Practicing E-governance in TTIs’ 
(Teacher Training Institutes)

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Abstract
In today’s technology mediated world, assurance of innovative teaching and learning environment is a key issue in ensuring effective learning. Higher education plays a vital role in nurturing and developing intellectual community also has become a multi-billion dollar industry and eventually contributes to the economy. Technology based higher education adopted by HEIs provides dissemination of education services to learners. But to sustain in today’s competitive environment, it is also important to ensure transparency, accountability and effectiveness in HEI administration. E-Governance can play a vital role in this regard. It can play the role of a central nervous system effectively ensuring the well being of the organization. Proper adaptation to the support processes and activities of E-Governance by an HEI can effectively enhance quality in both the external and internal services. The essence of E-governance is to reach the beneficiary and ensure that the services intended to reach the desired individual has been met with. In the present paper the authors throws light on how E-Governance can be implemented by HEIs, especially the TTIs(Teacher Training Institutes). Further an E-Governance framework for TTIs especially self-financed institutions has been proposed.

Keywords
E-Governance, TTI(Teacher Training Institutes),HEI(Higher Education Institutes), Ineffective governance, Strategies, Implementation, Results of effective E-Governance.

1. Introduction
It is a known fact these days that TTIs are one of the major consumers and provider of ICT products. ICT has helped the improvement of a range of activities in Higher Education Institutes such as Teaching, Learning, Research, Administration, etc. TTIs are no exception and E-Governance (or e-Administration) can equally be applicable to them for the benefit of all the stakeholders, educators, administrators, student and guardian community. Proper adaptation to the support processes and activities of e-Governance by a TTI can effectively enhance quality in both the external and internal services. The purpose of implementing e-governance is to enhance good governance which is generally characterized by participation, transparency and accountability. The recent advances in communication technologies and the Internet provide opportunities to transform the relationship between governments and citizens in a new way, thus contributing to the achievement of good governance goals. The use of information technology can increase the broad involvement of citizens in the process of governance at all levels by providing the possibility of on-line discussion groups and by enhancing the rapid development and effectiveness of pressure groups. Advantages for the governance involve that the institution may provide better service in terms of time, making governance more efficient, more effective and more accessible.

2. What is E-Governance?
E-Governance is the application of Information and Communication Technology (ICT) for delivering government services, exchange of information communication transactions, integration of various stand-alone systems and services between Government-to-Citizens (G2C), Government-to-
Business (G2B), Government-to-Government (G2G) as well as back office processes and interactions within the entire government framework. E-Governance is the future, many countries are looking forward to for a corruption free government. E-government is one-way communication protocol whereas E-governance is two-way communication protocol. There should be an auto-response system to support the essence of E-governance, whereby the Government realizes the efficacy of its governance. E-governance is by the governed, for the governed and of the governed. the perspective of the e-governance is “the use of the technologies that both help governing and have to be governed”. Educational institutions may have various requirements that include computerization and management of processes such as registration, admission, student information, classes, time table, transport, attendance, library, salary and expenses, examinations, performance, grades, hostels, security and reports, it is here when E-governance is required.

3. E- Governance in HEIs

Higher Education Institutions (HEIs), especially the universities are one of the oldest established institutions of human civilization; perhaps before the establishment of bureaucratic and corporate culture. With the emergence of technology and growing demand of the society, developed nations started adopting e-Governance to better serve their citizens by means of efficient and effective services, with accountability and transparency. The e-Governance has become a key issue for the government and other corporate organizations. ‘AAUP’ first established principles of governance, the statement maintains that participation in shared governance should be extended, acknowledging that the way in which participation is expanded will vary from institution to institution; “but each group whose work contributes to the academic enterprise should be involved in a manner appropriate to institutional functions and responsibility” (AFT 2002: 8). The policy addresses unions and faculty senates, believing that they contribute to the maintenance of shared governance in institutions as well as the role of accrediting agencies to support management standards. In conclusion, the AFT emphasizes affirmation of the goals, objectives and purpose for shared governance in higher education.

4. E-Governance in TTI

The management of change across a whole institution is never easy. Managers, Principal and Teachers often have an important role in facilitating change, but theirs is by no means the only one. They certainly cannot bring about effective change without involvement of others, nor are they necessarily the key people initiating it. Ironically, change is often made more difficult because managers concentrate on trying to change other people, instead of realizing that they need to bring about a change in themselves, their own management strategies, organizational structure. One’s concern should be in developing an approach that is cutting down the organizational hierarchy to bring about equitable e-governance. Very few educational institutions and universities have so far managed to introduce e-governance and adopted it properly. In 2002, the Higher Education Program and Policy Council of the American Federation of Teachers also published a statement in support of the shared governance of institutions. The policy statement is a response to the fact that many governing boards have adopted the “mantra of business” (American Federation of Teachers 2002). The AFT (2002: 5) iterates purpose by which higher education achieve democratic organizational processes between administration and faculty. Although many have made progress, to bring about effective change in governance across the TTI’s appears to be difficult. There may be several reasons for this some of them are as follows.

5. Reasons for ineffectiveness of E-Governance

5.1 Cultural alienation and stereotyping

Most people who have never used computers or other audio visual aids are apprehensive to it. Those who develop expertise in it acquire technical language and a specific behavior which sets apart from the novices. E-communication has developed from the world of engineering and still belongs to the world of engineering specialist in disciplines such as literature, history art cannot find themselves
comfortable with it. Further gender differences also play major role, many people still see e-communication as a province of males. Females adapt to the system of e-governance a little hesitantly.

5.2 Compartmentalisation

Computers, e-communication typically came to secondary and higher educational institutions through the mathematics department or science department. Because of this departmental divisions in institutional structure, the use of e-communication suffered a setback. Individuals were appointed as heads and given in charge of computers, audio visual aids and keys were handed to them. The system was considered was considered a specialist discipline then just a tool to govern or communicate which led to a perception that it’s a complicated game.

5.3 Unequitable allocation of Resources

In any institution the allocation of money is a part of political process, influenced by different interests. This means that even if the senior managers retain the power to allocate sizeable sums of money (on e-governance), they make decisions about its allocation on the basis of a large number of stated and understated considerations. Traditional budgeting, perceived biasness, bargaining for services become common. This results in an unfavourable situation for implementing E-governance, where inadequate access to IT enabled administration leads to a push back.

5.4 Responsibility without power

It is common practice in most institutions to give special responsibilities to individuals for some aspects of the corporate endeavor. In institutions with line management structure there is usually a group of people who share this responsibility, working to head of department or sector leader. A problem commonly arises when responsible individual do not have control of adequate resources or decision-making powers. This results as ‘responsibility without power’, is much more common in relation to E-governance. The amount of money needed to establish, maintain governance is therefore a difficult task.

6. Strategies to implement E-Governance in TTIs

Every educational institutions need to draw up a policy governing how E-governance is implemented and what its role is to be? This policy should reflect both the educational philosophy of the institution and the pragmatic constraints under which it is to be implemented. A good policy is a forward-looking document, designed to give coherence and continuity to what might otherwise become a series of one-off arbitrary and fortuitous decisions, particularly where there are severe financial constraints. It will be about both the management and distribution of hardware, and factors affecting personnel. Decisions need to be made regarding the exact responsibilities of senior managers, whether there is to be a co-ordinator how technical support is to be provided, to what extent teachers, students, governors and and parents are to be involved in E-governance. In college, preparation and implementation of such policy is the responsibility of senior management team. As researched by Gavin Owen(1992) in relation to the role of IT co-ordinator in senior secondary schools and development of IT policies. He warns senior managers to be wary of delegating all decisions on IT to any individual or group below senior management team, this creates tension in management and further suggest that e-governance should be led by development and also need of teaching and learning of the curriculum. A number strategies can be adopted for the development of conducive environment and administration of E-governance. These can be grouped into the following five areas where these strategies can be implemented. They are

6.1 Strategies for the institution
(a) Meetings with groups concerned with E-governance, or a subject or a course team
(b) Work through Senior management

6.2 Strategies for the individual group
(a) Introductory informal discussions and conversations
(b) Courses provided for staff by staff developer
(c) Demonstrations by staff developer to an individual or group

6.3 Direct information/skill support
(a) Spontaneous support
(b) Provision of information to suit the colleague’s personal interest or needs
(c) Consultation on general problems or provisions of specific information
(d) Provision of resources (hardware, software or other media)
(e) Workshop where colleagues have chances to use e-resources
(f) Troubleshooting mainly on technical problems
(g) Curriculum development or collaboration which is often related to research

6.4 Team teaching
(a) Teaching where both the colleague and staff developer are teaching
(b) Join in classes taught by staff developer or other E-governance competent/confident colleague

6.5 Indirect staff development
(a) Work through students, whose work develops the colleague
(b) Work through technicians who have received e-governance training
(c) Work through the staff development unit

7. Conclusion
With the adaptation of above strategies the problem or shortcomings of implementing E-governance can be resolved. TTI’s would benefit itself from the administration of E-governance resulting in
7.1 The management, faculty members, students and administrative staff get connected to each other more easily leading to enhanced efficiency in delivering service by the way of faster dissemination of information that on a very low cost.
7.2 Equal opportunity to access to information is provided regardless of one’s physical location and physical disability thus removing distance barriers.
7.3 Increase in the efficiency of the various departments and reducing duplication
7.4 Significant reduction of transaction costs, time, space, and manpower
7.5 Easy online information and submission of forms and immediate payments

E-Governance in the field of education has changed the way administration is being done now. It incorporates whole data and processes of an educational Institution into a unified system, making the process uncomplicated, well-organized and error proof. It is so designed to make the system user-friendly, time saving and cost saving also. E-Governance helps in improving transparency, providing speedy information, dissemination, improving administrative efficiency and public services in all the aspects of education and training. Not far are the days when we will witness the working and administration through E-governance in every TTI’s.

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