More Harm Than Good

The deletion of three chapters from the history textbook of Class 9 in the name of reducing the child's "burden" reveals the parochial attitudes of educationists.
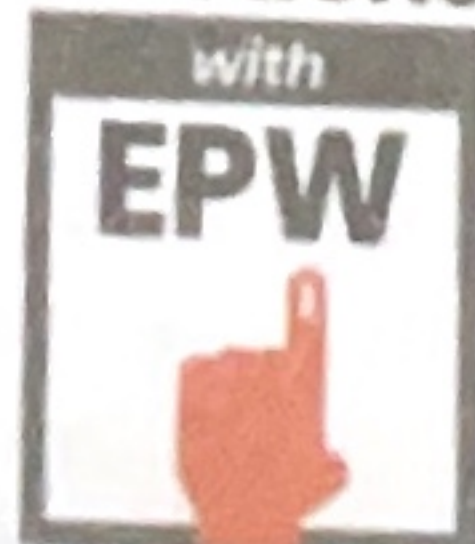
Reviewing Carbon Forestry

India must reassess its carbon forestry projects so as to ensure that forests are not traded for plantation forests that can have serious social, livelihood, and ecological implications.

Marital Violence and Helplines

A study of women who approached government-sponsored helplines after suffering violence and the resulting improvement in their situation shows the importance of such facilities.

Disaster Relief Financing

The guidelines of successive finance commissions to the central government on assisting state governments in providing disaster relief have changed, but the method of fund allocation too must be reviewed.

Elections with EPW

Economic&PoliticalWEEKLY

Many important leaders from the SP and the BSP have found the Congress a better platform. Kausar Jahan, Naseemuddin Siddiqui, Rakesh Sachan, Mohammad Jasmir Ansari, Kunwar Chand Vakil, Bal Kunwar Patel are among those who have joined the Congress. A resurgent Congress party is neither in favour of the SP or the BSP.

Looking at Table 2 (p 13), it is clear that the SP–BSP understanding to leave just two seats for the Congress party is rather unfair. In six seats, the Congress has a clear edge and would like to repeat its past performance. In these Lok Sabha seats, the Muslims have been Congress supporters. This means the BJP has a chance in the triangular fight, except in Raebareli and Amethi. On the other hand, the Congress has also fielded six Muslim candidates in Muslim-dominated seats of Badaun, Bijnor, Khiri, Sant Kabir Nagar, Sitapur, and Saharanpur. Given the overall situation in the state the impression is that the Muslims are overburdened with the responsibility to protect democracy and the Constitution.

NOTE

1 The hegemony in the rural hinterland is reflected in middle and lower castes addressing upper castes as *babu sahib, sarkar, mai-baap, husur, maalik*, etc.

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General Elections in Assam
Persistent Issues and Shifting Alignments

PARVIN SULTANA

In the 2019 election, Assam will see a direct fight between the Congress and the Asom Gana Parishad–Bharatiya Janata Party alliance in almost all its constituencies. This election witnessed realignments and alleged adjustments amongst the key political players. It also saw new entrants like the National People's Party. Every constituency will respond to these varied factors. The outcome of Assam's 14 constituencies is crucial as it will decide which way the region swings.

The three phase polls of Assam started on 11 April and the remaining polls will be held on 18 and 23 April. The outcome of its 14 constituencies will decide which way the region will swing. Assam has largely voted for Congress in the parliamentary elections and it was only in 2016 that the Grand Old Party was decimated and the Bharatiya Janata Party (BJP) came to power. Since then BJP has succeeded in making inroads in all the other north-eastern states. It has its own chief minister in Manipur, Arunachal Pradesh and Tripura and is a part of the governments in Meghalaya and Nagaland.

The BJP did well in the Assam in the 2014 elections, the winning seven out of the 14 constituencies. The Congress and the All India United Democratic Front (AIUDF) were reduced to three seats each while the Kokrajhar constituency in the Bodoland Territorial Administrative Districts (BTAD) went to an independent candidate, Naba Kumar Sarania. While the party is confident of repeating its earlier performance if not improving upon it, there are some new factors which are at play in this election.

The state has usually voted for Congress both in parliamentary and assembly elections. The party was voted out for just a year in 1978 when the Janata Party led by Golap Borbora took over at the helm. The party was again ousted by the Asom Gana Parishad (AGP) which formed the government in 1985 and 1996. The Congress party has however performed well in parliamentary elections.

In the 1991 parliamentary elections, the Congress won eight seats with a vote share of 28.5%. In 1996, the Congress and AGP won five seats each. In 1999, Congress won 10 seats and its vote share rose to 38.4%. Congress won nine and seven seats in the 2004 and 2009 elections respectively. In the 2014 elections, the party's seat share and vote share both came drastically down. Congress managed to win only three seats and its vote share dwindled to 29.6%.[1]

Citizenship (Amendment) Bill, 2019

Like in every elections, electoral politics and campaigns in this election are revolving to an extent around the immigrant question. The Citizenship (Amendment) Bill will be an issue even though many are downplaying its importance. This bill aims at eventually granting citizenship to Hindu, Sikh and Buddhist migrants from Pakistan, Afghanistan and Bangladesh who have entered India till 31 December 2014. The bill saw a massive backlash in the entire region of the North East. Indigenous communities from across the region feel that Hindu Bangladeshis might enter the states in a large number and endanger their identities.
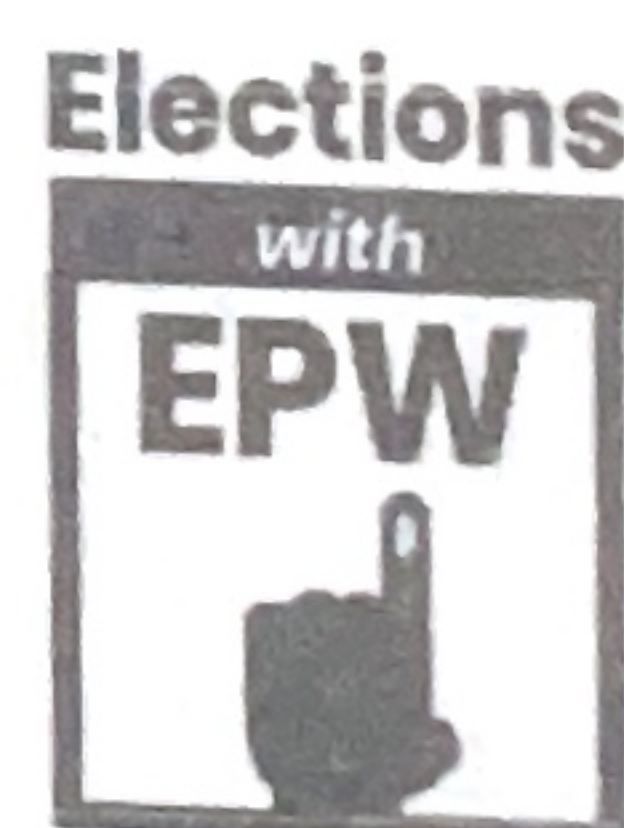
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MAN and SOCIETY

A Journal of North-East Studies

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Man and Society
A Journal of North-East Studies

Book Review

ASSAM: THE ACCORD, THE DISCORD *by Sangeeta Barooah Pisharoty, Gurgaon: Penguin Random House India, 2019; pp xvii + 443,* □ *599*

Post colonial states often suffer from hastily drawn borders that create more problems than solve. On the eve of independence, India's borders were similarly drawn and one of the persisting crisis is unsolved border disputes. Be it with China, Pakistan, Bangladesh or even Nepal, claims and counterclaims of areas continue. India's Northeastern region which shares borders with Nepal, Bhutan, Myanmar and Bangladesh has been a hotbed of such disputes – more so owing to the cultural lineage and geographical contiguity. This book tries to trace and understand the causes of turbulence in India's Northeastern part which has ramifications for the South East Asian region. With India amending its citizenship laws and granting leniency to non-Muslim religious minorities from Afghanistan, Pakistan and Bangladesh, questions of who is an insider, who is an alien became relevant again.

The dispute is not just amidst countries but also within states and the erstwhile state of Assam was further divided responding to the demands of ethnic homeland of smaller ethnic and tribal groups. Since 1963, the state has been reorganised many times to incorporate newer aspirations. Following the ethnic strife of various communities for separate homeland, newer states have been created but more demands have emerged. Starting with a colonial project, the region also witnessed systematic settlement of communities from outside to turn the region into a productive space instead of an abode of 'wasteland'. All these led to a lengthy

UGC listed
(old)

CHANGING PATTERN OF FINANCING OF HIGHER EDUCATION IN INDIA SINCE 1991

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Abstract:

This paper attempts to study the changing pattern of financing of higher education in India since 1991. India has the third largest higher education system in the world, next to China and the United States (World Bank). It possesses a highly developed higher education system which offers facility of education and training in almost all aspects. The growth of higher education in India has been phenomenal. In 1950-51, there were only 263,000 students in 750 colleges affiliated to 30 universities. The emphasis on higher education in India can be understood by the number of universities currently present in India. Even though we find expanding and flourishing institutes and professional schools but evidences from recent studies finds that India is facing a deep crisis in higher education. It may so happen because higher education institutions in India may have become incapable of producing students who have skills and knowledge. Students are forced to spend more years along with large resources, however such investment may not very fruitful latter.

Key words: Higher education, UGC, Central Universities, State Universities, Deemed Universities.

1. Introduction

Actions of an educated person are better conceived, considered and coordinated and therefore can show better results in whatever they choose to practice. One may not possibly ignore the importance of better education in economic development. In order to develop an education system that is at par with the global standard, it is necessary to have a proper understanding of foreign education system and the current prevailing Indian education system. Finding the gap in the existing system will help to build strategies to bridge the gap.

India has the third largest higher education system in the world, next to China and the United States (World Bank). It possesses a highly developed higher education system which offers facility of education and training in almost all aspects. Higher education system consists of Central Universities, State Universities, Deemed Universities, Institutions of national importance etc. The Technical Education system covers courses in engineering, technology, management etc. The **University Grants Commission** (UGC) is the apex body to look after higher education system in the country. It came into existence on 28th December, 1953 and became a statutory organization established by an Act of Parliament in 1956, for the coordination, determination and maintenance of standards of university education.

The National Policy on Education 1968 and 1986 which was modified in 1992 recognized education as a precondition for development and set out three critical issues in those policies – equity, accessibility and quality. It worked as a guiding document for policies in education sector for the central government for about two decades. Significant changes took place during this period in India and the world too which reshaped the higher education scenario. Hence taking into consideration the changes worldwide, there came the need of formulating a new NPE which could enhance further development of the education sector and a new policy i.e National Policy on Education 2016 was formulated.

Review of Literature

Araf, 2016 in his paper finds that India is the second most populous country in the world, having world largest school going age population. Whereas the combined public expenditure incurred by both central and state government on education is around 3 to 4 percent of GDP since 2001. Indian education system has severely starved of funds. It requires huge flow of funds for its quantative expansion, qualitative improvement and for universal access. Even though the quantum of expenditure on education has increased significantly since 2001, still the actual amount of money spent on education sector is less than the required amount. There is need to increase spending on education beyond 6 percent of Gross Domestic Product.

A National report on "Status of Education in India" by Department of Higher Education, Ministry of Human Resource Development states that higher education has vital importance and is a powerful tool to build knowledge based society of the 21st century. Improvement of access and quality, relevance of higher education through curriculum reform, vocationalisation, networking, information technology and distance education are the main policy initiatives of higher education sector.

The growth of higher education in India has been phenomenal. In 1950-51, there were only 263,000 students in 750 colleges affiliated to 30 universities. It increased by 2005 to 11 million students in 17,000 colleges affiliated to 230 universities. In addition, there are about 10 million students in over 6500 in vocational institutions. The enrolment is growing at the rate of 5.1 per cent per year. The demand for professional courses is growing rapidly (Thakkar, 2015).
Tilak, 2004 made an extensive study of subsidy in higher education.

Education is subsidized by the state in almost all countries of the world. This is not confined to basic education but covers higher education, including higher technical and professional education, is heavily subsidized by the state. It is not limited to those economies which are in favour of welfare and equity, but also in the developed market economies. This paper gives a quick review of some of these arguments being made in favour of and against public subsidization of education and restated how important it is to subsidies education by the state. It is argued that significant reduction in public subsidies to education is neither feasible, nor desirable. The argument against subsidy on higher education is based on three important premises: (a) externalities associated with basic education are high; but they may not be so high in case of higher education; (b) similarly basic education could be a merit good, while the merit good nature is less in case for higher education; and (c) higher education caters to the needs of the affluent and government should not subsidies the education of the affluent.

2. Objectives
   (i)   To know the growth of Higher Education In India
   (ii)   To know the changing pattern Higher Education In India

3. Methodology
   Secondary data is the base for this study. The secondary data has been collected from relevant books, journals research articles, Papers presented at seminars, Websites, Ph.D. Thesis etc.

4. Results and discussions
Growth of Higher Education in India

In order to improve the system of higher education in India, several attempts has been taken by the government. There is continuous increase in academic institutions which is shown in Table 1. Establishment of Academic Staff College, Autonomous Colleges and several Rural Institutions are also some of the positive initiatives.

Table 1: Number of Academic Institutions for Higher Education

Academic Institutions	1980	1993	2006	2013	2017(june)
Central Universities	8	10	20	42	47
State Universities	81	112	216	310	367
Deemed Universities	12	30	101	127	123
Institutions of National Importance	9	10	13	68	103
Private Universities	Nil	Nil	10	143	282
Colleges	5639	5748	18064	36671	37204

Source: Ministry of Human Resource Development, Department of Higher Education

The emphasis on higher education in India can be understood by the number of universities currently present in India. Similarly table 2 shows the continuous trend of growth of higher educational institutes such as colleges for general Education, professional education as well as various universities.

Table 2: Growth of Colleges for General Education, Colleges for Professional Education, and Universities during 1990-91 to 2004-2005

Years	Colleges for General Education	Colleges for Professional Education	Universities/Deemed Univ./Institutes of National Importance
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	343
2005-06*	11698	5284	,350

**Includes institutions for Post-Matric courses.
Source: Educational Statistics 2004-2005, MHRD 2007

History of the National Policy of Education

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, it was envisaged that it would be followed by a „five yearly review of progress and working out of new policies and programmes", to assess the drawbacks or shortcomings as well as achievements of education.

The National Policy of Education 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985. Later, a committee was set up in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. Taking into considerations some of the modifications in NPE its report is known as National Programme of Action of 1992. This policy aimed to promote national progress and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education

system, to improve its quality at all stages. The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education so that all students irrespective of caste; creed, sex, and religion have access to quality education, so that they have an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues. Emphasis was given that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Enhancing and promoting vocational education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education.

After nearly three decades since the last policy, National Policy on Education 2016 was formulated. It recognizes the criticality of education as the most important vehicle for social, economic and political transformation. Importance was given to inculcate values, provide skills so as to contribute to the nation"s well-being. Education is a powerful tool for preparing our citizens in the knowledge society. Education will amalgamate globalization with localization, enabling our children and youth to become world citizens, with their roots deeply embedded in Indian culture and traditions.

NPEs of 1968 and 1986, as modified in 1992, recommended 6% of GDP as a norm for the national outlay on education. And the aim was to gradually increase the investment. However, the expenditure on education has consistently remained well below this level. From 3.84% in 1990-91, it briefly breached the 4% threshold at the turn of the millennium but has thereafter reverted to a level of around 3.5% in recent years. Table 3 shows the government expenditure incurred on higher and technical education. It is seen that there is continuous increase in expenditure from that of 1990 to 2006.

Table 3: Expenditure on Education from 1990-91 to 2005-06

Year	Higher	Technical
1990-91	2165	613
1995-96	3871	1290
1996-97	4288	1450
1997-98	4859	1623
1998-99	6117	2073
1999-00	8248	2459
2000-01	9195	2528
2001-02	8087	2560
2002-03	8859	2820
2003-04	9060	2833
2004-05	9998	3275
2005-06	10689	3720

Source: Analysis of Budgeted Expenditure on
Education *Figures in Rs. in 10 million

Arguments in favour of subsidy

Education is a public good (Levin, 1987) producing a wide variety and huge magnitude of externalities. The externalities include improvement in health, reduction in population growth, reduction in poverty, improvement in income distribution, reduction in crime, rapid adoption of new technologies, strengthening of democracy, ensuring of civil liberties etc. These positive externalities constitute a powerful justification for public subsidies.

Secondly, education is also considered to be a merit good, consumption of which needs to be promoted. People may sometimes ignore the benefits of education, or may not appreciate the value of education and therefore may not will to invest in education. But government should come forward and provide better information to individuals and families, and accordingly take wise decisions regarding investment in education.

Thirdly, subsidies in education are advocated on the grounds of providing equality of opportunity irrespective of not only social background, but also economic background. Many favour that it is necessary to provide free education at all levels or to provide subsidy to promote „equality of educational opportunity".

Arguments against subsidy

First, opposition to public subsidy for education, particularly higher education, has emerged from estimates of rates of return to education. The social rates of return are found to be consistently lower than private rates of return to education, and hence it was recommended that public subsidies could be reduced, and individuals could be asked to pay for their education (World Bank 1994).

Secondly, it is argued that subsidies for higher education accrue more to the rich than to the poor. Therefore public subsidisation of higher education would be regressive, increasing income inequalities by transferring the resources from the poor to the rich.

Thirdly, governments in developing countries are increasingly facing resource crunch. Economic reform policies adopted in many developing countries necessitate cuts in public expenditures. Also given the high private rates of return from higher education, people will be willing to pay for education themselves.

Privatisation of Higher Education

Privatization of education refers to the process of transfer of activities, assets and responsibility from government, public institutions and organizations to private individuals and agencies. It encourages the individual and society to establish school, colleges and private universities to meet the growing demand for education. As a result, private educational institutions are growing day by day throughout the country leading to rapid change in the educational scenario of India. Whereas till nineties higher education in India was mostly funded and governed by the state and central government. Some of the causes of privatization are:-

A. According to a new policy of government of India, there should be free and compulsory education for all children between the ages of 6-14 years. So focus has shifted to elementary education. As a result, the involvement of the state in higher education has been reduced giving way to private sector.

B. The expenditure on expansion and establishment of education institution is increasingly high. State finds it very difficult to further expand education system due to scarcity of resources. It is therefore felt that the private sector be inducted in education so that it can share the burdens in funding education.

C. Knowledge explosion is taking place in the world. Education now a days is considered as a necessary economic input. In this effort the private sector is also considered to play its part as a major beneficiary of the knowledge industry.

D. Private sector can easily respond to market signals or market demand than the public sector, which finds it very difficult to introduce flexibility in operations of human resource development.

5. Conclusion

Even though we find expanding and flourishing institutes and professional schools but evidences from recent studies finds that India is facing a deep crisis in higher education. It may so happen because higher education institutions in India may have become incapable of producing students who have skills and knowledge. Students are forced to spend more years along with large resources, however such investment may not very fruitful latter.

Government focusing more on elementary education causes shortage of funds in the higher education sector which acts as obstacles in expansion and improvement. A disturbing trend was experienced in public expenditure of higher education during the 1990s i.e. during the phase of economic reforms. It can also be noted that the relative priority accorded to higher education has fallen drastically. As a proportion of GNP, public expenditure on higher education has declined from 0.55 per cent in 1989-90 (it was nearly 1 per cent in 1980-81) to 0.39 per cent in 1993-94. (Analysis of Budget Expenditure on Education, MHRD)

Before we conclude, we have to note about an important issue i.e. public subsidy to higher education. It is argued that pure public and merit good nature of school education justifies 100 per cent government financing. But regarding higher education, one can draw lesson from international evidence both from developed and developing countries. These evidences suggest that perhaps it is neither desirable nor feasible to sharply reduce public subsidies in developing countries like India. But care should be taken that public subsidies should be targeted to the poor. Student loan programmes are particularly becoming popular in many countries.

In India both public and private institutions operate simultaneously. It is felt that mostly higher education in India is imparted through private institutions because of resource constraints of the government to meet the growing demand for higher education. Hence privatization has become a reality. Also there is increasing demand for education abroad.

Thus we can conclude that there is vast change in the financing pattern of higher education in India i.e. with more government institutions and subsidies to private sector with reduced subsidies. But proper monitoring should continue so that at any cost the quality of education could not degrade. Also encourage more individuals to take up higher studies. Some other kind of incentives could be provided like scholarship, loans, and grants. Along with books, stationary etc at reduced price. Also transportation can be given at concession rates.

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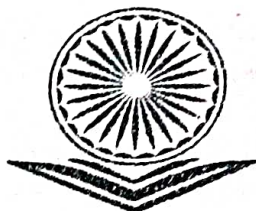
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CONTENTS OF ENGLISH & ASSAMESE

35. Delivery of Public Services in India : Role of Information Technology

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Abstract

Governance and quality public services can impact countries economic growth. The objective of public services is to deliver social protection to the poor and vulnerable and to alleviate poverty. Public services reduce inequitable distribution of resources and correct historical inequities, such as caste based discrimination and gender inequities. The purpose of this research is to investigate the role of information technology (IT) and e-governance in the delivery of public services in India. This paper also tries to find out various E-Governance initiatives taken by Govt. of India. Besides, an attempt will also be made to discuss how the use of IT in the delivery of services can improve the governance improving efficiency, accountability, and transparency, and reducing bribery.

Key Words: E-Governance, Information Technology (IT), Quality Public Service.

1. INTRODUCTION

Public service is a service which is provided by government to people living within its jurisdiction, either directly (through the public sector) or by financing provision of services (McGregor et al., 1982). The quality of public services affects economic growth via its impact on poverty alleviation, human capital formation and corruption (Farzana Afridi, 2017). Targeted delivery of public services, thus, have the potential to reduce economic inequalities which have been rising in rapidly growing economies, such as China and India, over the last few decades (Datt et al., 2016). IT facilities make both the public and private sector work more effectively by giving attention to the needs of citizens/customers while, at the same time, reducing costs, time and improving the quality of services (Boniphace Makene, 2009). IT promotes good governance in three basic ways:

- ✓ by increasing transparency, information, and accountability;
- ✓ by facilitating accurate decision-making and public participation; and
- ✓ by enhancing the efficient delivery of public goods and services.

The citizen's right to gain access to public documents is supported under the country's constitutional framework. Promotion of this right is pursued through the government's computerization program and the availability of these documents through the Internet. Many government agencies use IT facilities to tell the public about their accomplishments, achievements, programs, and plans. The use of IT could enable the

government, as well as civil society, to inform the people of their rights and privileges (Francisco Magno, 2010).

2. Objectives

➤ To know the various challenges in the delivery of public services in India.

➤ To know the various E-Governance initiatives taken so far by Govt. of India.

➤ To investigate the role of information technology (IT) in the delivery of public services in India.

3. Methodology

Secondary data is the base for present study. The Data has been collected from various Statistical handbooks, RBI website, Phd Thesis and Research Journal.

4. Results and Discussion

The quality of governance and public services delivery can affect economic growth through its impact on human capital, poverty and inequality, and corruption. It is widely agreed that there is a governance deficit in India and while there has been progress in the delivery of public services, it is unsatisfactory when compared with other countries at similar levels of development. There are large disparities between the poor and non-poor in this country and it is the poor that suffer much more due to weak public service delivery than those who can access these services from the market.

4.1 Challenges in the delivery of public services

In India, the government has been omnipresent in the lives of its citizens, envisaged by the architects of the nation following its independence from British colonialism in 1947. With the aim of alleviating endemic poverty, free or heavily subsidised provision of basic and essential services has been the hallmark of public policy. However, there is broad consensus that the state has failed to effectively deliver public services to its citizens, particularly the poor. This is reflected starkly in the dismal performance of the country on almost all dimensions of human development (Dreze and Sen 2013).

In India, as well as in other developing countries, there is evidence that the effectiveness of some vast public programmes designed at the national level has been consistently undermined by serious corruption at the local level. Consequently, the intended beneficiaries fail to see benefits from programmes that draw significant amounts of government resources. A pressing policy question — particularly in an era that increasingly emphasises decentralized delivery of public services — is how to mitigate this corruption and ensure that services reach their intended targets. Improved monitoring and enforcement from higher levels of government may prove effective, but may be too costly in many circumstances.

Even after 70 years of Independence, the quality of services delivery in public office is largely poor. One of the major reasons for this failure is poor governance. To overcome this situation, Government is moving towards e-governance to improve the quality of services delivery in public offices (Farzana Afridi, 2017).

4.2 E-Governance initiatives

Electronic governance is implementation of Information technology (IT) in delivering government services, exchange of information and communication transaction services between government-to-customer (G2C), government-to-business (G2B), and government-to-government (G2G). E-Governance is an important tool to enhance the quality of government services to citizens, to bring in more transparency, to reduce corruption and subjectivity, to reduce costs for citizens and to make government more accessible (ARC Report, GOI). While Governance relates to safeguarding the legal rights of all citizens, an equally important aspect is concerned with ensuring equitable access to public services and the benefits of economic growth to all. It also ensures government to be transparent in its dealings, accountable for its activities and faster in its responses as part of good governance.

Today's is the world of change and revolution. Things which are not dynamic are considered as mortal. The rise of e-government has been one of the most striking developments of the web Global shifts towards increased deployment of IT by governments emerged in the nineties, with the advent of the World Wide Web. The technology as well as e-governance initiatives have come a long way since then. Recognizing the increasing importance of electronics, the Government of India established the Department of Electronics in 1970. The subsequent establishment of the National Informatics centre (NIc) in 1977 was the first major step towards e-Governance in India as it brought 'information' and its communication in focus. However, the main thrust for e-Governance was provided by the launching of NIcNET in 1987 –the national satellite-based computer network. This was followed by the launch of the District Information System of the National Informatics centre (DISNIc) program to computerize all district offices in the Country for which free hardware and software was offered to the State Governments. Nic NET was extended via the State capitals to all district headquarters by 1990. E-Governance was started in India by AHSHAYA in Kerala. This project involves setting up around 5000 multipurpose community technology centers called Akshaya e-Kendra's across Kerala. Run by private entrepreneurs, each e-Kendra set up within 2-3 kilometers of every household, will cater to the requirements of around 1000-3000 families to make available the power of networking and connectivity to common man. Akshaya is a social and economic catalyst focusing on the various facets of e-learning, e-transaction, e-governance, information and communication (Nikita Yadav, 2012).
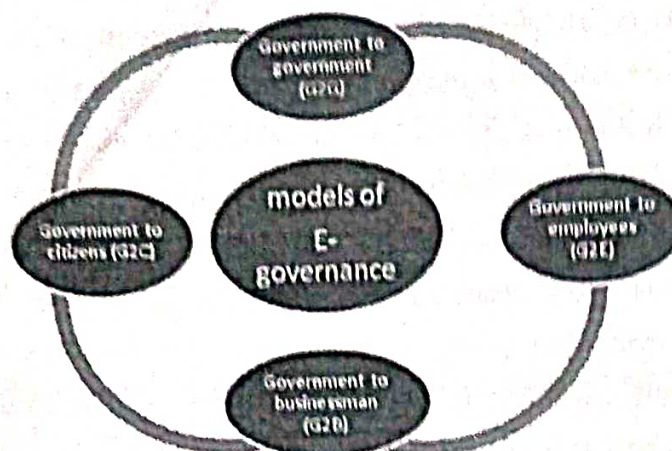
4.3 E-Governance models :

E-GOVERNANCE services can be shared between citizens, businessman, government and employees. These four models of e-governance are as:-

- ➢ Government to citizens (G2C)
- ➢ Government to government (G2G)
- ➢ Government to employees (G2E)

> Government to businessman (G2B)

4.3.1 Government to citizens (G2C)

This model of e-governance refers to the government services which are shared by citizens. Here, citizens visit to the link of services that they want to use. This models strong the bond between government and its citizen. Type of services which are provided by this model includes:-

❖ Payment of online bills such as electricity, water, telephone bills etc.

❖ Online registration of applications.

❖ Copies of land-record.

❖ Online filling of complaints.

❖ Availability of any kind of online information.

4.3.2 Government to government (G2G)

This model refers to the services which are shared between the governments. There is lots of information that need to be shared between various government agencies, department and organizations. These types of services or information are as:-

❖ Sharing of information between police department of various state.

❖ Government document exchange which includes preparation, approval, distribution, and storage of all governmental documents is also done through e-governance.

❖ Most of the finance and budget work are also done through e-governance.

4.3.3 Government to businessmen (G2B)

Through this model, bond between private sector and government increase and businessmen use to communicate. They share information through this model like:-

❖ Collection of taxes.

❖ Rejection and approval of patent is also done by this model.

❖ Payment of all kind of bills and penalty.

❖ Sharing of all kind of information, rules and data.

❖ Complaints or any kind of dissatisfaction can be shown by this.

4.3.4 Government to employees (G2E)

This model increases the transparency between government and its employee. Here, employee can keeps a check on the functioning and working of government and government can keeps on its employees. Information that can be shared by this model:-

❖ All kind of data submission (attendance record, employee record etc) from various government offices is done by this model

❖ Employee can file all kinds of complaints and dissatisfaction by this model.

❖ All kind of rule-regulation and information for employees can be shared by this.

❖ Employees can check their payment and working record.

❖ Employees can register all kind of working forms online.

4.4 Role of Information Technology in the delivery of public service

The rapid development of IT has a transformative effect on society. Investment in IT is considered one of the significant factors that can contribute to the development of entire economy (Haluza & Jungwirth, 2015). Many governments are able to deliver information in an efficient way to citizens, employees, businessmen and government agencies. The development of E-Government may improve the delivery of public services that improves accountability, transparency and governance (Al Hujran & Chatfield, 2008).

India's economic agenda, as laid out by the present government, largely focuses on economic revival and inclusive growth. It aims to carry these out by financially empowering citizens, focusing on industrial development and reducing subsidies through the use of digital technologies. The agenda has the following action points: poverty elimination, containing food inflation, agricultural reforms, co-operation between Centre and states, transparent and time-bound delivery of government services, e-governance and governance enabled through mobile devices, ease of doing business, job creation and development of infrastructure. To enable these, several large-scale campaigns have been launched by the government. Flagship initiatives such as JAM (Jan-Dhan Yojana, Aadhar, mobile), DBT (Direct Benefit Transfer), PM's Bima Yojana, smart cities, etc. have received significant traction. Jan-Dhan has secured international acclaim by setting a world record for most number of bank accounts opened under a financial inclusion programme in a week. The reach of such schemes among the masses has been made possible through the use of technology-enabled channels. Additionally, subsidy reforms have also been initiated with the aim of reducing the burden on the economy and ensuring that the benefit of subsidies reaches the right people. Under the PAHAL scheme, for instance, LPG subsidies will be directly transferred to the bank accounts of those who need them. The impact of these schemes has been visible in a short span of time. The Aadhar programme is expected to achieve 1 billion enrolments by December 2015. The Jan-Dhan programme

received 15 million enrolments on the opening day itself, and reached 115 million enrolments by 17 Jan 2015. This has been possible only through the use of technology-enabled automation for managing data and a centralized banking system, which has also reduced the cost of operations in rural areas. Given that over 700 million Indians have mobile connections, the next step is to enable citizens to transact with the government via online or mobile channels. It is, thus, vital that people and processes be brought onto a common, integrated technology and services platform. The key enabler in this regard is technology. It is only through technology that documents, transaction logs, bank accounts and identities can be integrated and accessed seamlessly.

1. Conclusions :

We can conclude that IT can, on the one hand, increase the efficiency, speed, and transparency in delivery of services and, on the other hand, assist in the generation and dissemination of knowledge. This paper has argued that both these attributes need to be exploited for the benefit of the poor.

Governments are the largest provider of information and services that are important for the poor. Methods of public service delivery have not changed for decades, making them inefficient and corrupt. There is sufficient evidence that well-designed e-governance projects with process reforms that target enhanced transparency and accountability reduce discretion vested with civil servants, enhance efficiency, and can lower corruption. However, very few such projects have been implemented to their utmost potential. There is a necessity to accelerate the pace of implementation of e-governance and build capacity to reform the process of public service delivery.

To realize the vision of promoting inclusive growth through empowerment of citizens, it is important to reach out to citizens in the remotest of locations and make them part of India's growth story. Globally, technology has been the greatest enabler in causing disruptive change. India's story is no different, and the use of digital technologies to educate and empower citizens is being seen as a game-changer. Given India's vast expanse and differences in demographics across the nation, there is also a vast difference in the level of adoption among the citizenry.

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