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Contents

Review Articles

WTO, and its Impact on Higher Education in Global Context Kandi Kamala, Gedam Kamalakar	49
Study of Social and Economic Progress of Rural Women Under MANREGA, With Special Reference to Dhar District Kapil Khare	59
E-Government and Service Quality in India Hanumanthappa D G59	63
Subject Index	67
Author Index	68
Guidelines for Authors	69

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WTO, and its Impact on Higher Education in Global Context

Kandi Kamala¹, Gedam Kamalakar²

Abstract

The cross line movement according to the two labor and products is the thing to take care of in the present worldwide economy. Worldwide exchange labor and products has for some time been a standard, for different advantages that gather from it. There have been numerous respective and multilateral arrangements comparable to cross line exchange dealings. The development of administrations area that decidedly influences the everyday daily routine and guidelines of experiencing or personal satisfaction.

The World Trade Organization (WTO), of which in excess of 156 nations are individuals, has an understanding according to global administrations exchange. The General Agreement on Trade in Services (GATS) is the WTO's arrangement that administers exchange 12 sorts of administrations, including 'instruction administrations. Each WTO part that proposes to change its 'advanced education administrations' area to outline the 'responsibilities' by specifying certain conditions or restrictions with respect to its strategy on such progression. Contingent upon certain public or provincial targets and the states of interest and supply of advanced education, every part would set down various types of conditions while changing the area to unfamiliar instructive foundations. One of the basic inquiries or issues in such manner would be corresponding to the sort of college to be permitted to set up its grounds or branch or in any case offer training administrations. The inquiry raised here is should WTO individuals from Pro training Services Liberalization permit Foreign Private Universities or Foreign Public Universities?

This paper would endeavor to give some potential experiences into this issue. Internationalization and globalization are the two Global ideas terms conversely utilized as far as higher education. Most impressively, the test to set up colleges will come from the worldwide monsters of the interchanges, data innovation and mixed media ventures worldwide suppliers, packed with capital, ready to get to remarkable global researchers and educators, talented in giving in situ understudy support at the same time in numerous nations, and equipped for expediting proficient accreditation and acknowledgment all throughout the planet. Quality in the subsequent 'worldwide virtual colleges' will be high, normalization will make cost structures that are powerfully serious, brand acknowledgment will be acquired, maybe by accepting one of the incomparable Ivy League organizations as an accomplice, or on the other hand by moving into advanced education a prevailing brand from the correspondences or processing ventures.

Keywords: Globalization; Advanced education in china; Promoting techniques; WTO.

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Introduction

China joined the World Trade Organization (WTO) in December 2001. One outcome of the Chinese rising to WTO is the expanded attention to globalization among Chinese higher instructors. "Mix into the world economy has prompted a redefinition of the job of advanced education in China" (Vicovich, Yang and Currie, 2007, p. 105). This paper examines the responsibilities than China has made in opening its schooling market in the wake of joining WTO and their plausible effect on Chinese advanced education. The paper

additionally portrays Chinese mentalities toward globalization and unfamiliar schooling. At long last it talks about the new improvement in Chinese advanced education concerning worldwide collaboration.

Article II of GATS advances most-supported country treatment, Article XVI desires the opening up of business sectors; Article XVII expects individuals to stretch out public treatment to support providers of any remaining individuals (WTO, 1994). Nonetheless, Clause 1 of Article XIII specifies that Articles II, XVI, and XVII will not have any significant bearing to laws administering the acquisition by administrative organizations of administrations bought for legislative purposes, i.e., those administrations not planned for business resale (Varoglu, 2002).

Clearly, essential and optional instruction in administrations is bought for legislative purposes without the goal of business resale. Paradoxically, advanced education and grown-up training will in general depend more on private wellsprings of financing and are bound to be occupied with business exercises. It follows that higher and grown-up instruction are bound to be viewed as administrations with a view to business resale. Accordingly, it is basically in advanced education and grown up schooling that legislatures should conclude whether to open their market and how much. The two inquiries are ceaselessly bantered at WTO talks.

With respect to advanced education, there has been a critical upswing in progressions of individuals and administrations past public lines (Vidovich, Yang and Currie, 2007). Schooling is being changed and changed into a multi-billion dollar industry, controlled by market-advancement advocates in the created economies, specifically by in US, the EU, Japan, New Zealand and Australia (Robertson, 2003). In the last round of WTO talks in Hong Kong in December 2005, the US distinguished the progression of advanced education and grown-up schooling administrations as one of its main four needs (Czernis, 2005).

The US needed China to eliminate the disallowance of unfamiliar training administrations gave through satellite innovation and the prerequisite that unfamiliar schooling suppliers should help out Chinese to work in China (Lu and Zha, 2004). Another multilateral gathering, Friends of Private Education Exports, has framed in New Zealand with its objective to acquire responsibilities from more nations in regards to training administrations (Canadian Association of

University Teachers, 2006).

China endeavors to be serious universally and to accomplish "five star" colleges. Two key procedures are decentralization and marketization of advanced education (Vidovich, Yang and Currie, 2007). While the Chinese government expresses that China is a communist country at its essential stage, Green (2007) thinks the ascent of China forecasts the making of a totally new type of private enterprise in the biggest market on the planet. Chinese are associated with each of the four global methods of giving instruction administrations (WTO, 2002). With mode one, cross-line administrations, at present some Chinese understudies are getting schooling given by unfamiliar establishments through the Internet.

With mode two, utilization abroad, somewhere in the range of 1978 and 2007 a bigger number of than 1.21 million Chinese traveled to another country to get further schooling. In 2007 alone around 144,000 Chinese went abroad for training (Meng, 2008). In mode three, business presence, somewhere around three Chinese and unfamiliar agreeable advanced education foundations have been set up in China (Helms, 2008). With mode four, presence of regular people, more unfamiliar researchers are instructing in China, and an expanding number of Chinese researchers are instructing in different nations.

At the point when China joined WTO and marked GATS, it expressed its position with respect to instruction administrations:

1. China would not open its market in essential and junior optional schooling, and in military and police preparing.
2. Restrictions would not be put on Chinese voyaging abroad for schooling or on unfamiliar nationals entering China for training.
3. With specific conditions, China would slowly open its business sectors for advanced education, grown-up instruction, senior auxiliary training, preschool schooling and other schooling. Unfamiliar organizations would be permitted to help out Chinese however they would not be allowed to work freely in China.
4. When utilized or welcomed by Chinese establishments, unfamiliar teachers would be allowed to work in China (WTO, February 14, 2002). China is the lone country among Economic and Social Commission of Asia and Pacific individuals that has stretched out its responsibilities to change access in every

one of the five schooling administrations subsectors (Raychaudhuri and De, 2007).

The overall point of WTO is to extend global exchange ways that advance monetary development for all part states (WTO, 1994). To extend exchange administrations under states of reformist advancement, GATS advances most-supported country treatment, an open market, and public treatment. As to, this implies that part governments are relied upon to release their power over schooling. Any instructive exercises that charge educational cost can be viewed as exchange administrations.

The utilization of WTO rules address a genuine test to the Chinese advanced education framework, which has been under practically complete government control since 1949. Yet, these equivalent guidelines can likewise be seen as a chance that, whenever seized, will work with the change of Chinese advanced education and help to build up a climate in which the advanced education framework can create in manners that better address social issues. There are somewhere around four powers that put focus on the Chinese advanced education framework to change: (1) the expanding interest for advanced education, (2) the financial globalization, (3) the development of private advanced education (Hayhoe and Lin, 2008), 4) restricted government subsidizing (Dahlman, Zeng and Wang, 2007).

Most WTO individuals marked GATS to advance worldwide exchange administrations. Be that as it may, numerous WTO individuals have not explicitly invested in opening their schooling market. After wellbeing, an instructive help is the area where the individuals have set up the least responsibilities on progression (Verger, 2008). As of August 2006, just 39 WTO individuals made a promise to change access their advanced education administrations (Raychaudhuri and De, 2007). After China made explicit responsibilities to open its market in schooling administrations, more unfamiliar teachers are working in Chinese advanced education. Naikai University in Tianjin began enrolling seat teachers universally in 2004 and senior members of schools and schools in 2006 (Guan, 2006). On May 10, 2007, Austrian physicist Romano A. Rupp showed up as the new Dean of Taida Institute of Applied Physics of Nankai University. Dr. Rupp was an educator at the University of Vienna prior to tolerating the arrangement at (Nankai University, 2007). As the quantity of entomb.

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The three fundamental wellsprings of global understudies were South Korea, Japan, and the United States (Yu, 2007). Most global understudies were self-financed, with around five percent of them on Chinese government grants (Meng, 2006).

As globalization advances, worldwide rivalry will surely raise the interest for taught individuals. Since China is expanding its investment in the worldwide economy, it needs accomplished residents who can contend with global associates.

Mentalities Toward Globalization and Foreign Education

Since 1978, China has put itself on course to limit the hole between its advanced education framework and those of created nations. To Chinese instructors, the advantages of additional partaking in worldwide advanced education are as per the following:

1. The Chinese advanced education framework should change its organization to adhere to the applicable WTO rules. These principles will compel the Chinese framework to change a portion of its approaches.
2. The expanded global trades will altogether affect Chinese teacher's practices. They will present new educational models, which

may change educational programs locally, broadly, and universally.

3. More private and global financial backers will take part in advanced education. At this point don't will the state be the solitary financial backer. This will steadily ease the issue of insufficient financing.
4. As global trade and collaboration increment and more worldwide schooling assets become accessible to Chinese teachers, they will refresh their insight all the more rapidly.

Simultaneously, China is confronting genuine test a WTO part. Vidovich, Yang and Currie (2007) contend that the difficulties globalization brings won't be uniform across nations. For Chinese, the first of these difficulties identifies with the likely effect of globalization on the organization of Chinese advanced education. WTO advances the progressive progression of the instruction administrations. As unfamiliar organizations enter China, clashes will emerge identifying with qualities, ideas, and objectives. Right now, the public government settles on the fundamental choices about approach and construction, yet the commonplace governments really manage a significant number of the establishments, which have some independence to address nearby requirements. These will be influenced by GATS. With regards to market influences, Chinese establishments will wind up impeded.

Second, as China goes through progression in administrations, its advanced education establishments will wind up rivaling unfamiliar associations. Since 1999 the quantity of advanced education understudies has nearly significantly increased in China and there are more and bigger colleges, however there are as yet insufficient advanced education foundations, particularly quality ones. A few organizations in created nations have seen this expanding interest for advanced education in China. In 2007 colleges from the United Kingdom, Australia, Canada, France, Germany, Japan, South Korea, New Zealand, Russia, the United States and different nations sent scouts to instructive displays in China or recruited neighborhood agents (China Center for International Educational Exchange, 2008). English and Australian organizations have been especially forceful in enlisting Chinese understudies. To draw in worldwide understudies, a few nations have facilitated their visa prerequisites and surprisingly permitted global understudies to work in their nations. Furthermore, a few foundations in created nations select Chinese specialists by offering more

significant compensation and better working conditions. As a result, Chinese foundations may lose a portion of their great educators and scientists. Some top Chinese alumni are billings move to created nations. From 1978 to 2007, of 1.21 million Chinese gone abroad for instruction, just 319,700 have returned (Meng, 2008).

Third, financial globalization and the Internet are creating collaboration, just as clashes, between social orders. It is simpler than any time in recent memory for college understudies to get to a tremendous assortment of societies and thoughts, and this will unequivocally affect their qualities and world perspectives (Dai, n. d.). A new news report recounts a fruitful Chinese understudy, Wu Yinyin, at Beijing Normal University. Wu is a senior at the college yet she is now the Asia vice president chief of an American organization, Top Coder. She has three good examples: Madame Curie, Mother Teresa, and Hillary Clinton. None of them is Chinese (Gao, 2007).

In 2002 in excess of 700 inhabitants in Beijing, Shanghai, and Guangzhou were overviewed in regards to their perspectives toward unfamiliar schooling after China joined the WTO (National Bureau of Statistics of China, 2002). As for preschool training, by far most (84%) imagined that homegrown instructive foundations would be sufficient to begin kids' initial schooling. Just a little level of the respondents (16%) felt that unfamiliar training would help kids prepared themselves before. Concerning long stretches of necessary training (grade one to grade nine), additional respondents (96.5 percent) supported homegrown instruction, and just 3.5 percent figured this piece of schooling ought to be finished in a created country. At the point when it came to senior optional school (grades ten to twelve), 81.5 percent kept on favoring homegrown instruction, however 18.5 percent favored unfamiliar training. The respondents chose the homegrown area in essential and auxiliary schooling on account of the low expenses and the Chinese advanced education passage assessment framework.

At the point when it came to advanced education, homegrown foundations were not appraised exceptionally. The study tracked down that 89.5 percent of the respondents were keen on getting unfamiliar training, and just 10.5 percent chose homegrown foundations. It appeared to be that large numbers of the respondents needed trust in homegrown advanced education.

They were not happy with these organizations' objectives, learning climate and business openings.

At the point when gotten some information about different preparing programs, 70.5 percent chose unfamiliar schooling, and just 29.5 percent picked homegrown instruction. The accompanying table sums up the respondents' inclinations

Attitudes Toward Foreign Education Survey Results in Percent.

Domestic		Foreign
Pre-school	84	16
Compulsory	96.5	3.5
Senior secondary	81.5	18.5
Higher education	10.5	89.5
Training programs	29.5	70.5

At the point when asked what are the upsides of getting unfamiliar instruction, the respondents offered these clarifications: 26.8 percent imagined that unfamiliar schooling would assist understudies with learning thoughts; 25.7 percent trusted that getting unfamiliar training would assist them with creating attractive abilities; 25.7 percent accepted that an unfamiliar instruction would assist them with accomplishing a superior future; 13.4 percent felt that unfamiliar instruction would make them more proficient; and 8.4 percent expected that unfamiliar instruction would make them more adaptable. Concerning, 59.9 percent favored a created country, 7.6 percent would acknowledge global training suppliers working in China, and 32.5 percent believed that either would do (Public Agency of Insights of China, 2002).

Worldwide training trades are empowering Chinese to retain unfamiliar science and innovation just as ongoing advancements in organization. Gaining from created nations is assisting China with fostering its economy just as its science and innovation. It is additionally helping Chinese instructors change and foster their schooling framework (Chen, 2002). In working on the framework, Chinese higher instructors need to think about issues according to a worldwide viewpoint. They should know about WTO guidelines that advance the progression of exchange administrations and make the Chinese advanced education framework more open. They need to investigate freedoms to frame collaboration with global associates (Ge, 2005).

Advancement Lately

One pointer of advanced education improvement is investment rates. At the point when the interest rate in advanced education is between 15% and 50 percent, it is viewed as mass instruction (Trow, 1973). In 2007 there were in excess of 27 million

Chinese understudies in different advanced education programs and the advanced education investment rate was 23% (Service of Schooling, April 2008). The Chinese framework can be viewed as mass instruction. The framework has gotten the biggest on the planet, and advanced education is more available than any other time, however there are sure disadvantages.

There are critical holes in the improvement of advanced education across locales and gatherings of people, just as between metropolitan focuses and country regions. These holes contrarily influence a few families, particularly families in more unfortunate areas, when they attempt to get to advanced education. The support rate doesn't give an exact image of Chinese advanced education. Advanced education isn't accessible in some country and distant regions. With educational cost rising quickly, advanced education is hard for some helpless families to get to. What's more, the expanding accessibility of advanced education is making individuals to focus harder on quality, and there are concerns.

On May 10, 2006, the State Gathering concluded that development in advanced education should have been diminished so monetary assets could zero in additional on further developing the learning climate. This lull will profit establishments as they change disciplines. It will likewise resolve current issues, particularly the issue of work for graduates.

- The in general objective is to make the development in advanced education supportable. The size of the advanced education framework will be balanced out. More consideration will be paid to preparing optional school understudies in abilities that will make them more employable. Grown-up instruction programs, proceeding with training programs, and professional preparing programs in auxiliary schools will all be extended. A few spaces of advanced education will be all the more painstakingly managed. One issue that should be tended to is educational cost climbs; another is foundations' abilities (China Schooling Day by day, 2006). The public authority will improve the nature of advanced education and give more grants and other monetary help (Cui and Wu, 2008; Wen, 2008).
- The worldwide pattern in advanced education is from tip top schooling to mass, and afterward to widespread training. Issues regularly go with this interaction. In China

these issues identify with scale, quality, subsidizing, and structure, just as business openings for graduates. As Chinese advanced education created from world class to mass schooling, the issues identified with the once arranged economy and lacking subsidizing have made the lopsided appropriation of instructive assets extremely self-evident. Chinese are keen on gaining from created nations, and advanced education in China isn't just about as open as in created nations. For these two reasons, among others, China sends a bigger number of understudies abroad for advanced education than some other country. The quantity of Chinese understudies traveling to another country for training is as yet developing. Also, Chinese have begun getting unfamiliar instruction at home.

- On Walk 1, 2003, the State Board proclaimed the Guidelines of Individuals' Republic of China on Chinese Unfamiliar Collaboration in Running Schools. It expresses that the public government urges Chinese colleges to help out quality unfamiliar training establishments. The public authority especially urges colleges to help out unfamiliar foundations in the fields of organization, money, law, and innovation. As of now, more than 100 Chinese advanced education organizations are helping out American, Australian, English, French, Canadian, Japanese, and German partners to give guidance to Chinese understudies (Service of Schooling, n.d.).
- These Chinese organizations have brought progressed showing assets into Chinese instruction. They have made changes in their regulatory practices, teaching method, and educational plans. The steady opening up of Chinese advanced education permits Chinese instructors to profit with fostered nations' instructive assets. It likewise assists with advancing Chinese schooling in different nations. Before the finish of 2007 there were 210 Confucius foundations in 64 nations all throughout the planet with 46,000 understudies (Liu, 2007).
- On February 7, 2006, the Service of Schooling reported a declaration as for the collaboration of Chinese and unfamiliar training foundations. This pronouncement guides common place schooling services to follow a few standards while teaming up with

unfamiliar establishments. In addition to other things, anybody helping out unfamiliar organizations should put the public interest first. Moreover, while working together with unfamiliar organizations, Chinese instructors and heads should keep the applicable laws and guidelines, assume a main part, ensure the interests of all gatherings included, and keep up with public safety, social dependability, and the set up instructive request.

Approach

The push space of this paper was to inspire and to test the accessible proof for the interest and association of worldwide media in advanced education arrangement. The point is to uncover the proclaimed aims of the significant parts in the field, to test these through interviews with senior agents in important spaces of business, government and instruction, and to attract out the short-to medium-term suggestions for china advanced education. It is significant that the constraints of this examination be perceived. It is consistently conceivable in fact in certain occurrences likely that relevant data may have been retained for business or vital reasons. Business choices, like consolidations, collusions and associations, are not generally unsurprising or predictable, even by those at senior levels in an association. Political and financial choices are similarly not entirely unsurprising. Further, investigation of specialized potential outcomes and probabilities which support the mooted 'globalization of schooling' was past the extent of this examination.

The remarks in this space are essentially expansive brush. The outcomes ought to subsequently be deciphered as an accessible 'proof keep an eye on' the expansive situations that have been advanced by different analysts in the contemporary advanced education banter. The examination ought to likewise be recognized from the proposition of long haul liked.

Fates. It is grounded in contemporary turns of events and educated extrapolation from them, and doesn't indicate to offer perspectives on what may be helpful long haul Future frameworks of advanced education, in china or worldwide settings.

In September 2004, the principal understudies entered the grounds of the College of Nottingham Ningbo, is the main college planned, assembled, and run agreeably by Chinese and an unfamiliar college. The Chancellor of Nottingham College in Britain,

Yang Fujia, is the leader of Nottingham-Ningbo, and Ian Gleam, previous Head of Nottingham College Business college, is the VP. The College of Nottingham Ningbo follows the educational plan and assessment methods of Nottingham College in Britain, which chooses teachers for Nottingham-Ningbo. Guidance is given in English. The permit to work the College of Nottingham-Ningbo is legitimate until 2055 (Service of Schooling, September 5, 2007). On graduation, understudies will be presented a Chinese undergrad graduation endorsement and a four year certification from Nottingham College. In September 2006, the principal understudies began their investigation at Xi'an Jiaotong Liverpool College in Suzhou, which is a joint endeavor of Xi'an Jiaotong College and the College of Liverpool. The permit of Xi'an Jiao tong-Liverpool College is legitimate to 2056 (Service of Instruction, September 5, 2007; Xi'an Jiao tong College, 2008).

China has gone through a colossal change since it fired opening up in 1978. The economy has been totally changed, and subsequently the Chinese work market is going through significant changes. To meet the prerequisites of the changing work market, Chinese higher teachers think about the equilibrium of organic market when they plan educational program. Chinese higher teachers have been focusing harder on cultural change, and contrasted and the past, the public government has given significant self-rule to colleges (Yang, Voinovich and Currie, 2007).

On July 12, 2006, the Third Worldwide Chinese and Unfamiliar College Presidents' Discussion was held in Shanghai. College presidents from the US, England, Canada, Australia, Japan, and different nations went to the gathering to examine how colleges can all the more likely serve monetary and social turn of events. The Chinese Priest of Instruction, Zhou Ji, met with a portion of the unfamiliar college presidents in participation, affirmed that global collaboration was emphatically affecting Chinese schooling, and urged his visitors to reinforce their participation with Chinese partners (Service of Training, July 14, 2006). On April 6, 2007, the Service of Training proclaimed a declaration to give more itemized rules to participation among Chinese and unfamiliar advanced education establishments.

In 2007 about 10.1 million Chinese applied to take the advanced education passage assessments, with an expansion of 0.6 million more than 2006. On June 7 and 8, 2007, 9.5 million individuals really took the assessments (Yang, 2007). About 5.7

million individuals were conceded into different advanced education programs in the fall (Service of Instruction, April 2008). As interest for advanced education increments, so does the interest in going abroad for training. On June 16, 2007, Beijing 21st Century Trial School declared that it would open an American Progressed Situation Program in the fall. Inside a few days more than 200 individuals had counseled the school, and in excess of 60 auxiliary school understudies had applied (Tooth and Li, 2007). Those keen on the program proposed to go to concentrate in an American college. In Nanjing, Nanjing Unknown dialect School will concede 150 understudies into its "Sino-Canada Worldwide Senior Auxiliary Program" in the fall. The latest 75 alumni from this program have all been conceded into colleges in the US, Canada, and other English talking nations (Chen, 2008).

Extent of the Examination

The discoveries and finishes of the current examination will be useful to direct different nations in reading the ramifications for the advanced education under GATs

Conclusion

Globalization is affecting Chinese advanced education. It has brought genuine freedoms just as genuine difficulties. Across the world the interest for worldwide instruction is figure to expand (Raychaudhuri and De, 2007). There is a colossal craving for advanced education in thickly populated nations that need to construct human resources to completely partake in the information society (Knight, 2006). In spite of the fact that there are questions and various feelings (Healey, 2007), internationalization is a good and inescapable component of worldwide advanced education (Altbach, 2008a). Globalization comprehended as the quick speed increase of cross line streams of capital, individuals, administrations, merchandise, and thoughts is the characterizing highlight of our age (Green, 2007). Chinese training strategies and administration have been impacted by globalization plans and worldwide patterns (Mok, 2007). While Altbach (2008b) thinks globalization has not prompted uniformity in advanced education, we think keeping the applicable WTO rules is helpful for the improvement of Chinese advanced education. In the discussion about potential effects from globalization, most Chinese researchers figure they will affect Chinese advanced education (Chen, 2002; Dai, n.d.; Ge, 2005; Guan, 2006; Meng, 2006; Vidovich, Yang and Currie, 2007; Wu 2002; Yang,

Vidovich and Currie, 2007). Chinese are keen on gaining from created nations, the strategy first class in China has effectively and excitedly drew in with globalization (Vidovich, Yang and Currie, 2007), the Chinese interest for advanced education keeps on developing, unfamiliar suppliers are satisfying aspect of this need, and market belief systems might be a more grounded impact in Chinese advanced education (Yang, Vidovich and Currie 2007). Signs are that in taking advantage of lucky breaks and managing difficulties, most Chinese higher instructors are keen on globalization and will extend their collaboration with worldwide partners to meet the changing and expanding needs of society.

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Study of Social and Economic Progress of Rural Women Under MANREGA, With Special Reference to Dhar District

Kapil Khare

Abstract

The notification of the Mahatma Gandhi National Rural Employment Guarantee Act, 2005 was issued on 7 September 2005. The main objective of this act is to provide guaranteed employment of at least 100 days in a financial year to such rural families whose adult members want to do unskilled manual work. In which the person residing at the last end can also ensure his active and creative participation in the main stream of development of the nation by endowing sovereignty.

In the present paper, under Mahatma Gandhi National Rural Employment Guarantee Act, 2005, it is based on the study of three villages of Dhar Janpad Panchayat, Berchha, Lebar and Sadalpur in the state of Madhya Pradesh. In which an important effort has been made to know how helpful and successful Mahatma Gandhi National Rural Employment Guarantee Scheme is proving to be successful in the social and economic progress of rural women. Efforts have been made to know also.

Keywords: Social; Economic; Rural Women; Manrega.

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Introduction

India being a country of villages, better development of villages is the all round development of India. Therefore, if India is to develop, first of all it is very important to emphasize on the development of women in villages along with education, health, housing, roads, drinking water, irrigation, transport, etc. If this development work is done then only we can expect change in the society. Therefore, in order to bring these necessary changes, the Panchayati Raj system has been implemented in the country in the present time.¹

In fact, after the independence of the country, many efforts have been made in the direction of democratic decentralization. In which the

most important effort is the 73rd Constitutional Amendment. Through the 73rd Constitutional Amendment, where decentralized institutions have been given a legal form on the one hand, on the other hand, such appropriate provisions were made, so that it can function as an independent unit of self government and as the third level of government. By removing the problems, they can be included in the main stream of development. Because in reality, gradual development is a basic requirement for the existence of any society or class, which gives rise to competition between any social unit and leads the mutual society to the complex society. At present, the weaker section in India is progressing at a slow pace, whose social, economic, and educational status is very backward. To improve their condition, many schemes of the government have proved to be effective, but even today many problems of the weaker sections are still standing in front of our country as a big challenge. Due to which many basic conditions of weaker sections cannot be called very good.²

In a developing country like India, where the condition of women has already been bad and

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pathetic and even in the present time, the condition of women cannot be said to be very good, with the aim of improving that situation, a scheme like MNREGA has been implemented. Rural women face many problems together like exploitation, poverty, unemployment etc. This scheme is an important and worthwhile initiative to deal with all such problems. Through which the path of empowerment of rural women can be further improved.³

Area of Study

The present research paper is based on the study of three villages Berchha, Lebar and Sadalpur of Dhar Janpad Panchayat of Madhya Pradesh state.

Overall Study

Families receiving benefits under the scheme through objective selection method in selected Gram Panchayat of Dhar district of Madhya Pradesh.

Unit of Study

Individual women beneficiaries and families have been included under employment guarantee.

Demonstration

To fulfill the purpose of research, rural women from 75 beneficiary families have been included on the basis of sampling method.

Method of Data Collection

Primary Compilation

Important information was obtained from the respondents through interview, schedule, observation and group discussion.

Secondary Compilation

Important books, magazines, newspapers, website of MNREGA, government records etc.

Evaluation of Data

A provision has been made in the Madhya Pradesh Panchayat Raj Act, 1993 that the meeting of Gram Panchayat must be organized at least once in every month. Therefore, in order to complete the research work, an attempt was made to get information about the social and economic benefits of the respondents under MNREGA which is as follows-

The percentage of women earning less than Rs 2500 under MNREGA is 34.67. And the percentage of women earning more than Rs 2500 is 21.56. According to the data received, the percentage of women who got less than thirty days of employment is 34.67 and the percentage of women who got more than thirty days of employment is 21.56. About 55.31 percent of women say that migration due to unemployment has come down. At the same time, 32 percent of women believe that help has been received under MGNREGA in fighting the disease. 59 percent of women say that they keep their wages with themselves, 26 percent of women say that they have got help in paying off debt and 64.02 percent of women feel that they have got help in sending their children to school. 41 percent of women believe that they have to face problems at the place of work. And 75 percent of the women believe or say that the wages received are very less, there should be an increase in it. The same 13 percent women did not express their opinion.

Therefore, on the basis of a suitable discussion, it can be said that in the present time, the participation of women through employment has not been behind men in playing an important role in the progress of society and the country.

At present, rural women are self-dependent as well as walking shoulder to shoulder with the male class.⁴

There are two sides to every coin, this is also true in MNREGA, in the implementation of which many problems are being faced such as - mistreatment of women at the place of work, exploitation, delay in providing wages, negative behavior, Promotion of nepotism etc.⁵

The main reason for all these problems with women is the lack of awareness among them. At the same time, rural women are also unable to face these conditions due to being backward educationally, socially, and economically. In view of all these problems, the government has made policies from time to time to improve the social status of rural women as well as for their development and to increase the participation of women employment.⁶

In order to give the desired impetus to the overall development of women and children, the Department of Human Resource Development was formed in 1985, which has been given the status of an independent ministry in 2006. The Ministry of Women and Child Development, as the main agency overseeing the development of women, prepares plans, policies and programs as well as makes laws regarding women and amends them as

needed. Directs and coordinates the efforts of both government and non-government organizations working in the field of women's development. MGNREGA is also playing its important role in fulfilling these objectives, if seen, in present times MNREGA has brought a big change in the condition of women.⁷

Rural women after completing the household work are working under this scheme in their own village and they are getting the same wages as men. The role of MGNREGA in the direction of women's employment appears very important.

Conclusion

In conclusion, it can be said that in fact, women are becoming self aware in the present time, which is giving courage to women to work with men and stand with them equally. Along with becoming self-reliant, women are also becoming conscious of self-respect, because today they are facing the challenges of society with great courage by earning their own income. Rural women are becoming aware of their rights through MNREGA and are also recognizing the importance of education. At present, rural women are becoming able to live alone through MNREGA. Along with this, she is also providing support to her family. From the latest data related to the implementation of MGNREGA, it is known that changes are also visible in the size, type, thinking etc. of rural areas. Now the rural society has also started allowing women to work outside the house, due to which gradually the development of villages has also started. Therefore, it can be said that MNREGA scheme is an excellent scheme which is doing economic, social and political development of the country and is also helping to overcome the stigma of unemployment.

Suggestion

It is very important to provide complete information about MNREGA scheme to rural women, it is also necessary for the people working under MNREGA to get their fair wages on time. It is also very important to evaluate the MNREGA scheme from time to time. And knowing the problems that the workers are facing, it is also necessary to know them. The provision of toilets at the workplace for women is also necessary. Village heads should adopt a fully cooperative attitude with women and help women when needed. Along with this, it is also very important to establish proper coordination between the administration and the village panchayats, whose benefits can be availed by the women working under MNREGA.

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E-Government and Service Quality in India

Hanumanthappa D G

Abstract

With the advent of e-governance as a guiding principle in the early 1990s, the dynamics of public administration in India have altered dramatically. Citizen-Centric government aims to satisfy people's perceived needs, solve their common issues, and resolve their concerns right at their doorstep. ICTs provide chances for both governing and being ruled, allowing a population to collectively attentively watch the ruling class's actions as they are required to, and the government, in turn, to focus on and positively respond to. As a result, ICT has the ability to bridge the gap in all aspects of the system, allowing for the growth of communion. The significance of information and communication technology (ICT) in a broader democratic system and effective governance was also explored. Citizens will have access to information about government services and processes, as well as knowledge about local best practices and content, and government services will be delivered right to their door.

Keywords: ICT; Citizen Centric; E-governance; Government; Democratic system.

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Introduction

Governance is derived from the ancient Greek word *kebernon*, which meaning "to steer." To rule nowadays is to direct, control, and influence from a position of power. "Good governance is arguably the single most essential component in eliminating poverty and fostering development," says former UN Secretary General Kofi A. Annan. As a result, governance is a method through which organizations are directed, regulated, and held accountable to their society, as well as a power exercise for steering social systems. The government uses the internet to access these web-based services. Service their residents via the internet many government services, such as bill payment and tax collection, are available online. Citizens use

the services in accordance with their need. The Indian government acknowledged the situation. In 1970, the Department of Electronics was created to emphasize the role of technology. The first step towards E-Government was taken with a strong desire and the formation of the in 1977, the National Informatics Centre (NIC) was established. NICNET (National Satellite-Based Internet) was launched by India. Computer Network) was founded in 1987 with the goal of computerizing all of the county's district offices. (Hanumanthappa, E-Governance and Public Sector Services, 2015)

Review of Literature

Because of its enormous importance and influence on the economy as a whole, and particularly the technological sector, the "e-Governance" initiative has piqued the interest of numerous researchers from various disciplines. Due to the project's young nature, numerous studies have been conducted on various elements of the initiative, spanning from economic to social and ethical dimensions. Some of the researchers found through internet searches have been examined in this article.

- Prof. Singh began by providing an overview of what e-governance in India includes, then

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conducted a discussion of the program's conceptual framework and looked at the influence of the "Digital India" project on India's technology industry. (GULATI, 2016)

- Sundar Pichai, Satya Nadella, and Elon Musk conducted study on e-governance in India and the country's readiness to create jobs in the information sector. He came to the conclusion that, in order to give India's technology industry a long-term boost, more employees need be shifted into high-productivity positions.
- Satya Nadella, the CEO of Microsoft, wants to join India's Digital India programme as a partner. He stated that his firm will provide low-cost broadband technology to 5 lakh villages across the country.
- Arvind Gupta wants to claim that Digital India will play a critical role in successful service delivery, performance management, and governance improvement. Given that most departments work in silos, an Integrated Office of Innovation and Technology to achieve the same, and for problem solving, sharing applications and knowledge management will be crucial to achieving quick outcomes. Because India has been busy spending money on technology that we haven't used properly or in some cases haven't even reached the implementation stage, tracking and monitoring projects becomes critical.

Methodology of Study

The research has made use of Secondary data was gathered from official papers, different reports by commissions and committees issued from time to time, government websites at the federal and state levels, and other national and international institutions interested in e-governance.

Paper objective

It is worth noting that India has transitioned from an agrarian to a direct service economy over time, but this also means that the technology sector has received little attention. The goal of e-governance is to come up with creative ideas and practical solutions to improve our country and provide opportunities for all people via the use of digital technology. As a result, this article elucidates several e-governance projects that have been successfully implemented in Indian states.

India's e-Government Situation

E-Government will be able to deliver government services to the general public at a very low cost. Here are a few examples of successful e-governance in India:

1. **City civic centre (e-city):** The Ahmadabad Municipal Corporation (AMC) initiated this project in order to improve the delivery of municipal services. For this, the AMC has established six city civic centers in five city zones, as well as forty-three ward civic offices, all of which are connected via the internet. (Hanumanthappa, E-Governance in Rural Local Self Government, 2016) Citizens may follow the status of their application later on through the corporation web site since the city civic centre is on the network and connected to the main server, which is connected to the internet via the global internet protocol. Every applicant is given a unique registration number, which can be used to track their progress later.
2. **Friends:** The Kerala State Department of Information Technology, with the help of local bodies, launched a "Fast, Reliable, Instant, and Efficient network for disbursement of services" in Thiruvananthapuram in 2000. The Friends Centre, or Janasevana kendram, is the Kerala government's one-stop integrated citizen service centre. The centre serves as a single point of contact for utility bill payments, application submissions, government programme and scheme information, and access to other specialty services. In 2001, Friends was introduced to the remaining 13 district headquarters. (1Dr. Sanjay Kumar Dwivedi, 2005)
3. **Bhoomi Project:** In 2001, the "Bhoomi Project" was established in the field of agriculture. Rajeev Chawla is an Additional Secretary in the Karnataka Government's Revenue Department. This project was mooted. This effort to digitize rural land records appears to have opened up new e-governance opportunities across the country. This project is estimated to have cost around 20 crores. Its purpose is to digitize the farmers' land records. This would not only reduce manual input, but it would also assist to limit land record tampering. This project entails: 20 million land records containing details such as ownership, crops, bank loans, irrigation, and other details covering approximately 7 million farmers have been computerized;

all districts of the state have been covered; 10,000 officials have been trained; The Bhoomi Project has changed the entire system by compressing the data into digital format and setting up touch-screen kiosks in all taluks from where farmers can access information. This project has gotten a lot of attention across the world, and it came close to winning the Stockholm Challenge Award in October 2002. It was one of 19 finalists in the competition for this award that were short-listed. It has drawn the attention of the Indian central government as well as around eight state administrations. (and, 2015) It is the self-sustaining e-governance initiatives that will accomplish revenue administration transparency. In September 2002, Mr. Pramod Mahajan, the previous Union Information Technology Minister, stated that the Centre will make every attempt to execute "Bhoomi Projects" in all other states. "For every e-governance project, we have always assumed that the user must be e-literate," he added.

4. **Card:** The Computer-Aided Administration of Registration Department (CARD) project (State Government of Andhra Pradesh) would affect 10 million residents over the course of three years. It has completed the registration of 2.8 million titles and conducted 1.4 million title searches. The technology guarantees property value transparency as well as an effective document management system. 70 million man-hours of citizen time saved, valued at US\$ 35 million (investment in CARD - US\$ 6 million). SARITA (State Government of Maharashtra), STAR (State Government of Tamil Nadu), and several similar programmes in other states have expanded on this effort.
5. **Gyandoot:** Dhar's Tribal District Intranet [18] (State Government of Madhya Pradesh) This project provides e-governance services such as online application registration, rural e-mail, and a village auction site, among others. It also offers services such as Mandi (farm goods market) prices, public grievance resolution on the internet, caste and income certifications, and rural market information (Gaon ka Bazaar). It was the winner of the Stockholm IT Award in 2000. (Gulati, 2016)
6. **Vahan & Sarathi:** Project on vehicle registration and driver's license (Tamil Nadu State Government) The National Informatics Centre (NIC) created software for use in

Regional Transport Offices that is a workflow system for carrying out operations utilising computers. Vahan is in charge of all vehicle transactions, while Sarathi is in charge of driving licenses and associated operations. Registration Certificates, Fitness Certificates, and Permits may all be issued using Vahan. Sarathi can be utilized to provide the applicant with a Learner's License, a Permanent Driving License, and a Conductor License. The technology was tested at RTO Chennai as part of a pilot programme. After that, the system was approved for use. All RTOs in Tamil Nadu are implementing it. The Vahan and Sarathi systems have been put in place. (Hanumanthappa, E-Governance and Public Sector Services, 2015)

7. **Lokmitra:** The Himachal Pradesh government is committed to bringing the benefits of information technology to the general population, particularly those living in the state's remote rural areas. The State Government's Common Service Centre (CSC) called "Lokmitra" plan is one such move in that direction. Lokmitra, a G2C initiative, provides a platform for individuals to engage with government officials and encourages them to participate actively and directly in the governing process. The project, which is situated in Hamirpur, comprises of two Pentium III-based Servers (running Windows NT), four Pentium III-based Client computers, and a Router, all of which are connected in a LAN through a HUB in a different room.
8. **Kaveri (Karnataka Valuation and e-registration Project):** It is the first public-private e-Government programme in the state. It calls on the government to spend no money. Its goal is to computerize and put more than 200 sub-registries in the state online, allowing property registration to happen in 30 minutes instead of the current 45 days. It won the gold award for the approach paper at the 6th national conference on e-governance in October 2002. (and, 2015)

E-Governance Problems and Challenges

The government of Karnataka, like other state governments in the Union, is experiencing several issues and hurdles in adopting and implementing a comprehensive e-governance strategy. Low IT is a major impediment to the widespread adoption of e-Government. Many cops, authorities, and the majority of people in urban and rural regions are

still unfamiliar with computer applications and their applications. As a result, there is a significant digital divide. Cyber laws will be formalised and simplified. To supply IT infrastructure and implement the e-governance project, a large sum of money is necessary. It is necessary to take effective measures to address issues pertaining to installation logistics, staff training, maintenance, and monitoring. People and officials' attitudes about the colonial administrative system must be altered. (Hanumanthappa, Rural India in the Digitalized Phase, 2017) There is concern that e-governance would result in bureaucratic reduction and job losses. The benefits and advantages of e-governance, as well as its authentication, must be educated to citizens. Because of this budgetary constraint, all aspects of public administration are currently unaffordable.

Conclusion

India has a lot of award winning e-governance initiatives despite its inadequate infrastructure, poverty, illiteracy, linguistic domination, and other factors. The Indian government's effective marketing strategies would also help them deliver better services to its citizens. As a result, there is a lot of room for e-governance to grow across many areas. According to Skoch consultancy New Delhi, 81 percent of residents report a decrease in corruption, 95 percent believe the cost of e-governance is affordable, and 78 percent prefer quick service delivery.

As a result, we can conclude that e-Governance is critical to "Good Governance" in developing

nations like India, as it helps to reduce corruption and offer efficient, effective, and high-quality services to their population

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Subject Index

Title	Page No
Criticism of Indian Secularism Right or Unfair: An Analytical Study	17
E-Government and Service Quality in India	63
eMigration in South Asia: A Review of Issues, Policies	9
Impact of 'War on Terror' on South Asian Security	23
Study of Social and Economic Progress of Rural Women Under MANREGA, With Special Reference to Dhar District	59
Women Empowerment in the Age of Globalization: A Study	31
WTO, and its Impact on Higher Education in Global Context	49



Author Index

Name	Page No	Name	Page No
Hanumanthappa D G	63	Kapil Khare	17
Kandi Kamala	9	Kapil Khare	31
Kandi Kamala	49	Kapil Khare	59
Gedam Kamalakar	49	Shameer Modongal	23



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