

GOOD GOVERNANCE THROUGH E-GOVERNANCE IN KARNATAKA

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ABSTRACT

The guidelines and policies of higher education aim to enhance economies and promote social progress. The aim of this research is to establish a connection between governance metrics and educational results. The present research presents a framework that encompasses three main categories of governance indicators: political governance, economic governance, and the institutional aspect of governance. These three categories are associated with five educational factors: spending on higher education, enrollment in higher education, expenditures per student in higher education, literacy rates, scientific and technical journal publications, and economic growth in Karnataka.

Keywords: Good Governance, Higher Education

INTRODUCTION

The reform of governance in higher education, alongside curriculum reform and funding reform, represents one of the three key changes that universities globally, particularly in Europe, must adopt to better address societal needs and contribute to the development of a knowledge society that aids in economic recovery.

It is now an established reality that India, with the largest youth population globally, is facing a shortage of skilled manpower. A recent survey (Labour Bureau Report 2014) indicates that the current skilled workforce in India comprises only 2%, significantly lower than that in other developing countries. To serve as a powerful means of developing a pool of talented and employable youth, higher education in India must undergo continuous renewal and enhancement. In that regard, it is important to determine if governance has been prioritized by the universities, institutes, or colleges that are linked to an accredited university. The actual situation is quite unclear. A significant deficit in governance across multiple tiers has resulted in a disparity between the skills possessed and those needed for employability among youth in India.

In the context of this framework, “governance” refers to the oversight systems and procedures established by the HEA concerning both individual HEIs and the overall higher education system. The aim of this supervision is to guarantee that the HEIs and the system together achieve the anticipated results in an effective and efficient manner. This aligns with the definitions established in the relevant Codes of Governance for Irish institutions. “Regulation” refers to the framework of legal and administrative guidelines and obligations imposed on HEIs, with the HEA tasked with overseeing and assessing continuous adherence. In practice, governance and regulation have a relationship of interdependence, with compliance to the regulatory framework being a part of overarching good governance.

CHARACTERISTICS OF GOOD GOVERNANCE

Participation

All men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively.

Rule of law

Legal frameworks should be fair and enforced impartially, particularly the laws on human rights.

Transparency

Transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them.

Responsiveness

Institutions and processes try to serve all stakeholders.

Consensus orientation

Good governance mediates differing interests to reach a broad consensus on what is in the best interests of the group and, where possible, on policies and procedures.

Equity

All men and women have opportunities to improve or maintain their well-being.

Effectiveness and efficiency

Processes and institutions produce results that meet needs while making the best use of resources.

Accountability

Decision-makers in government, the private sector and civil society organisations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organisations and whether the decision is internal or external to an organisation.

Strategic vision

Leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural and social complexities in which that perspective is grounded.

GOVERNANCE-THE REAL PICTURE

When one refers to educational governance, one is really referring to the administrative workings and an institution's general working on a daily basis. These two categories will comprise the two aspects of accountability and autonomy in a university or institute. Out of these, institutes of national importance like IITs, IIMs, AIIMS and the Central universities, come under the purview of Central Government. But this isn't the case elsewhere in India. According to a University Grant Commission report, in 2010, as many as 518 higher education institutions were catering to over 12.3 million students. This is a huge enrollment number that needs to be (responsibly) catered to.

Over the years, Indian higher educational institutions have been bandwagon(ing) the Public Private Partnership model. Some have literally got addicted to the support system that affiliations provide.

The early year establishment of foreign institutions in affiliation with Indian education providers was being done primarily to attract enrollment numbers and also to strengthen the financial and psychological backbone in Indian private higher education system. But, this went too far and the level play ground for statutory bodies became questionable. Resultant was that governance again became questionable.

GOOD GOVERNANCE IN HIGHER EDUCATION

This can only go so far as there are clearly-defined and agreed-upon objectives already in place. For another, transparency is another important aspect of good governance. Yet still, rules and regulations should be the same for everyone, irrespective of caste, creed, social standing or religion. Also, efficiency and effectiveness are the next things to keep in mind. Finally, governance should cater to the aspects of responsiveness to change and a forward looking attitude which matches the need of the future.

The Governance of Higher Education (HE) institutions namely universities encompasses many aspects such as: human resources management, funding, quality assurance, internationalization, academic and scientific planning, etc.

HE though not compulsory education, is considered a public good and thus the responsibility to ensure their provision to society either by the public or the private sector relies on the public administration. Concerning the Right to Education, the main governance aspects are related to the rights of students (most if not all of them are over 18 years old) rather than parental rights, the social dimension of HE and the social responsibility and accountability of the institutions to society.

In the so called Equity Triangle: Background, Talent and Opportunities, it seems that the weakest side is the Talent – Opportunities side and still the socio-economic background (level of education and income of the parents) determines in a great extent the opportunities to successfully complete higher education.

The social responsibility of universities should be fostered promoting the preparation of specific Social Responsibility programmes at institutional level, including three main dimensions: social, economic and environmental. This means a stronger interaction of universities with Civil Society Organizations, promoting the return of the generated and acquired knowledge to society contributing to face the major societal challenges: energy, environment, food, water supply, fight against poverty, etc.

OBJECTIVES OF THE STUDY

1. To study on good governance of higher education in Karnataka.
2. To study on role of good governance in higher education in Karnataka.

METHODOLOGY

The present study used secondary sources of data. The data collected from Books, Journals, Government Reports and Website Sources. The collected sources to be analyses in chronological order of the study.

CONCLUSION

Summing up, one has to say that Good Governance consists of a mixture of many procedures and measures. These measures concern the relations of the government with civil society, its influences on the government, and different management methods up to the developments in higher education. But

all the aspects mentioned above show just “a piece” of Good Governance including higher education in Karnataka.

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