100
Inclusion of environmental education to students	06	12	01	00	01	20
Percentage	30	60	05	00	05	100

There is a highly positive response from the faculty for creation of awareness and inclusion of the subject on environmental education to the students.

(Positive response is equal to the sum of Strongly Agree and Agree)

**Table:9 Satisfaction of teachers**

Aspect	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Excessive work load	00	03	08	07	02	20
Percentage	00	15	40	35	10	100
Percentage	00	20	50	25	05	100
Satisfactory Working condition with respect to welfare and convenience	03	10	05	02	00	20
Percentage	15	50	25	10	00	100
Good institution when compared with others	04	13	02	01	00	20
Percentage	20	65	10	05	00	100

Only 15% of the respondents feel that there is an excessive work load. But 65% of the population agrees with the satisfactory working condition. 85% of the respondents agree with the fact that the institution is good when compared with others.

(Positive response is equal to the sum of Strongly Agree and Agree)

Table:10 Good remuneration

Satisfaction Range in 1000s	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
10-15	0	1	0	1	0	2
15-20	0	2	1	5	2	10
20-25	0	1	1	4	1	7
25-30	0	1	0	0	0	1
Total	0	5	2	10	3	20

Testing of Hypothesis:

Hypothesis: Remuneration versus teachers' satisfaction

Null Hypothesis

H_0 : there is relationship between the remuneration received and teacher satisfaction



Alternative Hypothesis

H₁: There is no significant relationship between the remuneration received and teacher satisfaction.

Observation:

Hypothesis was tested using ANOVA Test.

Values of

$$\bar{X} = 0, 1.25, 0.5, 2.5, 0.75$$

$$\text{Value of } \bar{X} = 1$$

Sum of variances within each group, SSW = 16.8125

Sum of variances between each group, SSB = 14.5

$$F_c = 2.36143 \quad (\alpha = 0.10)$$

$$F_s = (14.5/4) \div (16.8125/15) = 3.625 \div 1.1208 = 3.2343$$

$$F_c = 2.36143 \quad (\alpha = 0.10)$$

Since $F_s > F_c \Rightarrow$ **The Null Hypothesis rejected.**

Conclusion for the study:

The study focused on finding out if good governance contributed to the quality of education. The college has followed some of the principles of good governance in terms of Academic Freedom, providing conducive work atmosphere for teachers etc,. It has recognised the academic excellence of the students which is again a good practice. Awareness to the environmental protection has also been given importance. On the whole the students and the teachers find that the stay in the college is satisfying.



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