USE OF ICTS IN APPLICATION OF E-GOVERNANCE IN EDUCATION PROJECTS IN DELHI

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Abstract

E-governance has become an indispensable part of the government undertakings in various field. E-governance not only facilitates quick communication, ease of work, transparency and reliability but also provide efficiency to the task. The use of Information Communication Technologies has been instrumental in bringing together education and technology. Delhi is a hub for technological advancements in the field of education. This paper tries to uncover the use of ICTs and receptivity of e-governance projects in education in Delhi.

Key Words: Information Technology, E-Governance, E- Administration, Tele-medicine

Concept of E-governance

Electronic Governance is the application of Information Technology to the processes of Government functioning in order to bring about Simple, Moral, Accountable, Responsive and Transparent (SMART) Governance. Electronic governance also involves transformation from being a passive information and service provider to active citizen involvement. Evolution of E-Governance is a highly complex process requiring provision of hardware, networking and software and re-engineering of the procedures for better delivery of services.

Traditionally, the interaction between a citizen or business and government agency took place in a government office. With emerging ICT it is possible to locate service centers closer to the clients. Such centres may consist of an unattended kiosk in the government agency, a service kiosk located close to the client, or the use of a personal computer in the home or office. E-Governance is an opportunity to take advantage of the increased productivity and reduced costs that can be achieved using Internet based technology. Even better, E-Governance can enhance the citizen's access to government information and services (both central and local), and can provide new ways to increase citizen participation in the democratic process. As one can conclude, E-Governance may include very broad range of services for almost all segments of society.

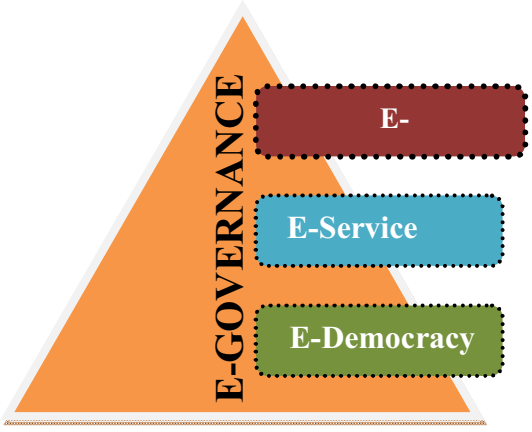

Figure 1: E-Governance

E-government[1] refers to the use of information and communication technology to carry out government operations such as delivering government information and services. E-government is generally recognized as a means of making government more efficient while allowing it to be more responsive to customer needs[2]. E-governance can also be defined as the application of electronic means in the:-

a) Monitoring the performance of various scheme started by government from time to time
b) Interaction between government - citizens and government-business
c) Simplification processes of the government
d) Internal government operations to simplify and improve democratic, government & business aspects of governance

Types of E-Governance

a) Government -to-citizen (G2C): It is the online non- commercial interaction between local and central government with private individuals. Public can get services such as license, death/birth/marriage certificates etc. by the government.

b) Government-to-business (G2B): It includes dissemination of policies, memos, rules and regulations.

c) Government -to employee (G2E): It is the online non- commercial interaction between government organizations and government employees. It includes provision of human resource training and development.

d) Government-to-Government (G2G): It is the online non- commercial interaction between government organizations, departments and authorities and other government organizations, departments and authorities. These services can be used as instrument of international relations and diplomacy.

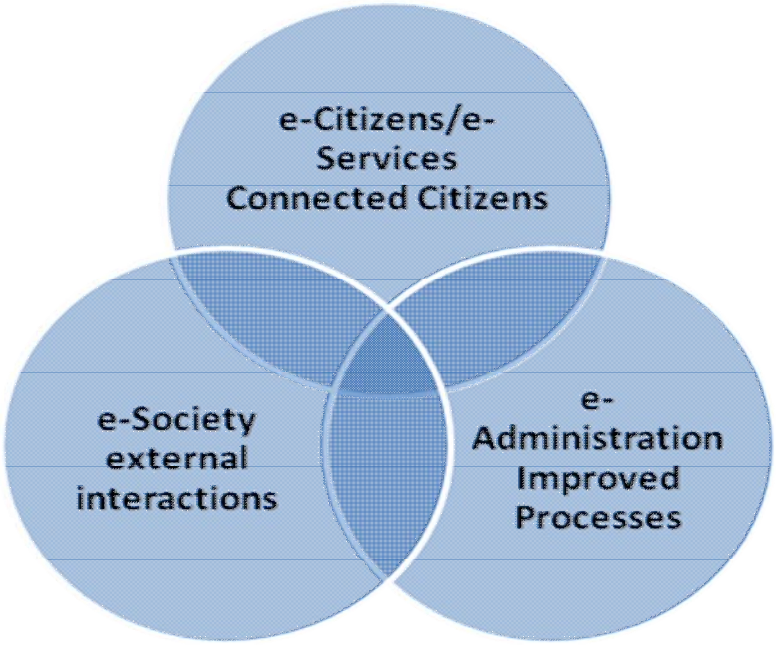

Figure 2: Types of E-Governance

[1]Radl, Alison, & Chen, Y.-C., "Computer Security in Electronic Government: A State-local Education Information System," International Journal of Electronic Government Research, pp. 79-99, 2005.

[2]Panwar, Vaibhav, "Role of data warehousing & data mining in e-governance," 2008

Impact of E-Governance in Education

Two different points are considered to analyse how teachers will use IT in their teaching and Administration, to study the impact of e-governance in education:

a) Establishes a baseline for exploration:

It makes the point that, during the 1990s, the nation established the foundation for extensive use of technology in schools and Classrooms. Access in schools and libraries to computers and the Web is now widespread, on its way to becoming universal. Use of technology in the classroom, however, is more sporadic; few teachers use technology to offer educational experiences previously unavailable.

b) Looks into the future:

In particular, it considers whether information technology will simply support and amplify conventional classroom practice or whether it will have, in Brown's (2000) terminology, a "transformative" effect on the nature of the curriculum and pedagogy. It begins to explore how teachers will use technology in 2007 by imagining what the technology environment surrounding them will look like. The quality and power of technology will continue to increase to the point where it will be able to deliver practically anything that can now be imagined. Moreover, technological advances will make powerful computing tools available to almost everyone at affordable prices. Outside of schools, it can be expected that educational and training uses of information technology will be commonplace.

To better understand where the future of technology in education is headed, it is important to establish a baseline for changes by examining the advances over the last decade. This will leads to following advantages:

a) Student Access to and Use of Technology in Schools
b) Changes in curriculum, school organisation and administration
c) Integrate e-governance in education sector
d) Education and Technology
e) Improving education system
f) Monitoring academic performance

Student Access to and Use of Technology in Schools

Over the past decade, technology grants and donations from businesses, parents, and the government have led to the increasing presence of computers and the Internet in educational institutions. Currently, in our country private schools with the financial support of the management and Government school with the help of new schemes for providing standardised education at par with International standards have computerised. This shows, at best, a crude measure of student access, however, because it includes schools that use computers solely for administrative purposes.

A more useful indicator is the percent of U.S. classrooms that have a computer designated for instructional use: In 1998, more than 75% of U.S. schools met this criterion (Education Week &c the Milken Exchange, 1998).

The last decade has also seen a significant increase in student access to the Internet in school. In 1998, 95% of schools had at least one computer connected to the Internet (NCES, 2000). Once again, this measure is crude; thus, it is important also to examine the percent of instructional rooms within which there is access to the Internet.

Changes in curriculum, school organisation and administration

Given that technologies appropriate role, is to support the achievement of main stream policy directions, and consider how well the school system itself is adjusting to change. One of the ways that the school system is beginning to address vocational need is to reshape the curriculum to provide a far broader mix of academic and vocational courses for all learners. This will involve greater cooperation between schools and the colleges of further and higher education, which have a specific remit to address essential skills shortages and to provide vocational education. There has also been a marked increase in the number of students taking 'business studies' as an optional programme of study at school and in the further education sector. Also understood is the notion that the development of an enterprise culture requires far greater attention to the place of creativity in learning, with a stronger recognition that this involves risk-taking and innovation.

Integrate e-governance in education sector

The studies in educational technology states that implementing e-governance in educational systems will enable effective monitoring of academic standards. The studies cite the example of M-Star[1] education expert system which has overhauled the infrastructure in schools and colleges across India, making the learning system more accountable.

Education and Technology

The Right to Education Act gives little importance for implementing e-governance in our education system and the education sector has remained relatively untouched by e-governance before this Act. This is most distressing, considering that "education is the cornerstone of our efforts to build up the future generation".

As it stands today, our education system is chaotic, to say the least. It is characterised by a high dropout rate, teacher truancy, obsolete syllabi, inadequate infrastructure, unemployable graduates and the lot.

The tiny proportion of quality output that emerges from it is more a case of serendipity and the determination of the students belonging to this micro-minority.

This is because the present system lacks means of continuous monitoring, meaningful evaluation of the teacher and the taught, constant feedback to the players of education concerned like administrators, faculty, parents and students and appropriate timely control and correction mechanisms.

Improving education system

If the quantity and quality of output from our education system have to be substantially improved, then there is no alternative to introducing e-governance in this sphere. However, to be really effective, the e-governance system deployed will have to go beyond mere computerisation of records or processes.

It should be able to provide the management of the educational institution information about:

Why of a happening or a trend besides the What, When and where, so that adequate prophylactic action can be taken. It should be able to provide answers to queries like:

- ✓ Why is the performance of a class dropping in a particular subject?
- ✓ Why is a particularly bright student lagging in performance in the last two terms?
- ✓ Which teacher has produced the best consistent results for her class?

Then again, considering the paucity of funds in our state-aided educational institutions, an e-governance system which is inexpensive to install, simple to use, easy to maintain and can be conveniently expanded will be much more acceptable.

Monitoring academic performance

One such e-governance system for educational institutions — the M-Star Education Expert System — has been piloted in scores of schools in India. This system currently runs in a variety of schools and colleges in the country.

The M-Star system and application runs on proprietary OmVcard or an Online Multi-domain Value Card, costing just a few hundred rupees. Every child and staff member is given the OmVcard which they can insert into any computer where the application is loaded.

Incidentally, the card can be used to check the oft-quoted issue of teacher truancy. Teacher performance in a 'single teacher' school can be monitored by his supervisor remotely, not merely by looking at his or her attendance records, but by gauging the effectiveness of teaching as borne out by the academic performance of the pupils.

Ultimately, if the Education Expert System gets linked to other national e-governance systems, such as the national ID project headed by Nandan Nilekani, then the possibilities are endless.

It could analyse the reasons of dropping out from the system and the teachers become more accountable. The Right to Education could thus become a reality through technology.

Necessity of E- Governance in Higher Education

If the quality of our higher education system has to be improved to make these institutes really world class, then there is no alternative to the introduction of e-governance in this sphere at the fastest possible pace. Implementation of e-governance in technical and vocational institutes will enable their effective & real time monitoring by Government/the regulatory bodies & other stakeholders their own managements, parents of the students & the society, thereby forcing them to maintain quality & become more responsible. E-governance process brings transparency in the system, so e-governance initiatives in the field of higher education will help reduce the corruption up to a large extent. The introduction of e-governance in higher education is one such concept that can empower the governing bodies to administer the progress of the education plan in the whole country and serves various

stakeholders in a much better ways. E-Governance is becoming a global phenomenon that is increasingly attracting the attention of community citizens including politicians, economists, decision and policy makers amongst others (Naheed et al., 2009).

ICT in Various Sectors in India

For an emerging economy like India, fast economic development is possible essentially by embracing ICT in a big way, as ICT alone can provide the requisite competitive edge that is essential for fast and sustained economic growth in a environment that is globalized. In its endeavour to become the 'global services hub', what India needs to attain is nothing but unmatched performance in respect of ICT, BPO and allied sectors. While, it appears that the policy initiatives so far have been in the right direction and so is the performance of this industry over the years, there is no scope for complacency as is evident from ever growing competition from other nations, especially the developing world. In this context, it is relevant to make an analysis of the trend in respect of the performance of Indian ICT industry over the last few years vis-à-vis the rest of the world, the latest developments and trends in the field. Such an analysis would reveal, inter alia, the problems and weaknesses of the industry, as well as its opportunities and threats. Accordingly, it helps us to formulate strategies that are meaningful are helpful for making the industry abreast of the changes. This paper is an effort in this direction.

Agriculture

Information Communication Technology (ICT) can revolutionize Indian farming sector and can benefit all farmers, including small land holders, marginalized and poor farmers.

Sometimes most basic, related to seeds, farming practices, climate, diseases and pests, harvesting mechanisms, application of farm machinery, post-harvest strategies and finally proper marketing despite the availability of farming resources in the nearby areas, there always remains a lack of agricultural information.

Lack of information or untimely-given information, when coupled with other factors like environment leads to a huge loss in the crop produce or crop quality or sale price of the crops and ultimately farmer suffers heavily. Therefore, strategies should be made to equip farmers with all kinds of information right from the seed sowing up to the harvesting and marketing of their farm produce from time to time to reduce losses and promote rural livelihood and food security.

The penetration of useful each and every minute information regarding crops, soils, climate, cultivation practices, financing, storage of produce and marketing in the farming communities is becoming easy, popular and also gaining importance since farmers in many parts of India including Eastern Uttar Pradesh are now becoming mobile and internet friendly day-by-day. Much concerted efforts from Government, Non-government and Industry side is now a demand of high time to make our farmers ICT-friendly so that the benefits of fast developing technological advancements in farm production, storage and marketing can be equally shared among all communities and sectors of the rural society.

Public Administration

Public administration is a key aspect of civil society and it includes a range of services to citizens and industry. It provides various functions that enhance the social, economic and political developments of the citizenry. Most importantly, it provides public information that is useful to the community at large. ICTs facilitate these public administration activities. For instance, e-Government, a concept that defines a situation where government activities and public information can be made available using ICTs. In South Africa the government has expressed the intention of transforming itself into an e-government where information can be accessed at any time by phone or by Internet, with public Internet kiosks provided for universal access. These kiosks are called the Public Information Terminals and there are 300 public information terminals (PIT) installed at post offices around the country.

Urban and Rural Development

ICT applications are useful in facilitating development programmes in many countries. These technologies help in supporting economic and social developments. Mansell &Wehn (1998: 83) note that "diverse current and historical data sets on health, education, water supplies, sanitation, and population growth and movement can be captured, collated, manipulated, and presented" They also note that "economic development can be fostered by tele-working and tele-services in some of the developing countries" (ibid.). The establishment of telecentres in rural communities can facilitate economic empowerment. Mobile telephony can also help rural entrepreneurs in keeping in touch with their market outside their communities.

Environment

ICT applications can help in collecting data about environmental issues. They allow access to information and provide support system to manage and monitor environmental issues. For example, the Geographical Information focuses on the collection, storage, analysis, display and application of geographic data (Mansell and When 1998). The Geographic Information System (GIS) is one of the Geographic Information Technology applications. The GIS can be regarded as an advanced equivalent of a traditional map from which a wide array of information can be extracted for specific purposes. The GIS is an automated system that enables the capture, storage, checking, integration, manipulation, analysis, display, and modelling of complex spatial data (ibid.). The GIS can be useful in the integration of information on climate, soils, and terrains from different sources.

Health

ICTs have potential to make major impact on improving the health of the members of each class in the society and encouraging sustainable development and governance. Effectively used ICTs have enormous potential to gather information, process them and find out better solutions to eliminate all the problems, which empowers citizens as well as Government. Not only for humans but for animals and plants also e-Health is incredible. The main goal of the e-Health is to invent a technique of healthcare which is pervasive in nature. E-Health can certainly provide such an access especially in the rural regions where physicians or doctors may not be available. High treatment costs are the main problem of the modern-day health services in many countries. These costs may not be acceptable and viable both for developing and developed countries. E-Health can reduce treatment costs by decentralizing the medical services and providing global access to all the patients as well as helps to fend off unnecessary trouble like transportation etc. Here some e-health services are defined that are already implemented internationally.

Telemedicine: Telemedicine is an application of information and telecommunication technology in order to provide best possible clinical health care over a long distance. This technique facilitates physical and psychological treatments at a distance, including tele-monitoring of patient's functions. It acts as a life saving solution in critical accidental cases and emergency situations.

E-Prescribing: All types of diseases including physical illness, anxiety, incompetence, anthrax, skin disorder, allergies, phobias etc. can be cured by consulting with the specialist available throughout the world.

M-Health: This is a term used for healthcare supported by mobile devices. The application deals with the use of mobile devices to gather the health data or signals and deliver it to doctor, practitioner or researcher. This kind of real-time monitoring of patient improves health treatment and facilitates doctor to handle multiple issues of multiple patients at a time. Immense rise in mobile phone users in developing countries has created an opportunity of success for m-health.

Healthcare Information System: This is a software solution for appointment scheduling, patient data management, work schedule management and some other administrative tasks related to healthcare.

Cyber-medicine: This is a use of internet to deliver medical services, such as medical consultation and drug prescription. It is the successor to telemedicine. Cyber-medicine is implemented already. It involves transmission of images from a primary care centre to a specialist, who studies the case and suggests more beneficial intervention.

ICT with WSN: ICT and wireless sensor network (WSN) works together and forms new platform of healthcare of animals and medicinal plants. It also helps to search new medicinal plants existing on earth. There are several projects working on in this area.

Research Methodology

Statement of the Problem

The problem statement is "To study the use of ICTs in application of e-governance in education projects in Delhi".

Objectives

The objectives are as follows:

a) To identify the participatory approach of the students and facilitator by the use of ICTs.
b) To understand the impact of ICT in maintaining transparency and accountability in education.
c) To study the mechanism of feedback with the help of ICTs.
d) To study the impact ICTs on e-Governance in exhibiting good administration in higher education.

Research Approach

The researcher has opted for exploratory research design. From the statistical point of view the term 'Universe' refers to the total of items or units in any field of inquiry; whereas the term 'Population' refers to the total items about which

information is desired. The population is said to be finite if it consists of a fixed number of elements so that it is possible to enumerate it in its totality[3].

Universe: It includes student population of Delhi

Population: It includes media students above the age of 14 years and below 25 years.

Sampling Method & Size

Stratified & Cluster Sampling: In this method, the population is sub-divided into homogeneous groups or strata, and from each stratum, random sample is drawn. Stratification is necessary for increasing the sample's statistical efficiency, to provide adequate data for analyzing the various subpopulations, and applying different methods to different strata.

Since the study is based in Delhi colleges and the students, it became necessary to create stratas. Stratification is done in order to define the respondents on the basis of age, gender, education, internet awareness and income level.

Tools of Data Collection

Survey

There are two major types of surveys: descriptive and analytical. A descriptive survey attempts to describe or document current conditions or attitudes. In descriptive survey the interest is in discovering the current situation in the area under study. An analytical survey attempts to describe why situations exist.

Here, the researcher has described the use of products; preference and availability of mediums for advertising and watching which kind of advertising campaigns promote the product and influences the consumer. Thus a descriptive survey approach is used.[4]

Data Analysis and Interpretation

Age	13-18 Years	19-25 years	25 Years & Above	TOTAL
Delhi (Nos.)	138	100	12	250
Delhi (%)	55%	40%	5%	100%

Table1: Age of Respondents in Delhi

Findings: Age of Respondents in Delhi

In Delhi, out of 250 respondents, 55 % of the population is between the age group of 15-18 years while 40% of the sample falls between 19-25 years while there are 5% people above the age of 25 years.

[3] **T Satyanarayana, J., "E-Government: The Science of the Possible," New Delhi: Prentice Hall of India, 2004**

[4] Roger D. Wimmer, Joseph R. Dominick, 2010, Mass Media Research: An Introduction, Cengage Learning, Pg 185

Gender	Male	Female	TOTAL
Delhi (In Nos.)	96	154	250
Delhi (%)	38%	62%	100%

Table2: Gender of Respondents in Delhi

Findings: Gender of Respondents in Delhi

According to the table, the total number of respondents who participated in the survey, when categorised into gender, it was found that 38% males and 62% females participated in the study. There is aconsiderable difference between the number of males and females participating in Delhi study since during stratified random sampling done at schools, two of the schools were all girls schools and gender study is not the main focus for the researcher.

Qualification	10+2	Graduate	Post Graduate	Other	TOTAL
Delhi (Nos.)	98	93	37	22	250
Delhi (%)	39%	33%	18%	10%	100%

Table3: Qualifications of Respondents in Delhi

Findings: Qualifications of Respondents in Delhi

The qualification of the Delhi sample where 39 % were into senior secondary, 18% graduate and 33% post graduate students the remaining 10% were into others.

How many hours you surf Internet	0-1 hrs	1-2 hrs	> 2 hrs	TOTAL
Delhi (Nos.)	133	89	28	250
Delhi (%)	53%	36%	11%	100%

Table4: Time spent on Internet by Respondents in Delhi

Findings: Time spent on Internet by Respondents in Delhi

The respondents in Delhi were asked about the time they spend on surfing the internet where 133 respondents i.e 53% spent 0-1 hours on internet, 89 people i.e. 36% spend 1-2 hours on the internet while 28 people i.e 11% spent more than 2 hours on the internet each day.

On which device you access Internet	PC	Tablet	Mobile	Others	TOTAL
Delhi (Nos.)	64	12	186	5	267
Delhi (%)	24%	4%	70%	2%	100%

*Multiresponse table

Table5: Device used to access Internet by Respondents in Delhi

Findings: Device used to access Internet by Respondents in Delhi

The respondents were asked about the device on which they access the internet, most respondents used multiple devices to access the internet. Out of 250 respondents in Delhi, 64 i.e. 24% used a PC, 12 respondents i.e. 4% used a Tablet, maximum people i.e. 70%, 186 of the total used a mobile phone and the remaining 5 people i.e. 2% used other devices like netbooks, kindle etc.

How do you connect with your Teacher?	School/college Website	Software	Offline	Social Network	Others	TOTAL
Delhi (Nos.)	50	108	53	31	8	250
Delhi (%)	20%	43%	21%	12%	3%	100%

Table6: Means to connect with teacher by Respondents in Delhi

Findings: Means to connect with teacher by Respondents in Delhi

The respondents were asked how they connected to their teacher, in Delhi, out of 250 respondents, 50 people connected through school/college website i.e. 20%, 108 respondents i.e. 43% connected through software, 53 respondents i.e. 21% connected offline, 31 of the total i.e. 12% used Social network while 8 people i.e. 3% used other ways.

Table: Awareness about E-governance in Delhi

Have you ever heard about E-Governance?	Yes	No	TOTAL
Delhi (Nos.)	192	58	250
Delhi (%)	77%	23%	100%

Table7: Awareness about E-governance in Delhi

Findings: Awareness about E-governance in Delhi

The sample was questioned if they ever heard about e-governance, in Delhi 192 respondents i.e. 77% out of 250 had heard about it while the remaining 58 i.e. 23% had never heard about this phrase.

Have you ever submitted an admission form online or seen your result on the website?	Yes	No	TOTAL
Delhi (Nos.)	192	58	250
Delhi (%)	77%	23%	100%

Table8: Use of ICT for education by respondents in Delhi

Findings: Use of ICT for education by respondents in Delhi

It is observed from the table that respondents were asked if they've ever submitted an admision form online or have seen their result on the website. Out of 250 of the total, 192 respondents i.e. 77% in Delhi answered affirmative while the remaining 58 i.e. 23% answered in negative.

Do you think ICTs provided by school/college improves transparency?	Agree	Disagree	Can't Say	TOTAL
Delhi (Nos.)	190	11	49	250
Delhi (%)	76%	4%	20%	100%

Table9: View on ICT& Transparency by respondents in Delhi

Findings: View on online services & Transparency by respondents in Delhi

The respondents were asked if the online services (which implied to e-governance) improved transparency. Out of the total respondents in Delhi, 190 people i.e. 76% agreed that transparency is improved, 11 people i.e. 4% didn't agree to this, 49 out of 250 i.e 20% could neither agree or disagree.

Do you think ICT is an effective way of delivering education?	Yes	No	TOTAL
Delhi (Nos.)	176	74	250
Delhi (%)	70%	30%	100%

Table10: Effectiveness of e-learning according to respodents in Delhi

Findings: Effectiveness of ICTs according to respodents in Delhi

The respondents were asked if ICTs are an effective way of delivering education. Out of 250 respondents in Delhi, 176 people i.e. 70% were positive about it while the remaining 74 people i.e. 30% were negative towards it.

Do you think that the presence of the ICTs helps you to stay more connected and updated?	Yes	No	TOTAL
Delhi (Nos.)	142	108	250
Delhi (%)	57%	43%	100%

Table11: Better interactivity of educational institution by presence of ICTs

Findings: Better interactivity of educational institution by presence of ICTs

The respondents were asked if the presence of ICTs helps them to stay more connected and updated. Out of 250 total respondents, 142 people i.e. 57% said yes while the remaining 108 people i.e. 43% said no.

Do you think ICTs improve transparency in the education system?	Yes	No	TOTAL
Delhi (Nos.)	132	118	250
Delhi (%)	53%	47%	100%

Table12: View on ICTs and transparency by respodents in Delhi

Findings: View on ICTs and transparency by respodents in Delhi

The respondents were asked if ICTs help to improve transparency in the education system, out of 250 people in Delhi, 132 respondents i.e. 53% answered in positive while 118 respondents i.e. 47% said that they didn't think that social media improves transparency.

Do you think that parent-teacher barrier is reduced due to use of ICTs?	Yes	No	TOTAL
Delhi (Nos.)	216	34	250
Delhi (%)	86%	14%	100%

Table13: Parent-teacher barrier is reduced due to use of ICTs

Findings: Use of ICTs reduces barriers in interaction between parents and teachers

In Delhi, out of 250 sample, 216 people i.e. 86% think that parent-teacher barrier is reduced due to ICT while the remaining 34 people i.e. 14% didn't think the same.

Does ICT help in better feedback?	Yes	No	TOTAL
Delhi (Nos.)	192	58	250
Delhi (%)	77%	23%	100%

Table14: Feedback improves in ICTs

Findings: Feedback improves with the use of ICTs

The table shows the trend that the respondents were asked if ICTs helps in better feedback or not, to this question, out of 250 respondents in Delhi, 192 people i.e. 77% said yes while the remaining 58 i.e. 23% said no. This trend is observed because e-learning improves the overall services and most delhi respodents are exposed to internet and e-learning services.

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Do you think ICTs provides better output than conventional education?	Yes	No	TOTAL
Delhi (Nos.)	202	48	250
Delhi (%)	81%	19%	100%

Table15: E-learning programmes and output

Findings: E-learning programmes and output

The respondents were asked if they thought that ICTs provides better output than conventional education. In Delhi, out of 250 respondents, 202 people i.e. 81% said 'yes' it does while 48 people i.e. 19% said 'no' to the same.

Conclusion

The lifestyle, habits and attitudes of the individuals in respective cities are different. It has been observed that technology has a great impact on the people in any city as it changes the way of life. E-Governance is a resultant of technological advancement happening in the IT sector. ICTs have changed the way people consume content and the feedback has taken all new shape. The success of each e-Governance project is dependent upon receptivity of ICTs amongst the end users. The beneficiaries in Delhi are more pro-active and responsive to e-Governance projects which make education system in a metro like Delhi. The students and facilitators are both using internet services to remain connected to the outside world and each other. It has been seen that the students wish to stay connected with the facilitators be it e-learning or conventional mode of education. NarendraModi's vision of smart governance is near to realization because of e-governance and implementation of ICTs in various sectors. Administration becomes easy with e-governance as the control gets de-centralised and departments can be managed online. In education, monitoring is quite essential at each stage. It has been seen that e-governance provides better output in the education with satisfactory results in learning. In Delhi, the people use e-governance facilities provided by the school/college or institution. The acceptance of e-governance is high amongst the people because of the reason that it empowers the individual and helps one get rid of the social evils like corruption. E-governance provides great benefits to the beneficiaries like transparency and accountability. While specifically in education, it becomes quite essential that there remains some level of transparency and accountability. It has been seen that people have faith in e-governance because of the reason that it provide transparency and accountability. As e-governance helps people to skip the long queues and perform a lot of work online like filling forms. If the communication becomes strong the feedback too becomes efficient. The internet gives power to the people and the users of internet have good hold over the content and helps in improving interactivity. It has been seen that parent-teacher barrier is reduced substantially while online services are being used by people in education. People in Delhi are quite confident that parent-teacher barrier is decreased as all records are available online.

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