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Key Issues related to Coalescing English for Academic Purposes with the Mainstream English Language Teaching for Engineering Graduates

Piar Chand*   **Shivani Chaudhary****

Abstract

Since, English is the lingua franca; it is undeniably an important language to be taught to the engineering graduates. English is being taught as a foreign/second language in many countries across the globe. The ongoing research in English Language Teaching provides ample data of teaching methods/methodologies being followed to serve the purpose. Nevertheless, the methods which are generally followed focus on teaching basic skills in English through traditional and obsolete techniques which fail to develop students' interest in the language. These are largely based on rote memorization. The students are tested for their skills to reproduce the textual material that is prescribed for them. As a result, the students feel that learning English is wastage of time. Moreover, students feel a lacuna in using English in various contexts such as professional writing, public speaking, making short speeches etc. Therefore, there is a need to amalgamate English for Academic Purposes into the Mainstream English teaching so that the language could be used according to the context. It is also pertinent to add here that in spite of cramming the definitions and rules for speaking and writing, the course material should be so designed that the students are able to fluently use the language in a particular context. Following the above gaps, the aim of the paper is to examine the key issues related to coalescing EAP with the mainstream English language teaching for Engineering graduates, specifically in the Indian scenario to encourage research in pedagogic methods and methodologies for teaching English as a second language.

Keywords: English for Academic Purposes (EAP), English for Engineering Graduates, Issues and Challenges.

Introduction

English for Academic Purposes (EAP) has evolved over the last few decades. It is defined as teaching English with the aim of assisting learners' study or research in that language. (Flowerdew and Peacock, 2001:8, Jordan 1997:1) It broadly covers the following areas of academic communicative practice:

Designing of materials, lectures, etc.

Classroom Interactions like seminars, group discussions, presentations, etc.

Genres such as research articles, conference papers, proposals, projects, etc.

Student writing such as essays, test papers, exam papers, thesis, dissertations, etc.

Administartive practices like course documents, oral defence, etc.

Supported by an expanding range of publications and research journals, there is growing awareness that students, including native English-speakers, have to take on new roles and engage with knowledge in new ways when they enter university. They find that they need to write and read unfamiliar genres and participate in novel speech events. Such broad definitions therefore fail to capture the diverse ways that EAP seeks to understand and engage learners in a critical understanding of the increasingly varied contexts and practices of academic communication. More specifically, current EAP aims at capturing broader descriptions of language use in the academy at all age and proficiency levels, incorporating and often going beyond immediate communicative contexts to understand the nature of disciplinary knowledge itself.

Literature Survey

The term 'English for Academic Purposes' seems to have been coined by Tim Johns in 1974 and made its first published appearance in a collection of papers edited by Cowie and Heaton in 1977 (Jordan, 2002). By the time the journal *English for Specific Purposes* began in 1980, EAP was established as one of the two main branches of ESP, together with the use of language in professional and workplace settings (sometimes referred to as EOP or English for Occupational Purposes). Since then EAP has grown steadily as English has expanded with the increasing reach of global markets. For many countries this has meant that producing an annual crop of graduates able to function in employment through English has become an economic imperative. Similarly, the parallel growth of English as the leading language for the dissemination of academic knowledge has had a major impact in binding the careers of thousands of scholars to their competence in English (e.g. Graddol, 1997). We see more interesting and innovative EAP courses being developed which are based on current pedagogic approaches such as consciousness raising, genre analysis and linked EAP-content modules (Benesch, 2001; Johns, 1997; Swales and Feak, 1994, 2000). Most EAP and study-skills textbooks are based on this notion, and there are numerous courses organized around themes such as 'academic writing' and 'oral presentations', or general functions like 'expressing cause and effect' or 'presenting results', and so on. Hutchison and Waters (1987: 165), for example, claim that there are insufficient variations in the grammar, functions or discourse structures of different disciplines to justify a subject specific approach. Instead, EAP teachers are encouraged to teach 'general principles of inquiry and rhetoric' (Spack, 1988) and the common features which 'characterise all good writing' (Zamel, 1993: 35).

Widdowson (1983) argues that developing skills and familiarity with specific schemata amounts to a *training* exercise. He sees this as a more restricted and mundane activity than *education*, which involves assisting learners to understand and cope with a wider range of needs. Following a similar argument, Raimes (1991) argues that academic writing at university should be part of a liberal arts curriculum teaching grammar, literary texts and culture to add a humanities dimension to students' experience and elevate the status of the field.

By exploring academic practices and discourse conventions with students, teachers can help them see the options available to them when engaging in their disciplines. Another trajectory of consciousness raising is discussed by Johns (1997) as a 'socioliterate approach' where learners acquire academic literacies via 'exposure to discourses from a variety of social contexts' and inquiring into their own literate

Another, complementary, methodology used to build students' discourse competence in EAP classes follows the ideas of the Russian psychologist Lev Vygotsky (1978) in giving considerable recognition to the importance of *collaboration*, or peer interaction, and *scaffolding*, or teacher-supported learning. Together these concepts assist learners through two notions of learning:

■ *Shared consciousness:* the idea that learners working together learn more effectively than individuals working separately.

■ *Borrowed consciousness:* the idea that learners working with knowledgeable others develop greater understanding of tasks and ideas.

Scaffolding emphasizes interaction with experienced others in moving learners from their existing level of performance, what they can do now, to a level of 'potential performance', what they are able to do without assistance. Vygotsky termed this gap between current and potential performance 'the zone of proximal development' and argued that progress from one to the other is not achieved only through input, but rather through social interaction and the assistance of more skilled and experienced others. In other words, teaching involves a dialogue between teacher and student, rather like an expert training an apprentice.

Findings and Analysis

The specifics of teaching English in an engineering college require the study of technical English. This involves a specific format based on structural exercises aiming to reinforce and consolidate, in a specific engineering context, skills which are presumably already existent in the students' learning acquisition process. In practice, this is not always the case. Whatever the students' level of English knowledge, they need to practise liatening, speaking, reading and writing. So, there is a need for coalescing EAP with the General English Teaching.

EAP has taken a leap from its infancy stage. The domain characterizes a situation which needs to be analyzed and researched. The following facts establish the significance of amalgamting EAP with the mainstream English teaching:

■ The growth of English as a world language of academic communication has resulted in the loss of scholarly writing in many national cultures.

■ Students have to take on new roles and to engage with knowledge in new ways when they enter higher education.

■ Communication practices are not uniform across academic disciplines but reflect different ways of constructing knowledge and engaging in teaching and learning.

■These practices are underpinned with power and authority which work to advantage or marginalize different groups and to complicate teaching and learning.

The learning needs of all these student groups have a particular focus in the challenges to communicative competence presented by disciplinary-specific study, by modes of teaching and learning, and by changing communicative practices within and outside the academy. In this context, diversity takes on a particular importance. The distinctiveness of disciplinary communication, for example, presents considerable challenges to students, especially as such disciplines themselves change and develop. There is now compelling evidence across the academic spectrum that disciplines present characteristic and changing forms of communication which students must learn to master in order to succeed. At the same time, employers and professional bodies seek evidence of graduates' general workplace relevant communication skills – skills which need increasingly to be adaptable to new, often unpredictable contexts of communication. Further, while in the past the main vehicles of academic communication were written texts, now a broad range of modalities and presentational forms confront and challenge students' communicative competence. They must learn rapidly to negotiate a complex web of disciplinary-specific text types, assessment tasks and presentational modes (both

face-to-face and online) in order first to graduate, and then to operate effectively in

the workplace.

EAP courses should focus on a *common core* – a set of language forms or skills that are found in all, or nearly all, varieties and which can be transferred across contexts. A learning situation analysis is an important feature of EAP course design as various features of the local teaching context can impact on how a course is conceived and implemented. Every pedagogic situation offers possibilities and limitations for learning.

Limitations and Future Scope

This expanding role for EAP has not been entirely smooth and trouble-free. Many EAP courses still lack a theoretical or research rationale and textbooks too often continue to depend on the writer's experience and intuition rather than on systematic research. These have had considerable success, but teachers are aware that a one-size-fits-all approach is vulnerable to the demands of specific teaching contexts and the needs of particular learners. As a consequence, there is substantial pedagogic and curricular creativity in local contexts in EAP and a great deal of innovative practice is unsung and not widely disseminated. Equally, there is also a growing sense of disquiet concerning the socio-political implications of an 'accommodationist' view of language learning which seeks to induct learners into uncritical acceptance of disciplinary and course norms, values and discourses, particularly those connected with what Swales (*inter alia*) has referred to as the hegemony of English (Benesch, 2001; Canagarajah, 1999).

■Language teachers are said to lack the training, expertise and confidence to teach subject-specific conventions. Ruth Spack (1988), for instance, argues that even if subject-specific conventions could be readily identified, they should be left to those who know them best, the subject teachers themselves. In other words, EAP teachers 'lack control' over specialist content and do a disservice to the disciplines and mislead students when they attempt to teach their genres.

■EAP is said to be just too hard for students with limited English proficiency. Weaker students are not ready for discipline-specific language and learning tasks and need preparatory classes to give them a good understanding of 'general English' first.

■Teaching subject-specific skills relegates EAP to a low-status service role by simply supporting academic departments rather than developing its own independent subject knowledge and skills. This leads to what Raimes (1991) calls 'the butler's stance' on the part of EAP, which acts to deprofessionalize teachers and allows universities to marginalize EAP units.

■Closely related to this is the view that by basing course content on the communicative demands of particular courses and disciplines, EAP does not prepare students for unpredictable assignments and encourages unimaginative and formulaic essays. EAP continues to struggle with these issues, seeking to find ways of understanding and dealing with the social, cultural and ideological contexts of language use. It is in recognizing and highlighting these concerns that the field also demonstrates its vibrancy and its responsiveness to critique. EAP is a field open to self-scrutiny and change, and for these reasons it offers language teachers an ethical, reflective and fruitful field of research and professional practice and offers students a way of understanding their chosen courses and disciplines.

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Oscar Wilde (1854-1900): Tint of Socialism

(In his Works Especially in his Plays)

Dr.Ritu Sharma*   Ms. Vibha Singh**

ABSTRACT

In the present article there is an analysis of social aspect which is present not only in Wilde's essays but in his other works also especially his plays. The purpose of this paper is to study how the society had an influence on Wilde's life, which differed him from a traditional play write to an extraordinary one. The changes which occurred in Victorian Society made Wilde a socialist instead of an aesthete. This paper shows how the commentators of Wilde lay stress on the intellectual and humanist basis of his plays. Although Wilde is regarded as an aesthete who writes art for art sake but the development in arts and science and the revolution that occurred due to machinery influenced him a lot and he starts writing about social aspect of society. This paper also throws light how Wilde mocks at the hypocrisy of the people which was prevailing at that time in the society. In order to find evidence to support my views I have analyzed the social aspect in Wilde's different plays by thorough study of his plays as well as I follow the views of different writers about his plays.

Oscar Fingal O'Flahertie Wills Wilde (1854-1900) lived and wrote during the period when the Industrial Revolution had been on the edge of completing its work. The nature of the effects of the Industrial Revolution on the life of the people can be judged from the changes visible in the second half of the Victorian age "unprecedented urban development, the gradual transformation of the English economy from a rural to an industrial base, the breakdown of the old types of relationship between employer and employee, and the rise of organized working class politics." Like other Schools of Thought that arose in the nineteenth century, Marxism was a response to the economic and social hardships accompanying the growth of Western industrial Capitalism.

Devoting most of his career to poetry, prose fiction, and drama, Oscar Wilde wrote the bulk of his critical work between 1885 and 1891. Along with a number of book reviews and brief articles, this corpus consists chiefly of just six major essays: 'The Truth of Masks' (1885), 'The Decay of Lying' (1889), 'Pen, Pencil and Poison' (1889), 'The Portrait of Mr. W. H.' (1889), 'The Soul of Man Under Socialism' (1890), and 'The Critic as Artist' (1890). Wilde also published in 1891 the well-known 'Preface' to his only novel, *The Picture of Dorian Gray*; a brief series of aphorisms

on beauty and art, the 'Preface' serves as a pithy distillation of the paradoxical, subtly equivocal theoretical framework the essays collectively establish.

Though Oscar Wilde kept himself aloof from practical politics, he assimilated Marxism into his art as a novelist, short-story writer, poet, dramatist, and prose-writer. He openly rebelled against bourgeois tastes and mannerisms in the art and letters of the Naughty Nineties.

The last decade of the nineteenth century is popularly(and notoriously) known as the Naughty Nineties in literature, for the writers of the decade set themselves to the task of demolishing the long cherished values in art, literature, and life. The wholesale denunciation and condemnation of Victorianism had its seeds in the socio-intellectual conditions prevailing during the second-half of the Victorian age, which witnessed the steady advance of democratic ideals, the progress of science, and the growth of scientific spirit. Truly speaking, the period of the Naughty Nineties is marked by conflicts – religion and science, capital and labor, conservatism and liberalism, convention and change, authority and revolt. The literature of the Naughty Nineties kept its doors open to the stormy spirit of the Marxism. Under the influence of the Marxism, literature was viewed as the objective reflection of man in a definite socio-historical setting; for it was believed that literature is produced and received by individual, socially conditioned men. Literature, created during a particular period or epoch, is the verbal expression of the reflections of the objective world on writer's mind irrespective of language, genre, and mode of expression. Thus, the history of literature is closely related to the history of society.

Man in relation to his social situation has always figured largely in all literatures since man is the primary unit of the measurement of society has social situation is judged from the degree of his welfare. Though Oscar Wilde is dubbed as an advocate of Art's for Art's sake, his

works have enough evidence of his interest in man and his social situation. Wilde remarks "it is literature that shows us the body in its swiftness and the soul in its unrest." Oscar Wilde, unlike the pseudo-socialists of his age, viewed the problems of his fellow creature as well as the sufferings of the mass of population, child labour, life of prisoners and the 'his socialist thought. His plays *'The Importance of Being Earnest', A Woman of No Importance',* his short stories, and essays clearly shows his interest in man in his social situation. He accuses the working- class people and asserts:

"Proper aim to try and reconstruct society on such a basis that poverty will be impossible."

Wilde's vision of a socialist utopia is one in which people, freed from restrains, have a lots of competition and developed themselves into an interdependent community or individuals. He distinguishes between the false individualism of capitalism and the true individualism of art and says,

"The institutions of private property have served to confuse a man *with what he possesses, instead to what he is."* Thus both elements of a capitalist society are crushed by wealth and starvation. Thus the abolition of private property is necessary to allow both the elements to live at their fullest. So, for Wilde, socialism is not an end in itself, but a means to the gradual removal of all authority. He is against the authoritarianism of the state as much as he is against the tyranny of the despot. He says that' all authority is quite degrading. It degrades those who exercise it, and degrades those over whom it is exercised' (CW 1182).

Wilde's works point to his firm belief in the concept of the class conflict. Wilde, like Marks and Engels held that the prevailing society was cleft into two classes – bourgeois and proletariat. The interests of the one class were hostile to the interests of the other. So long as this hostility continued, Wilde contends, there was no possibility of change in the structure of prevailing society. Wilde knew that the interests of one class make every member of the class conscious of the predicament of the whole class. Naturally, the consciousness of class, and the necessity of class allegiance occupy the minds of men, women and children. Wilde's essays are quite bold in asserting the right of the proletariat to oppose the ways and manners of the bourgeois. His plays are largely concerned with the pettifogging dealings and trifle pursuits. However, minor characters, which belong to the lowest stratum of society, submissively ridicule the foolhardy debates of their masters and mistresses. It goes without

saying that Wilde regards the class-conflict as the natural corollary to private property. Wilde does not hope to see a state of society in which class-conflict will cease. He again and again lays stress on individualism, and also realizes sympathy. Up to the present man has hardly cultivated sympathy at all. He has merely sympathy with pain, and sympathy with pain is not the highest form of sympathy...it is tainted with egotism ... anybody can sympathize with the sufferings of a friend, but it requires a very fine nature- it requires, in fact, that nature of a true individualist- to sympathize with a friend's success. (CW 1195)

Further Wilde argued that the business of the state is not to dictate the thoughts and actions of the people, only to provide necessary commodities and services, and, in this situation, machinery will undertake all the unfulfilling and undignified labour. The business of the people in the same manner is not to interfere in the matters of others, but the cultivation of their own individualism of thought and creativity. If the 'state is to make what is useful, the individual is to make what is beautiful' (CW 1183), and true art will be the guiding principle.

Beyond the mannered eccentricities Wilde exhibited in his deliberate cultivation of a public persona, beyond the famous utterances that seem to serve as captions to it, lies a largely coherent and complex aesthetic theory of 'art for art's sake,' derived from the aestheticism of Walter Pater, though not merely derivative of it. Morality and immorality, art and life, truth and lies – throughout his work, each of

these categories garner their very particular meaning by way of Wilde's paradoxical rhetoric and self-consciously performative style. He makes his arguments often matters just as much as *what*, at isolated moments, they assert. Separated from their intellectual or discursive context – on book bags or greeting cards – these statements amuse, convey a personality, and perhaps seem cleverly apt.

Wilde's insistence on the separation between art and life, and his claim for art's priority in that pairing, point significantly to questions of aesthetic representation and reception that span the history of critical discourse from the classical age to the present. Like Pater's, Wilde's concept of aesthetic autonomy belongs to and raises the stakes of this intellectual current. If art does not primarily 'copy' life or nature, then what does it do? Wilde's provocative response to this question at once *severs* and *reverses* this mimetic relationship, proposing instead that 'Life imitates Art' (Wilde, 1989, 985). Although it is the second effect – the reversal – in Wilde's proposal that has gained the status of truism, both of the proposing

instead that 'Life imitates Art' (Wilde, 1989, 985). Although it is the second effect – the reversal – in Wilde's proposal that has gained the status of truism, both of the gestures have significant implications within the history of critical theory.

Mistaking the proper relation between life and art, elevating life as an 'artistic method' instead of using it as 'rough material,' stems from a more comprehensive misreading of the mimetic formula. This 'third doctrine' is the familiar suggestion that 'Life imitates Art far more than Art imitates Life' (985).And he relate that to socialism, a call for the freedom of the artist to create without interference and a call for cry for individualism.

However, this is not the sterile "no such thing as society" individualism of Thatcher, which sees individualism reduced to an, 'I'm all right jack, grab as much as you can, and stuff your neighbour, brother, or sister'. Rather, this is the individualism that comes from being free from the fetters that bind people to the workplace in order to exist. In his attempt to explain his ideas of how and why socialism is necessary, wings from anarchist Wilde's ideas to Christian imagery similar to that used in his children's stories. He does point out, however, that whilst Christ did not wish to challenge Rome, socialism does wish to challenge the existing state.

All things considered it is small wonder that the ruling class hated Wilde, but there was little that they could do, such was Wilde's standing in society; they would have to wait for the right moment. Until then Wilde's fame grew and grew with the production of his most famous plays, **'Lady Windermere's Fan'** (1892), **'A Woman of No Importance'** (1893), **'An Ideal Husband'** (1895) and **'The Importance of Being**

Earnest' (1895). It is believed that Wilde continues to attack the ruling class, especially the aristocracy. It would be wrong, however, to suggest that they were open direct satires. Nevertheless in scene after scene they are portrayed as feckless, dim, frivolous individuals good for little else than indulging in the endless rounds of luncheons, teas and balls that made up the London season. In his essay **'The Social Rebel'** (1950) George Woodcock, considers that Wilde's plays contain a powerful element of social criticism. All these plays which were written between 1879 and 1894, were most popular at that time and they have the same impact in this era also. These are also considered as masterpiece of Wilde's writings. The plays of Wilde show the hypocrisy, malice, falseness, criticism and mannerism which were the main elements of

Victorian society. These elements were not only the part of that time but also prevailing in modern society.

In 1895 *An Ideal Husband* published at a time of Imperial expansion where the Victorian public was expected to adhere to the strict social morals of the time both publicly and privately. Wilde's play pits traditional Victorian moral sensibilities against his own love for aesthetic affectations, where freedom, beauty and pleasures were revered. The main characters in *An Ideal Husband* represent Wilde and his own feelings on the matter in stark contrast to the rigid mannerism of the society through other 'ideal' characters in the play.

On the other hand *The Importance of Being Earnest* was experimental in nature, satirizing the artifice of Victorian society and stabbing fun at the hypocrisy and self-righteousness of society while presenting itself on the surface as an intelligent, yet farcical comedy of manners.

Further in *Lady Windermere's Fan*, Wilde through the characters of the play reveals the underlying truth of the society as:

LORD DARLINGTON: Oh, nowadays so many conceited people go about society

pretending to be good, that I think it shows rather a swe-

-et and modest disposition to pretend to be bad...

At some other place in the same play Wilde puts the views about society as:

LADY WINDERMERE: Yes. Nowadays people seem to look on life as a speculati-

-on. It is not a speculation. It is a sacrament...

In nutshell, through his plays commonly known as comedy of manners, Wilde displays the hypocrisy of society which was prevailing at that time.

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Emerging Trends in Indian Trade Unions

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Abstract

The development during the recent past has posed serious challenge to trade unions across the world, including emerging economies like India. The present study provides an assessment of the future opportunity and prospects for Indian Unions. After looking at recent membership trends more closely, it examines how unions are shaping the relations between workers and their employer in today's work place, particularly with respect to employee representation and conflict. This study then give an overview of how unions have responded to more fragmented labour market and their efforts in reaching un- organized workers in a more diverse workforce. It was a longitudinal study that involves repeated observation of the same items over long period of time based on secondary data. The results of the trend analysis has predicted that in coming years the numbers of trade unions will increase and the numbers of strikes are expected to decline. It has also found that the financial positions of trade unions will improve.

Key Words: Trade Unions, Emerging trends, working of modern trade unions

Introduction

The history of trade union is as old as industrial society. Industrial society changed over the years in terms of technology, work organization and human resources, consequent upon, structure and strategy of unions undergone changes in the past three decades. However, the development during the recent past has posed serious challenge to trade unions across the world, including emerging economies like India. Not only has the density of trade unions declined sharply in recent years, but also the rationale of trade unions is faced with threats of survival in the new economic environment. The several factors, including globalization, technological changes, emergence of global market, public and political perceptions about unions may have contributed to the emergence of new trends.

The history of trade unionism in India is interspersed with economic and political events which moulded its growth pattern and contributed to its present strength and weakness, while the trade union movement has now emerged as a formidable political as well as economic force in the industrial sector, its looseness of structure could well be informed from the regular decline of average union membership. India's economic reforms introduced since the early 1990s have posed serious challenges before the old unions. The New Economic Policy of 1991 was aimed at bringing the Indian economy into the mainstream of the global economy and there by bringing a culture of competition. The concepts of competition and individualism were alien issues as the national trade unions have been functioning in an environment of government monopoly and political party patronage. This is indicative from the facts that over 70% of the membership of trade unions, which is in any case confined to the organized sector representing less than 10% of the workforce, is drawn from government controlled corporations. The emerging scenario has thus further marginalized the already weak and fragmented Indian trade union movement. The new role of the government, dis-investment in PSUs, voluntary retirement schemes, and above all the new form of politicking have jointly increased ineffectiveness of traditional trade unions which in turn are resulted in their declining membership.

Erickson and Kuruvilla (1998) ascertained the deriving factors for these changes such as, increasingly competitive environments caused by the integration of the world markets, as well as the direction of change, decentralization of bargaining, and a movement towards increased flexibility in wages, labor deployment, at the workplace level. Jose (2000) suggested new forms of industrial organization including enormous growth of informal work relations, spatial organizations, changes in the skill levels of working 'classes' etc., have an initiated qualitative changes in our industrial life today. Brenan (1996) and Kalpagam (2001) found that today the process of casualization have also intensified another labour process called the 'feminisation' of workplace in several industries. As a result the work participation rate of women workers have increased from 13.9

percent to 16.6 percent from 1999 to 2005 (NSSO). Pais, (2002); Jhabvala and Sinha, (2002) asserted that disinvestments or privatisation of the public sector industries and mass scale casualisation of the labour force have further aggravated the 'trade unions' agony. According to Roy Chowdhury (2005) the multinational firms have used contract workers to break up strikes undertaken by their permanently employed workforce. New Trade Union

Initiative NTUI, (2006) believed that the unionization efforts in the contract workers remain weak due to the weak unionisation efforts in this sector and fragmentation of unions and the lack of internal democracy are some of the key weaknesses of the unionisations movement in India. In this context Mohanty Mritinujoy (2009) has argued that unionism in India has entered a new phase, which focuses on the formation of broad social collations, to leverage pro-worker and pro-poor public policy. The rapid informalisation of the labour market has elicited new organizational players such as the National Centre for Labour (NCL) and the new Trade Union Initiative (NTUI) and different strategies have been adopted for protecting workers' rights. The coming decade promises to be equally challenging for the trade union movement. How they respond to the challenges and opportunities over the next few years will be crucial in determining their level of influence at work and beyond in the future.

The present study provides an assessment of the future opportunities and prospects for Indian Unions. After looking at recent membership trends more closely, it examines how unions are shaping the relations between workers and their employer in today's work place, particularly with respect to employee representation and conflict. This study then give an overview of how unions have responded to more fragmented labour market and their efforts in reaching un- organized workers in a more diverse workforce. The present study will also examine the forecasting of the emerging trends of trade union coming year in India.

Research Methodology

The present investigation is a longitudinal study that involves repeated observation of the same items over long period of time. It is a study based on secondary data which was collected through: government survey (pocket book and labour statistics book), academic survey, government publications, journals, government census and industry statistics reports for years 1991 to 2012. The dimensions taken into consideration for the study were: (a) number of registered trade unions and trade unions submitting their returns, (b) membership of trade unions submitting returns, (c) Income and expenditure detail of the trade unions (d) the strikes and lockouts (e) number of workers involved in the industrial disputes, (f) man days lost due to industrial disputes, (g) Value of production loss. As far as the statistical tools are concerned the calculations had been made with

the help of trend analysis which involved linear and non-linear regression. Compounded annual growth rate (CAGR) was calculated to know the growth rate of an investment over a specified period of time.

Analysis

The Compounded Annual Growth Rate (CAGR) is calculated by taking the nth root of the total percentage growth, where n is the number of years in the period considered. That is

$$CAGR = \left\{ \frac{\text{Ending Value}}{\text{Beginning Value}} \right\}^{\left(\frac{1}{\text{\# of Years}} \right)} - 1$$

Upcoming trends were calculated with the following formula:

A=P ((1+r/100)^n)

A= predicted value

P= Previous year value

r= Growth rate

n= Number of years

Results and Discussion

It is obvious that the growth of trade union membership was influenced by the economic conditions and reinforced by political developments. However, rapid increase in the membership of registered trade unions has led to a decline in the average union membership. This has in fact contributed to the present loose amorphous state of unions' structure in India. (see table 1)

Table-1

Year (1991-2012) wise distribution of registered trade unions, unions submitting their return and, Income and expenditure

Years	No. of Registered trade unions (Thousands)	No. of unions submitting their returns (Thousands)	Membership (unions submitting returns) (Lakhs)	Income (Cr.)	Expenditure (Cr.)
1991	53535	8418	61	316220	241382
1992	55680	9165	57.46	328094	258094
1993	55784	6806	31.34	137115	131965

1994	56872	6277	40.95	204206	190101
1995	57952	8162	65.38	321986	334569
1996	58988	7309	56.01	294343	198558
1997	60660	10016	74.09	259227	235291
1998	62223	7291	73.19	272252	243752
1999	64817	8061	74.07	585826	509187
2000	66056	7224	54.21	748809	596153
2001	66624	6531	58.74	558072	491315
2002	68544	7812	69.74	666063	568388
2003	74649	7258	62.77	754889	645781
2004	74403	5242	33.96	798345	698279
2005	78465	8317	87.23	839822	725215
2006	77225	8471	89.62	885376	748712
2007	75890	8590	89.76	893454	774215
2008	77505	8725	77.48	865702	714590
2009	80125	8619	74.85	847890	712045
2010P	81450	8695	82.41	868955	726442
2011P	82177	8769	83.95	967654	865764
20012P	83165	8743	85.62	1086623	924594

Source: the data from 1984 to 2002 quoted from Institute of Applied Manpower Research: Manpower Profile India Year Book (New Delhi, IAMR, p.320, http://labourbureau.nic.in/repors.htm,reports; Archive, Pocket Book of Labour Statistics 2009, Trade unions in India year 2006. The data, 1961-97, from R. Datt: Lockouts in India (New Delhi, Manohar, 2003), p.12. The data,1998-2009, from Labour Bureau, MoLE, http://labourbureau.nic.in/idtab.htm.

It is evident from the table -1 that there is a rapid growth in the number of registered trade unions for the last twenty years. It further shows an increase in the number of trade unions submitting an annual return during 1991-2012 but it was not that considerable. During the same period the average membership per union hovered between 600-1000 persons. It may be because of the fact that the faith in politicisation has declined among work force, instead of getting affiliated to trade unions supported by political parties, the employees have organised independent industry-wise unions. Secondly, India has been a pioneer in organising women in the informal sectors like cooperatives, self-help groups, Working Women's Forum and Self Employed Women's Association etc. Thirdly, earlier the IT and BPO sector was free from trade unions, but afterwards the experts have realised that to ensure the well-being and job security of the employees, there is a need for trade unions in this sector too.

Table-1 also shows that the number of trade unions submitting their returns is very less, that is, only (11.85%) of registered trade unions. It means that all the registered trade unions are not submitting their return. Our findings were also found consistent with the findings of Sunder (1999).

The analysis of the data further reveals a decline in the membership of trade unions after the year, 1991 to 1994 continuously. Even after 1995 it has not shown any kind of stability. Moreover, 2004 has shown a very strong dip and the reason can be increasing in-formalization of India's labour market, (NCEUS 2007). Another reason may be that the public looked at the unions in terms of 'sectional interest group'. The next few years increasing trend in the membership of trade unions was observed.

In other words the Indian trade union movement has a responsibility to ensure the application of trade union rights on all workers, irrespective of whether they are in organized or unorganized sector. Therefore, unions must be forward looking; there is no alternative to systematic and professional management of affairs of the unions. The unionism is a serious business and services proposed to be rendered are of continuous and crucial importance. The workers willing to become a member and to pay for the services would depend on the quality of services rendered by the union. According to Roychowdhury (2003) one indicator of the "decline" is the "diminishing of union leverage over states and employers, even in the public sector where they have had to agree to workforce and employment rationalization. There is no doubt that capital has had the upper hand in the post-reform period and that all unions, national and regional, have faced an uphill terrain in terms of organizing workers and defending their rights. In view of above literature the "powerlessness" of unions is clearly overcooked. Further, the proportion of contract workers increased from 19.7 percent in1999-2000 to 24.6 percent in 2003-04, and it was a very tough job for the contractual employees to be organized in the form of a trade union. Not only that, the labour department has been granting permission for closure more liberally in these years. Therefore it seems that these are the major reasons for declining trends of trade unions in India.

If we look at the data from 2005 to 2007, an increasing membership trend was observed. It may be because Indian trade unions are becoming more and more constructive and cooperative, as a result, both employers and employees understand the problems of each other and new power equation emerging between both the parties. For example according to Gillan and Biyanwila (2007), the mot of the national trade unions are now actively engaged in prioritizing working women , casual/contract and 'unorganized' sector workers in union discourses, public campaigns, and new organizing initiatives. This is not to say that these are always effective. But it is to be recognized that this is a new phase of unionism which is indicating a constructive trend for the mutual benefit of employers as well as for employees are emerging.

The trade unions suffer from financial weakness, for the average yearly income of a union has been rather low and inadequate. Table-1 also reveals that income and expenditure rose from Rs. 839822 crore and Rs 725215 crore in 2005 to Rs 1086623 crore and 924594 crore respectively in 2012(P). Looking to their growth, their income is exceptionally low which is further eroded by their increased expenses. It seems that the average income of the trade union has been low not because of the poverty of the workers but because of the certain other factors such as: (i) the workers are apathetic towards trade unions and do not want to contribute a part of their hard earned money. The national commission on labour observes,

"union organizers generally do not claim anything higher nor do workers feel like contributing more because the services rendered by the unions do not deserve a higher fee". (ii) Members instead of making a regular payment to the unions make adhoc payments if a dispute arises, which shows "a lack of commitment to the unions". (iii) Under conditions of multiplicity of unions, a union interested in increasing its membership figures usually keeps the subscription rate unduly low and does not collect even that subscription regularly. The Trade Union Act (amendment, 2001) does not have any ceiling on union membership dues; but it specifies a minimum of one rupee per year for rural workers, three rupees per year for other informal workers and twelve rupees per year for all other workers. As per study it was found that these are however, lower amounts than what unions are collecting, and the amount varies by industry too.

Table-2

Year (1991-2012) wise distribution of strikes, lockouts, worker's involved, man-days lost and value of production loss.

Year	No. of Strikes (Thousand)	No. of Lockouts (Hundred)	Total no. of workers involved (Lakhs)	Total no. of Man-days lost (Cr.)	Value of production loss (Cr.)
1991	1278	832	13.4	26.43	55.8
1992	1011	703	12.5	31.26	59.7
1993	914	479	9.5	20.30	98.6
1994	808	393	8.5	20.98	83.1
1995	732	334	9.9	12.69	87.6
1996	763	403	9.4	20.28	91.9
1997	681	453	9.8	16.97	66.5
1998	665	432	12.89	220.6	59.6
1999	540	387	13.11	267.87	53.5
2000	426	345	14.18	287.63	66.7
2001	372	302	6.87	237.67	87.6
2002	295	224	10.79	265.86	92.3
2003	255	297	18.15	302.56	77.4
2004	236	241	20.7	238.66	56.6
2005	227	229	29.23	296.65	43.02
2006	243	187	18.10	203.34	45.55
2007	210	179	7.25	271.67	77.76
2008	202	199	15.79	174.32	83.5

2009	215	222	16.02	135.76	67.9
2010P	195	212	13.19	167.7	74.5
2011P	166	154	6.43	100.99	75.06
20012P	173	21	7.02	202.93	77.62

Source: Archive, Pocket Book of Labour Statistics 2009, Trade unions in India year 2006. The data, 1961-97, from R.   Datt: Lockouts in India (New Delhi, Manohar,2003), p.12. The data, 1998-2009, from Labour Bureau, MoLE, http://labourbureau.nic.in/idtab.htm.

It is clear from the Table-2 that the number of the strikes was more than the number of lockout during the last twenty years, but it seems that the number of mandays lost was higher due to the lockouts. It reflects increased employer hostility against workers' collective actions. It could have been because of pre-reform initiatives taken by many Indian companies to build the mutual trust. This forced the government to nationalize key industries and led to the reform period in order to improve industrial relations. Though number of strikes rate has come down since 1991 to 2012 i.e. (1278 to 173) but value of production loss has increased with variation during the reported year. It may be due to the fact that the average strikes period has gone up for a longer period, as a result, the relations between both the parties became more confrontational. The declining labour militancy can be attributed to several factors such as: (a) change in attitude of the both the parties, (b) changes in the structures and objectives of trade unions (c) the workers have become more cooperative and literate, (d) it may be due to the changing management policies such as 'hire and fire'.

Table-2 further depicts the number of workers involved in industrial disputes. As per the data over the period 1991-2000 the average workers involvement in the industrial disputes merely touched 14 lakhs. Whereas in the first decade of 21st century the average number of workers were involved in the disputes has gone up to 16 lakhs. 2005 was exceptional year when manifold worker's involvement in the strikes. It may be because of the strong opposition of trade unions for economic policies of the government and they were consistently demanding to review its major policy initiatives.

The number of industrial disputes, workers involved and the man days lost, had declined after 2005. This shows the declining impact of unionism in India. The trade unions today generally abstain from giving a call for strike and prefer to resolve the major disputes through negotiations. Apart from the reforms and competition, the factors which have reduced the unionism, are technological progress and the changing composition of the workforce with increased supply of new labour market entrants, particularly women and the practice of flexible labour market policies. On the other hand this can be because of the emergence of white collar trade unions in recent years. Members of white collar unions are more educated, knowledgeable, and financially strong, suffer from less multiplicity, politicization and outside leadership. Thus they have better bargaining power and greater possibility of arriving at collective and bipartite agreements. They generally understand and favour the ideologies of management. Saha and Pan (1994) found that in more unionised industries, man days lost from disputes are likely to be less compared to less unionised industries.

The disputes disrupt the economy of the country. In this context Piegu has rightly said that "when labour equipment in the whole or any part of the industry are rendered idle by a strike or a lockout, national dividend must suffer in a way that injures economic welfare". This results in a loss of output which ultimately reduces the national income. In 1991, the value of the production loss was 55.8 crore which has inflated to 66.7 crore in 2000. In 2001 and 2002 the value of the production lost increased considerably which was 8.7 and 92.3 crore respectively

2. ANALYSIS OF FORCASTED TREND: A series of observations over a specific period of time determined whether their values are changed overtime. It would also like to describe the amount or rate of that change.

Table-3

Forecasted trends for year 2013 to 2020.

Year	No. of registered trade unions	No. of Unions Submitting Returns	No. of worker involved	Man days Lost	Wages Lost	Value of production lost	Strikes	Lockouts	Income	Expenditure	Revenue
2013	86742	8737	8621393	1566385	30	78	147	173	1011227	856965	156992
2014	88581	8751	8752053	1531159	33	79	134	161	1063650	905497	162131
2015	90460	8766	8884693	1496725	36	80	122	151	1118792	956779	167439
2016	92378	8780	9019344	1463066	40	81	111	141	1176792	1010964	172920
2017	94336	8794	9156035	1430163	44	82	101	131	1237799	1068218	178581
2018	96337	8808	9294798	1398001	48	84	92	123	1301968	1128715	184427
2019	98380	8823	9435664	1366562	53	85	84	115	1369465	1192638	190464
2020	100466	8837	9578664	1335829	58	86	76	107	1440460	1260181	196699
CAGR	+2.1 %	+0.2%	+1.5%	-2.2 %	+9.9%	+1.4%	-8.9%	-6.6%	+5.2%	+5.7%	+3.3%

3.1 (a, b) Relation between strikes and lockouts with number of registered trade unions

Figure: 3.1(a)

Figure: 3.1(b)

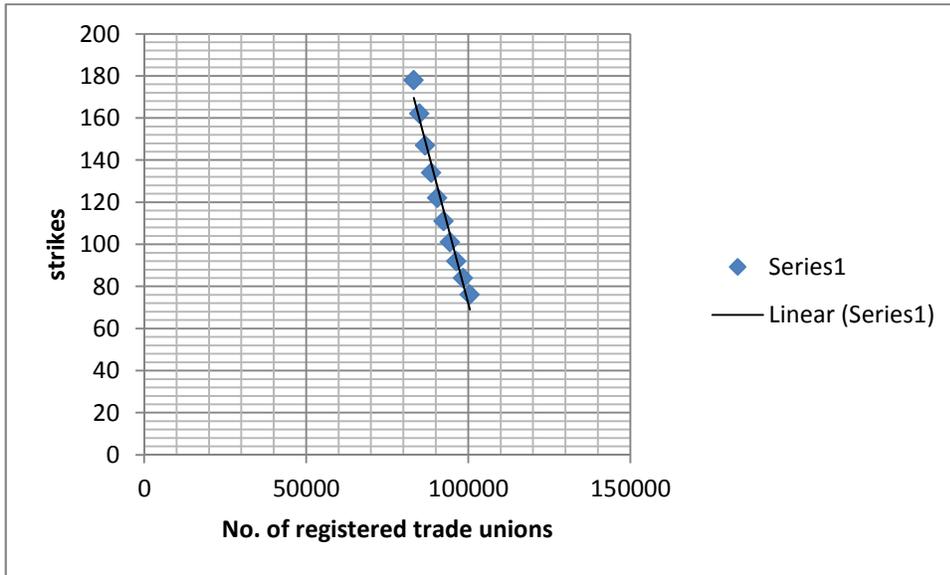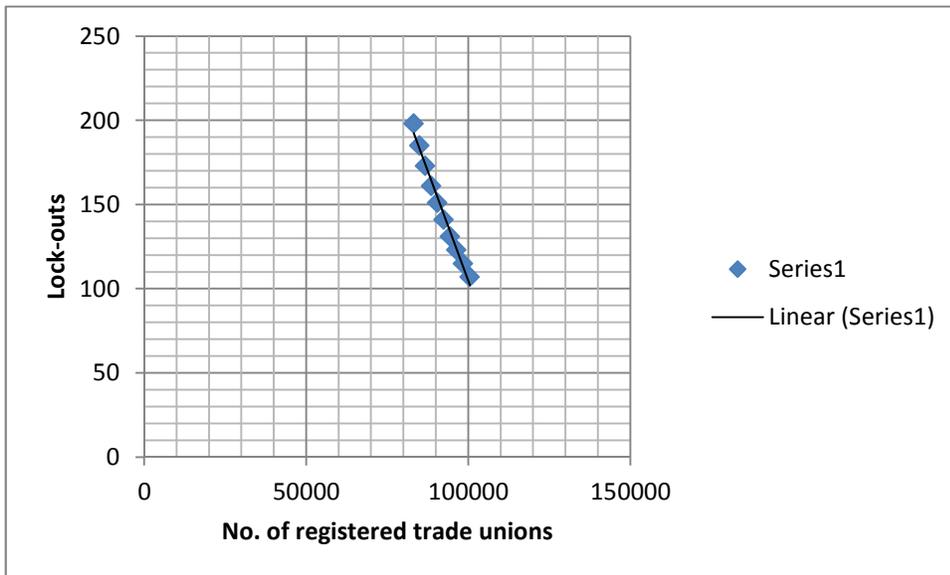The linear trend line has been used to find out the relations between the strikes and number of registered trade unions. The trend analysis clearly

indicated that in the next decade that is 2013-2020 will be with the rise in the number of registered trade unions but the numbers of strikes are

expected to decline with a (CAGR) of minus 8.9%.

3.2 Revenue and membership of unions submitting returns
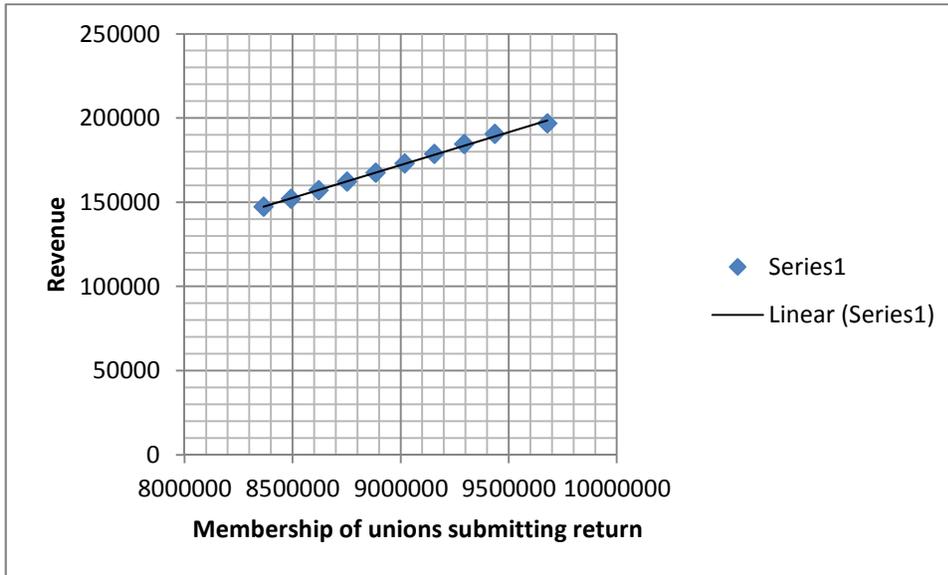
Figure: 3.2

The results of the study predicted that the membership of unions, those were submitting their return would continue to increase following its past trends and with such an increase, the revenue stream will too have shown the increasing trend over the coming years with a CAGR of plus 3.3%.

The revenue generation constitutes the varied distribution of income and expenditure of registered central as well as state trade unions.
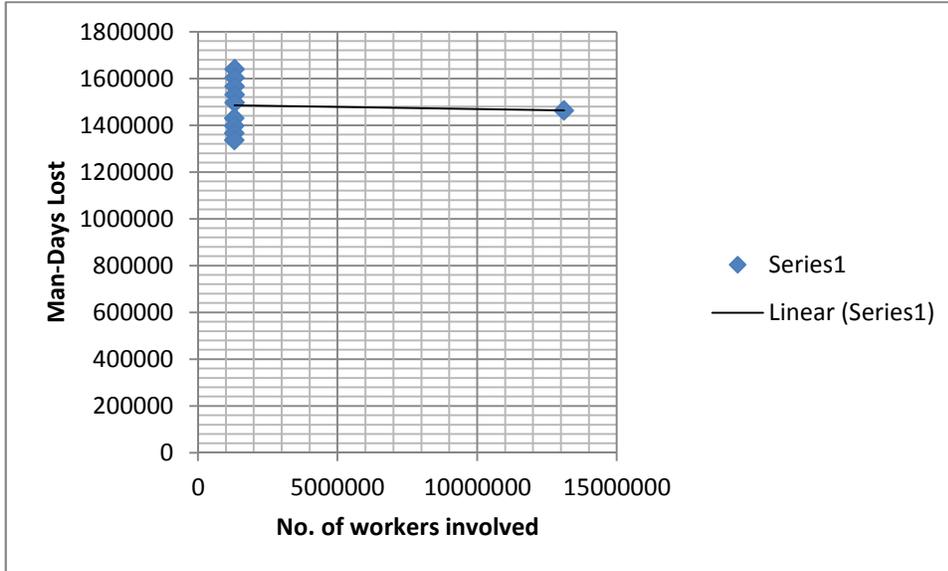
Figure: 3.3

3.3 Man days lost and number of workers involved in industrial disputes

The figure 3.3 above shows a declining trend in strikes, lockouts and mandays lost with a CAGR of minus 2.2 %. It means that the number of workers involved in strikes and lockouts had shown a positive relation with the man days lost. Thus, if the number of workers involved in strikes and lockouts increase in near future then consequently, it will show a rise in the man days loss as well.

On the basis of above analysis and discussion the following are the emerging challenges before trade unions in coming decade, (1) declining of the workforce in public as well as private sector, due to non filling in the vacancies by the government and introduction of voluntary retirement schemes. (2) Shrinkage of jobs in organized sector leading to casualization and contractualization of work force. (3) Increasing rationalization, retrenchment, closure and displacement of workers. (4) large scale recession in industry. (5) Increasing proportions of highly educated and highly skilled workers who have little or no affinity to trade union movement.

It is to be concluded that lock-outs and number of registered trade unions in India is enjoying unprecedented industrial peace due to vibrant economy; and employers do not take cheap labour for granted. In the words of Anjan Roy, (economic advisor to the federation, Indian Chambers of Commerce an Industry), "labour is getting good pay". Dissatisfaction among will be much less. Besides, Indian labour has become matured. On the other hand, the employers talk about retaining the labour and not to get rid of it. Thus, it is predicted that the number of strikes will decline in coming decade. Also there will be a decrease in the number of man-days lost. Changing trends in Indian trade unionism are evident from the emergence of independent plant-level unions which compete successfully with the recognized unions to represent the workers at a particular plant. In process the trade unions will become more acceptable to workers as well as to employers, who find their demands and patterns of negotiation more reasonable and better attuned to the existing situation in the organization/ enterprise (http://library.fes.de/pdf-files/iez/01963.pdf). In short the trade unions in India will be a symbol of mutual trust in coming days.

As industrial progress is not possible without collaboration of labour and harmonious relationships, the study can be utilized to understand and to polish the outlook of organizations in particular and society as a whole towards labour and vice-versa. If we focus on organized and unorganized labour with the knowledge generated with the study, it will help to identify the approaches and strategies to enhance the profile of labour as a major contributor in the industry in order to attain societal goals.

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An Assessment on the Implementation of Physical Education in Some Selected First Cycle Primary

School of Dessie Town

AREGA ABATE HAILU*

Background

Physical education is a discipline or subject designed to help students develop the skills, knowledge, and attitude necessary for participating in active, healthy living. (Wuest and Lombardo,1994).

Physical education in the primary school is essential to the development of physical, social, emotional and mental growth of each student (Rink, 1998). As Welch (1996), physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives.

Proficiency in movement skills develops through a variety of activities in which the emphasis is an efficient performance. So that, physical activity will provide opportunities for life expression, social interaction, enjoyment, challenge and fun. As a result of these intrinsic benefits of participation, students will being to actively pursue lifelong physical activities that meet their own needs (Welch,1996). This indicates that the physical education program will foster a life time commitment to physical activity as part of a healthy life style to students.

As Wuest and Bucher (1999), Annarino (1980), physical education provides opportunities for children to move with ease and confidence as they enjoy actions such as running, turning, twisting, chasing, throwing, catching, striking, floating and balancing. They are encouraged to respond to challenges to the mind and body, to participate, to compete and to co-operate with others. This should be effective when students enjoy physical activities at their earliest years. Therefore, the physical education program provides a wide variety of movement activities builds on these early experiences of the students who look forward to it with a sense of anticipation and excitement (Siedentop, 1991).

An effective physical education program is developmentally appropriate for all students. Wuest and Lombardo (1994) stated the requirements of an effective physical education program as:

- At least 150 minutes of class instruction per week.

- A wide range of activities with a high level of participation by all students each day.

- An emphasis on learning, enjoyment, success, safety, fair play, self fulfillment and personal health.

- Appropriate activities for the age and state of development of each student and gender equitable.

- Physical activities which enhance the cardio vascular system, muscular strength, endurance and flexibility.

- Qualified, enthusiastic teacher and creative and safe use of facilities and equipment.

This indicates that, to achieve a better result through physical education instruction, schools should have physical education programs that meet the above requirements. That is why this study mainly focuses on the assessment of the implementation of physical education in some selected first cycle primary schools of Dessie town.

Statement of the problem

According to YMCA (2004), movement and play are important in students, critical to all aspects of their growth and development. Therefore, physical education program provides opportunities for all students to learn different kinds of physical activity regularly.

Although, the standards of physical education program sequenced to progress in complexity from grade level to grade level, it intended to provide students with the necessary knowledge, process and skills to become physically educated, physically fit and responsible in their physical activity choices and behaviors for a life time (Wuest and Lombordo, 1994).

Students who are physically educated will be physically active throughout their lives. As a result, students:

- Perform as well or better academically and develop positive attitudes about school.

- Develop lifelong and positive personal health habits, improved self esteem and self concept, and lower levels of anxiety and stress.

- Develop aerobic endurance, muscular strength and exhibit fewer risk factors for cardiovascular disease (Welch, 1996).

One of the objectives of the Education and Training Policy (ETP) of 1994 was "To develop the physical and mental potential and the problem solving capacity of individuals". In relation to this MOE (2002) explicitly stated that "Aesthetics Education is one of the fifth core subjects designed to inculcate the development of parts of the human body and developing humanistic relationships among students.

At the moment Physical Education for primary first cycle school (Grade 1-4) was given in an integrated manner with Art and Music as Aesthetics and Physical Education.

Research works have been conducted related to physical education. Among these, Abera (2004) as cited in Gebre (2005) "on the implementation of physical education curriculum" indicates the presence of mismatch between the designed program of the syllabus and the actual practice in the secondary schools.

ICDR (2004) as cited in Gebre (2005) on "the evaluation of the first cycle secondary education curriculum technical report" identified the shortage of curriculum materials, lack of qualified teachers, lack of competence to teach and inadequate refreshment training for teachers as the factors that affect the implementation of first cycle secondary education curriculum.

As Gebre (2005), on the effectiveness of physical education teachers, poor teaching methods, poor assessment techniques, lack of training field, insufficient period allotment and inappropriate school program are the factors that impede the effectiveness of physical education teachers in the second cycle secondary school. This shows that there are problems in implementing physical education according to the objectives and standards effectively.

As far as to the knowledge of the researcher, no research work was conducted on the implementation of physical education in the primary first cycle schools.

To address the above issue schools should implement physical education instruction that have at least a minimum standard. Therefore, the implementation of physical education in the schools needs to be assessed. Hence, this study aimed at assessing the implementation of physical education in the selected primary first cycle schools.

Objectives of the study

General objectives

The general objective of this study is to assess the status of the implementation of physical education in some selected first cycle government primary schools of Dessie town.

Specific objectives

The specific objectives of the study are:

1. To check whether the implementation of physical education program is at the right standard or not.

2. To assess the availability of facilities and equipments for the implementation of physical education.

3. To identify the factors that hinders the implementation of effective physical education in the selected schools.

Basic questions of the study

1. Is the implementation of physical education at the appropriate standard?

2. Are facilities and equipments for physical education class sufficiently available?

3. What are the factors that hinder the implementation of effective physical education program?

Operational definition of terms

- First cycle primary schools refer to schools from grade 1-4.

- Second cycle primary schools refers to schools from grade 5-8.

- First cycle secondary schools refer to schools from grade 9-10.

- Second cycle secondary schools refer to schools from grade 11-12.

Methods and procedures of the study

For this study a descriptive survey research methodology was chosen.

Subjects

The target populations of this research are 59 Aesthetics and physical education teachers and 10 school principals. Teachers and principals are of

16 schools of Dessie town. Among the 37 primary schools found in the town, 16 were selected by stratified random sampling technique.

Sample Size and Sampling procedures

Currently there are 37 private and government schools in Dessie town. From this, the researcher selected 16 (11 government and 5 private) schools

by stratified random sampling technique.

59 (100%) APE teachers and 10(62.5%) principals were taken as a sample because their number is manageable. The schools from each strata,

principals and class for observation were selected using simple random sampling technique through lottery method.

Instruments for data collection in sample schools

In this study questionnaire, interview, observation and document analysis were employed for collecting the data pertinent to this research.

Questionnaire

The major tool for data collection for this study was questionnaire. Questionnaire were prepared and delivered to teachers of APE to assesses the implementation of physical education in the primary first cycle schools.

The questionnaire for teachers has 3 parts. The first one is general directions. The second part contains 6 closed ended items that are aimed at getting personal information about teachers. The third part containing 27 closed ended questions prepared with rating scales to get information on the implementation of physical education in the PFCS and 3 open ended questions was aimed at getting additional information about the problem.

Interview

In this study semi structured interview were held with 10 school principals. The interview took place in a face-to-face situation with the respondents.

Document analysis

Documents have always been used as a source of information in educational research. In this research also physical education syllabus, teachers profile, plans (annual and lesson) and programs (time table) were analyzed.

Observation

Class observation was carried out to have personal access to the existing situation. Observations were conducted in 10 sampled APE teacher classes. Observations were recorded in sequential, descriptive and narrative notes in summary for each class.

Method of data analysis

In this study the data obtained through closed ended questions were analyzed quantitatively and qualitative data analysis for interview, document analysis, observation and open ended questions were employed.

After accomplishment of field based data collection activities, the raw data obtained through the questionnaire was first tallied and coded on a code sheet. Then it is analyzed and interpreted using percentage.

From the data obtained through open ended items, similar ideas are grouped and discussed qualitatively. Those data obtained through interview, observation and document analysis were described together with those data collected through questionnaire and by doing so they strengthened the reliability of the data. Moreover, the back ground information was all interpreted using the percentage.

Conclusion

Based on the major findings the following conclusions were made.

➢ Teachers of APE believe that the implementation of physical education in the PFCS was not at the appropriate standard. this is due to the inadequate time allotment per week; the inappropriate contents; the absence of sufficient qualified teachers; the absence of intramural sport; the use of physical education period for theory than practice; the use of inappropriate instruction and assessment technique for practical physical education.

➢ Some of the facilities and equipments of physical education for PFCS was not sufficiently available. Others are totally absent.

➢ Although a number of factors affect the implementation of physical education in the PFCS, the integration of physical education with art and music; the inadequate time allotment per week; the low attitude of teachers; the inadequate facilities and equipments; the in appropriate contents in the curriculum materials and the low interest of school officials and community for APE were found as a major factor that affect the implementation of physical education in the PFCS.

Recommendations

Depending on the findings obtained and the conclusions drawn from the study, the following suggestions are forwarded:

➢ Teaching and learning without appropriate and relevant equipment and facilities especially for practical subjects cannot be effective even in the hands of highly trained teachers. In order to support the teaching learning process of physical education in the PFCS the necessary facilities and equipments should be available.

➢ In order to make the implementation of physical education appropriate and practical at PFCS; art, music and physical education should be given to students separately.

➢ Most of the teachers of APE in the PFCS are certificate. They teach for a longer period of time without any additional training. Therefore, to fill this gap it is advisable to offer them training, workshops and seminars where by the experienced expertise in this area and so as to upgrade the skill of APE teacher.

➢ To get the physical, cognitive and affective benefits from the physical education in the PFCS the curriculum materials specially the selected contents should be revised.

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Judicial Activism: A study of recent trends in Indian Judicial System

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Introduction

Judicial activism is gaining prominence in the present days. In the form of Public Interest Litigation (PIL), citizens are getting access to justice. Judiciary has become the centre of controversy, in the recent past, on account of the sudden (Me in the level of judicial intervention. The area of judicial intervention has been steadily expanding through the device of public interest litigation. The judiciary has shed its pro-status-quo approach and taken upon itself the duty to enforce the basic rights of the poor and vulnerable sections of society, by progressive interpretation and positive action.[1]

The Supreme Court has developed new methods of dispensing justice to the masses through the public interest litigation. Former Chief Justice PN. Bhagwati, under whose leadership public interest litigation attained a new dimension comments that "the Supreme Court has developed several new commitments. It has carried forward participative justice. It has laid just standards of procedure. It has made justice more accessible to citizens". The term 'judicial activism' is intended to refer to, and cover, the action of the court in excess of, and beyond the power of judicial review. From one angle it is said to be an act in excess of, or without, jurisdiction.[2] The Constitution does not confer any authority or jurisdiction for 'activism' as such on the Court. Judicial activism refers to the interference of the judiciary in the legislative and executive fields. It mainly occurs due to the non-activity of the other organs of the government.[3]

Concept of Judicial Activism

Judicial activism is a way through which relief is provided to the disadvantaged and aggrieved citizens. Judicial activism is providing a base for policy making in competition with the legislature and executive. Judicial activism is the rendering of decisions, which are in tune with the temper and tempo of the times. In short, judicial activism means that instead of judicial restraint, the Supreme Court and other lower courts become activists and compel the authority to act and sometimes also direct the government regarding policies and also matters of administration. Judicial activism has arisen mainly due to the failure of the executive and legislatures to act. Secondly, it has arisen also due to the fact that there is a doubt that the legislature and executive have failed to deliver the goods. Thirdly, it occurs because the entire system has been plagued by ineffectiveness and inactiveness.[4]

Why Judicial Activism

The violation of basic human rights has also led to judicial activism. Finally, due to the misuse and abuse of some of the provisions of the Constitution, judicial activism has gained significance. Besides the above mentioned factors; there are some other situations that lead to judicial activism. These are:

(i) When the legislature fails to discharge its responsibilities.

(ii) In case of a hung parliament where the government is very weak and instable.

(iii) When the governments fail to protect the basic rights of the citizens or provide an honest, efficient and just system of law and administration,

(iv) When the party in power misuses the courts of law for ulterior motives as was done during the Emergency period, and

(v) Finally, the court may on its own try to expand its jurisdiction and confer on themselves more functions and powers.[5]

Areas of Judicial Activism

During the past decade, many instances of judicial activism have gained prominence. The areas in which judiciary has become active are health, child labour, political corruption, environment, education, etc. Through various cases relating to Bandhua Mukti Morcha, Bihar Under trials, Punjab Police, Bombay Pavement Dwellers, Bihar Care Home cases, the judiciary has shown its firm commitment to participatory justice, just standards of procedures, immediate access to justice, and preventing arbitrary state action.[6]

Public Interest Litigation: An Innovative Step towards Judicial Activism

Public interest litigation means a suit filed in a court of law for the protection of public interest such as pollution, terrorism, road safety etc. Judicial activism in India acquired importance due to public interest litigation. It is not defined in any statute or act.

It has been interpreted by judges to consider the intent of public at large. The court has to be satisfied that the person who has resorted to PIL has sufficient interest in the matter.

In India, PIL initially was resorted to towards improving the lot of the disadvantaged sections of the society who due to poverty and ignorance were not in a position to seek justice from the courts. After the Constitution (Twenty Fifth Amendment Act, 1971), primacy was given to Directive Principles of State Policy by making them enforceable. The courts to improve administration by taking up PIL cases, for ensuring compliance constitutional provisions has also increased.PIL is filed for a variety of cases such as maintenance of ecological balance, making municipal authorities comply with statutory obligations of provision of civic amenities, violation of fundamental rights etc. It has provided an opportunity to citizens, social groups, consumer rights activists etc., easier access to law and introduced a public interest perspective. Justices P.N. Bhagwati and

V.R. Krishna Ayer have played a key role in promoting this avenue of approaching the apex court of the country, seeking legal remedies in areas where public interests are at stake.PIL has been considered a boon, as it is an inexpensive legal remedy due to nominal costs involved in filing the litigation. But there are some problems also in the PIL cases. There has been an increase in the number of frivolous cases being filed due to low court fees. Genuine cases got receded to the background and privately motivated interests started gaining predominance in PIL cases. In view of this, the Supreme Court has framed certain guidelines governing the PIL. Presently the court entertains only writ petitions filled by an aggrieved person or public spirited individual or a social action group for enforcement of the constitutional or the legal rights of a person in custody or of a class of persons who due to reasons of poverty, disability, socially or economically disadvantaged position are finding it difficult to approach the court for redress. PIL is an extraordinary remedy available at a cheaper cost. As Justice Bhagwati observed in the case of Asiad workers case, 'now for the first time the portals of the court are being thrown open to the poor and the downtrodden. The courts must shed their character as upholders of the established order and the status quo. The time has come now when the courts must become the courts for the poor and the struggling masses of this country'.[7]

Implementation of Public Interest Litigation in India

One of the earliest cases of public interest litigation was reported as Hussainara Khatoon (I) v.

State of Bihar.[8]This case was concerned with a series of articles published ina prominent newspaper - the Indian Express which exposed the plight of undertrial prisoners in the state of Bihar. A writ petition was filed by an advocate drawing the Court's attention to the deplorable plight of these prisoners. Many of them had been in jail for longer periods than the maximum permissible sentences for the offences they had been charged with. The Supreme Court accepted the locus standi of the advocate to maintain the writ petition. Thereafter, a series of cases followed in which the Court gave directions through which the 'right to 17 speedy trial' was deemed to be an integral and an essential part of the protection of life and personal liberty. Soon thereafter, two noted professorsof law filed writ petitions in the Supreme Court highlighting various abuses of the law, which, they asserted, were a violation of Article 21 of the Constitution.[9]These included inhuman conditions prevailing in protective homes, long pendency of trials in court, trafficking of women, importation of children for homosexual purposes, and the non-payment of wages to bonded labourers among others. The Supreme Court accepted their locus standi to represent the suffering masses and passed guidelines and orders that greatly ameliorated the conditions of these people. In another matter, a journalist, Ms. Sheela Barse, took up the plight of women prisoners who were confined in the police jails in the city of Bombay. She asserted that they were victims of custodial violence. The Court took cognizance of the matter and directions were issued to the Director of College of Social Work, Bombay. He was ordered to visit the Bombay Central Jail and conduct interviews of various women prisoners in order to ascertain whether they had been subjected to torture or ill-treatment. He was asked to submit a report to the Court in this regard. Based on his findings, the Court issued directions such as the detention of female prisoners only in designated female lock-ups

guarded by female constables and that accused females could be interrogated only in the presence of a female police official. 18Public interest litigation acquired a new dimension – namely that of 'epistolary jurisdiction' with the decision in the case of Sunil Batra v. Delhi Administration,[10] It was initiated by a letter that was written by a prisoner lodged in jail to a Judge of the Supreme Court. The prisoner complained of a brutal assault committed by a Head Warder on another prisoner. The Court treated that letter as a writ petition, and, while issuing various directions, opined that: "...technicalities and legal niceties are no impediment to the court entertaining even an informal communication as a proceeding for habeas corpus if the basic facts are found". In Municipal Council, Ratlam v. Vardichand,[11] The Court recognized the locus standi of a group of citizens who sought directions against the local Municipal Council for removal of open drains that caused stench as well as diseases. The Court, recognizing the right of the group of citizens, asserted that if the: "...centre of gravity of justice is to shift as indeed the Preamble to the Constitution mandates, from the traditional individualism of locus standi to the community orientation of public interest litigation, the court must consider the issues as there is need to focus on the ordinary men."In Parmanand Katara v. Union of India,[12] the Supreme Court accepted an application by an advocate that highlighted a news item titled.

Conclusion

A defense of 'judicial activism' The expansion of 'judicial review' (which is often described as 'judicial activism') has of course raised the popular profile of the higher judiciary in India. However, arguments are routinely made against the accommodation of 'aspirational' directive principles within the ambit of judicial enforcement. There are two conceptual objections against the justifiability to these positive obligations. The first is that if judges devise strategies to enforce the directive principles, it amounts to an intrusion into the legislative and executive domain. It is reasoned that the articulation of newer fundamental rights is the legislature's task and that the judiciary should refrain from the same. Furthermore, it is posed that executive agencies are unfairly burdened by the costs associated with these positive obligations, especially keeping in mind that these obligations were enumerated as directive principles by the framers on account of practical considerations. This criticism mirrors the familiar philosophy of 'judicial restraint' when it comes to constitutional adjudication. However, the second objection to the reading in of positive obligations raises some scope for introspection amongst judges. It can be argued that the expansion of justifiability to include rights that are difficult to enforce takes away from the credibility of the judiciary in the long-run. The judicial inclusion of socio-economic objectives as fundamental rights can be criticised as an unviable textual exercise, which may have no bearing on ground-level conditions. In turn the unenforceability and inability of state agencies to protect such aspirational rights could have an adverse effect on public perceptions about the efficacy and legitimacy of the judiciary.

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1. See: Ashok H. Desai and S. Muralidhar, Public Interest Litigation: Potential and Problems' in

   B.N. Kirpalet. al. (eds.), Supreme but not Infallible – Essays in Honour of the Supreme Court of

   India (OUP, 2000) at p. 159-192; Also see K.G. Balakrishnan, 'Growth of Public Interest Litigation in India', Fifteenth Annual Lecture,

   Singapore Academy of Law (October 8, 2008), Text available   from <www.sal.org>

2. In the United Kingdom, Courts have developed another tool for ruling on legislative action – i.e.

   Issuing a 'declaration of incompatibility' for statutory provisions that contravene the ECHR

3. Refer: Susan D. Susman, 'Distant voices in the Courts of India: Transformation of standing in Public Interest Litigation', 13 Wisconsin

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4. Shah Abhay M., "The Maharahtra Lokayukta and UPS – Lokayukta Act, 1971", Current   Publications, Mumbai, 2007

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7. Semwal and Khosla, (2008) "RTI and Judiciary" The Indian Journal of Political Science Vol.   LXIX, No. 4, Oct.-Dec., 2008, pp. 853-

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8. (1980) 1 SCC 81; See Upendra Baxi, 'The Supreme Court under trial: Undertrials and the Supreme   Court', (1980) Supreme Court

   Case (Journal section), at p. 35

9. Upendra Baxi (Dr) v. State of U.P., (1983) 2 SCC 308

10. Sheela Barse v. State of Maharashtra, (1983) 2 SCC 96

11. (1978) 4 SCC 494

12. (1980) 4 SCC 162

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Untranslatability: A Study of Metaphorical,Cultural & Structural Translation of Manto by Khalid Hasan

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Introduction

Stories are the mirrors of society and these are indicators to measure as to how much a writer has been sensitive in his writings. Every now and then, writers emerge from society to plate untouched emotions in front of us. These are the feelings which we do feel but seldom express in words as the way a writer expresses in stories. Saadat HasanManto is one of such names who was born in village,Samrala of Punjab, on 11 May 1912, and died in Lahore, Pakistan on 18 January 1955. He was not even forty three when he died. It is a considerable question as to how one should read Manto in today's context.Manto did many experiments in his writings on man-woman relationship; these are all equally fit concurrently in today's society. In "A Wet Afternoon", Manto delineated an experience of a teenager through Masood. Masood is learning from his house. The whole story is told by the metaphors used by Manto in his stories. Reading Manto is an elevated experience. And this "experience" expresses deeply the story of partition between India and Pakistan. Therefore, the Stories of Manto can be compared with the sculpture of a beautiful naked woman which is covered by a transparent white cloth and this statue is transmitting sparks in twilight vision. Now, it is spectator's valuation to which, the preference would be given– either to art or obscenity. The human relationships have been placed through mirror transparency to the society by SaadatHasan (1912-1955) in his short span of life. That is why he was liked by some intellectuals only. The wayManto has personified flesh in his "A Wet Afetrnoon" can be felt only. The flesh has been used by him in "A Wet Afetrnoon" as carrier to boost energy and to give warm feelings,"When he had seen the vapour rising from the freshly slaughtered sheep, he had experienced a strange pleasure…, experienced a certain warmth rise in his body" (Khalid,3). This is a scene from "A Wet Afternoon" whichbrings strange feelings to our mind. On the other hand, Masood matures his experiences through the warmth of flesh. When on his return to home, he shares it with his mother then his sister interrupts him to do some favor for her: "It was warm… come with me first, my back is hurting badly…I will lie on the bad and you press the sore areas with your feet" (Khalid, 5).It is matchless comparison between human-flesh and flesh of sheep. Kalsoom, Masood's sister might have understood "physical teen age-experiences" before him. Masood occasionally, presses her sore areas of her body. "It was not first time he had pressed Kalsoom's legs but never before had he felt his way. His mind kept going back to butcher's shop with those misty vapours" (Khalid, 7).Manto has used flesh as metaphor with great sensitivity that can be controversial in society. Narang discusses the subject matter of literature – any literature- Manto linked it up with the two most basic needs— he calls them hungers of human life(Bhalla,72). Manto has not only used idiomatic language to define untold stories between man and woman but he made literature lively also through the metaphors used aptly to fit in the construction of plot naturally. Boo,

it is a complete experiment itself. It is perfectly significant in the context of using metaphors. "Her odor was not artificial like perfume: it was strong like the physical union between man and woman that is both scared and eternal" (Khalid, 68). Narrating a story through the word like Boo, is a great literary excellence. This kind of real-sheathe can only be made by Manto only.

Metaphors: Untranslatable Figures of Speech

It is to be understood that to translate metaphors is difficult to some extent. It is because of writing a language in its contextualized form. In reality it is to incarnate a new style while translating metaphors from Source language (SL) to Targeted Language (TL) and one bad translator does badly exploit a language. Asaduddin says "a bad and irresponsible translator can do great damage to a writer, falsifying his image and distorting the true import and spirit of his works" (Bhalla, 160). M.B. Dagutdid extensive study on this aspect of translatability of metaphors in his article published by Babel(1976). He explainedthree types of metaphors in his article. Dagut concluded that metaphors are unique in nature and cannot be completely translated into TL. "Itcan be "reproduced" in some way (Dagut 1976: 21-3). In "ThandaGosht"Hasan translated it as "Colder Than Ice." Asaduddinemphasizes the aspect of untranslatability "The story ends with phrase colder than ice" (Bhalla, 163). Khalid seems helpless to translate the context in which Manto described the story. This failure to evoke the feeling can be seen easilyby those who are familiar with both languages. When a native reader of a source language reads the translated version of that text, he feels somewhere disappointed. It is not wrong to say that the translated text seems unable to move the reader.

Cultural & Emotional Aspect of Translation : One of the major problems in translating the original text is to translate the emotional aspect of the original text. When it is tried to prove that "emotions are the spirit of the literature", sometimes the same purpose gets defeated in case of literature in translation. It appears a major problem in the works of translation. As we know, translation is a special type of communication which creates a kind of parallel text in TL. This paper would examine the absolute limits of text beyond which, the text cannot be translated from SL. The life style,dresses, and other cultural items described in SL are generally found missing in TL. In Khalid's translation of Manto, words- like -

गोश्त, सा,गा,मा,जमींदार, टोबाटेकसिंह, जोबोलेसोनिहालसतश्रीअकाल, दुरफिटेमुंह, ठंडागोश्त, एक-दमकंडम, किरपान,बू - are to be kept as examples of 'untranslatability'. Khalid tried his level best to translate various aspects of cultural-background, but, he seems to have failed on the aspect of cultural-portability of sense.Khalid has translated works of Mantobut there is a wide gap between original and translated versions because of cultural, contextual, and linguistic untranslatability. For example, in "AWet Afternoon", गोश्त(Flesh) has been used as metaphor. The word 'गोश्त'brings the feelings that cannot be replacedby the word *flesh*. The word 'गोश्त' brings a kind of sensation which cannot be aroused by the word *flesh*. In TL, the word *flesh* has many contextualized meanings which may have not carried the

impact in the context of "A Wet Afternoon". "गोश्त" is one of the important metaphors used in this story. No doubt, the words like *flesh* and *Misty*- arouse emotions and feelings in the minds of readers but the perception drawn by the readers is different in nature. The feelings aroused through the TL (English) may take a native to the cold-storage where *flesh of sheep* is hanging. He will not imagine "butcher carrying a huge basket on his head" (Khalid,3). "A Wet Afternoon" can be understood only by a person who has experienced by a village life. There is one more example of lexical untranslatability in the line "*upper the gur-gur the annexe the mung the dal of Guruji da Khalsa and Gurujikifateh*…(Ibid,13). Here, the words have no intended meaning in English. One can exploit ambiguous words for creating numerous effects. The important thing here is intentionality of meaning of soul of the context. But when a native of TL reads it, he will have to go for reference. Here it is a case of lexical-untranslatability. In *AWet Afternoon,* the relationship of "गोश्त" with *Masood* is an integral part in the story which gets reflected in the sentence "Flesh under his feet rippled from side to side" (Ibid, 7). Manto has made the themeof relationship between "गोश्त" with *Masood* central at various levels.

Untranslatability on Structural Aspect

There occur some grammatical hindrances in translation which are syntactically relevant to the original text. Here are some examples like, टोबाटेकसिंह (TobaTekSingh) , ठंडागोश्त (ColderThanIce), बू (odor). It seems difficult to share a common association in languages by two different human beings. In contemporary linguistics, it is assumed that no two human beings can produce the same sentence structures in different languages. Asaduddin asserts in his article that "the translator's misplaced zeal should not lead him to add information for local colour or exotic appeal." (Bhalla, 171)

Conclusion

Khalid's Translation is a work of artistic excellence to introduce Manto on international level. Though this paper discussed the untranslatability of Khalid's work on Manto on cultural, structural and metaphorical levels, we can't ignore the value of translation from cultural point of view. Translator has to shoulder the responsibility of 'cultural-portability' while attempting translation. It becomes more challenging when the issue is related to regional cultural language. Khalid's work is of great importance in the field of research to highlight the marginalised writers. Here, there arises the need to say that there are some technical issues in untranslatability where translation gets defeated, may be on cultural, structural and metaphorical levels.

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Implementation of Janani Suvidha Yojana in Haryana: A comparative Study

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Overall development of a country is incomplete without women who constitute nearly half of the human resource potential available. A woman requires special attention during 15-44 years of her life since she gets matured sexually and socially, gets married, conceives and gives birth to children during this phase. If proper care is not taken during this childbearing process, then it affects the overall health especially the reproductive health of the woman as well as the health and well being of the newborn child. In real sense, the place of delivery is an important aspect of reproductive health care provided to the mother and the quality of care received by the mother and the newborn baby depends upon the place of delivery.[1] As far as urban slum women are concerned, they live in a very unhygienic condition. They are not well aware of ante-natal care and immunization. During pregnancy, they don't get adequate nutritious food, vitamins and minerals. They foster much superstitious beliefs. Deliveries are normally conducted by untrained Dais or elderly women of the family due to that many women die every year because of unsafe abortions, infections and other health consequences. Therefore, to curb these issue the government of Haryana has introduced Janani Suvidha Yojana (JSY) in urban slum.

Concept of JSY

Janani Suvidha Yojna aims at making quality Antenatal, Natal and postnatal services easily accessible to poor in the urban slums of Haryana with its definite objectives of making to improve quality of health of mother and child, to provide good quality contraceptives, vaccines and other supplies to the urban poor, to provide good quality and low cost diagnostic services to the pregnant mothers in urban slums, to optimally utilize the existing resources in health and improving the technical quality of maternal and child health services.[2] Before elaborating and analyzing more about JSY, it is necessary to discuss about institutional delivery. Institutional delivery is meant to avoid home births or delivery through

'Dai', in other words, it means giving birth to a child in a medical institution under the overall supervision of trained and competent health personnel where there are more amenities available to handle the situation and save the life of the mother and the child.[3]

Significance of JSY

Government of India has a policy commitment to ensure that every pregnant woman gets delivery by a skilled birth attendant. In order to achieve this target, JSY was launched to promote demand of institutional delivery. We have been able to bring about 72 percent of the women into the institutional fold. However, still about 28 percent of pregnant women are delivering at home and those who deliver at the institutions are not willing to stay for more than 48 hrs. This is because of various reasons including high expenses incurred by pregnant women and their families for normal or cesarean section delivery. This becomes a deterrent for the family particularly the poor of urban slums and BPL in accessing and coming to health facilities, depriving them from the essential and emergency care during pregnancy and child birth and also in the post partum period.[4]

The launch of the Janani Suvidha Yojana will encourage all pregnant women to deliver at public health facilities and fulfill the commitment of achieving cent percent institutional delivery. It will also empower service provider working at the health facilities in providing quality ante-natal, pre-natal and post natal services at the institutions. Providing free treatment to sick neonates will help in decreasing the neonatal mortality rate. This initiative will help in reducing both maternal and infant mortality and morbidity.[5]

Implementation of JSY

The scheme has been working in eight districts namely Panchkula, Yamunanagar, Kurukshetra, Sonepat, Gurgaon, Rewari, Mahendergarh (Narnaul) and Bhiwani of Haryana state, out of which four districts Bhiwani, Sonipat,Gurgaon and Yamunangar has been selected for the study. The implementation agency for this scheme is the district NGOs working in the respective districts. The Department of Health,

Haryana is already working with NGOs for various RCH II and AIDS activities. The State NGO Coordinator ensures the capacities of NGOs in implementing the scheme.

The data has been collected from 500 respondents out of whom 400 beneficiaries are from the urban slums (100 respondents from each selected district) and remaining 100 are officials of the Health Department (25 official respondents from each selected district).

Thus, an attempt has been made in this chapter to analyze the Janani Suvidha Yojana and its implementation in the Health Department, Haryana on the basis of primary survey. It has been found that the Janani Suvidha Yojana is working successfully. Majority of officials and beneficiaries are aware of the scheme. NGOs are counseling the registered women about quality of health. JSY has successfully achieving its aim of institutional delivery. It has successfully reduced IMR and MMR. Urban slum women of selected districts are experiencing better motherhood. According to their opinion, it has brought the ray of hope in their life. If we look at district wise analysis Sonepat and Bhiwani are the most successful and aware districts in the state. 141 beneficiary respondents have complete knowledge about JSY and among them 42 beneficiaries are from Bhiwani and 32 beneficiaries from Sonipat and in other criterias also, they dominate over other districts. Although, in some cases, Gurgaon and Yamunangar have dominated on two districts but in majority of cases, Sonipat and Bhiwani have reigned the scenario.On the issue of institutional arrangements, Bhiwani and Yamunanagar have the majority of respondents, they are 42 and 38, Sonipat also has 30 beneficaries. As far as adequacy of institutional arrangements is concerned, Bhiwani and Yamunanagar have the maximum of 35 respondents, who have agreed on the issue of adequacy of institutional arrangements for accessing the Janani Suvidha Yojana and Sonipat has 30 beneficiaries. In case of appropriateness of facilities, Bhiwani is having 75 respondents, Yamunanagar 76 and Sonipat 70. Analysis of timely availability of services shows that 92 beneficiaries are from Sonipat and Bhiwani. As far as role and responsibilities of Sakhi is concerned, Sonipat has maximum 94 respondents, Yamunanagar 88 and Bhiwani is also having 84 respondents. Overview of timely health checkup shows that 90 respondents are from Sonipat and 86 are from Bhiwani district. As far as the scenario related to private health provider is concerned, zero respondents are from Bhiwani and only 01 respondent from Sonepat have complained about demand for fee by doctors. It means doctors are not demanding any fee from the

beneficiaries. It also shows the level of corruption-free implementation of Janani Suvidha Yojana. Adequate attention has been paid by doctor as claimed by 54 respondents from Sonipat and 47 from Bhiwani. As far as the study of behaviour of doctor is concerned, the behavior has been found bad in the districts of Gurgaon (77), Yamunanagar (69), Bhiwani (64) and Sonipat (48), whereas, the most encouraging scenario or cooperative relationship was found in the district of Sonipat (57), Bhiwani (36), Yamunanagar (31) and Gurgaon (23). In fact, responses in Sonipat and Bhiwani district have been found positive. The data is also showing that JSY is more successfully implementing in these districts but it doesn't mean that it is ineffective in Yamunangar and Gurgaon district. Analysis of performance of private service providers or NGOs shows that timely counseling has been provided as asserted by respondents from Gurgaon district with 80 respondents, 78 from Sonipat and remaining 76 from Bhiwani. Regarding benefits from the counseling, majority of respondents from various districts claimed that they have benefited from the counseling of which 80 are from Gurgaon district, 75 from Sonipat and 75 from Bhiwani. Majority of respondents from various districts claimed that they were distributed medicines in timely manner by the NGOs. The data shows that more or less the similar picture is prevailing in all the selected districts i.e., 94 are from Sonipat, 86 from Yamunangar and 82 from Bhiwani. The response on the next question related to performance of NGOs reveals that majority of respondents ratifying statement are from Sonipat (74), Yamunangar (78), and Bhiwani (72). Regarding the resolution of complaint, majority of respondents from various districts claimed that respondents complaining to the DSOs regarding health related matter have got their problems resolved. As far as the analysis of the District Surveillance Officer is concerned, majority of respondents from various districts claimed that they are satisfied from service of the DSOs i.e., 83 from Sonepat district followed by Yamunanagar (74) and Bhiwani (72). For the effective implementation of JSY, coordination between two key components, i.e., DSOs and NGOs, is very necessary because without their coordination government cannot achieve their defined objectives. As far as district wise analysis is concerned, majority of respondents from various districts claimed that they were satisfied from coordination between DSOs and NGOs. At last, we have analysed the efficacy of the JSY through improvement in motherhood experience. In this regard, majority of respondents from various districts claimed that they were satisfied with their motherhood experience regarding health related matter. In this regard 32.5 per cent claimed good experience, 30 per

cent claimed average satisfaction, and 12.75 per cent stated no improvement and remaining 2.25 per cent beneficiaries responded that they were

not satisfied by the motherhood experience from the JSY regarding to health related matters.

Overall appraisal of the Janani Suvidha Yojana shows a satisfying picture and an initiative worth imitation in other states as well, which

are marred by the side effects of growing urbanization in the form of growing slum population. This scheme can be more fruitful if connected with

the central initiatives for providing basic amenities to the overcrowded urban population. Central government can ponder over assisting NGOs

financially, technically and resourcefully in order to make JSY a national success story.

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Implementation of RTI Act: A Study of Secondary Education   Department in Haryana

Ravinder Singh*

The right to information act which was passed in October, 2005 after long deliberations and struggle was a giant step in the direction of providing openness and accountability for government's functioning in order to usher a democratic system devoid of corruption, inaction or inefficient performance, which try to eat up democracy from within and make in hollow. It was also a step to encourage participation of people in the functioning of government and to make them more informed and concerned about the activities of government. It has both intrinsic and instrumental value. Its intrinsic value comes from the fact that citizens have a right to know. It is a crucial step towards a deeper, more meaningful and operational democracy as it promotes action for development and therefore, has a deep instrumental value. Various sections of society, particularly media personnel, social activists and positive thinking people have always expressed that right to seek information should be a fundamental right, just as we have right to speech and expression. On the international plane also the citizen's right to information is described as freedom of information, access of information or right to information. Right to information is implicit in the constitution of India, which establishes a representative democracy with inalienable right for the citizens of the country, which have been reinforced time and again by judiciary. RTI in India has significantly sought to expand democratic space and empower the citizens to exercise more control on the corrupt practices under the power of the state[1].

Concept of RTI Act

Right to information means the freedom of people to have access to government documents, records and other information. It implies that citizens and non-governmental organization should enjoy a reasonable free access to all files and documents pertaining to the government,

operation, decision and performance. In other words, it means openness and transparency is essential irk administration to empower the citizens of

a democratic state.

Few statements are given in favor of transparency and against the secrecy. They are following:

Pares valid," The secrecy is less for safeguarding public or safeguarding government's reputation, busying its mistakes, practices and

manipulating the citizens."

"Justice Douglas of USA," Secrecy in government is fundamentally antidemocratic, perpetuating bureaucratic errors. Open discussion

based on full information and debate an public issue are vital to our national health.

James Madison, "'People who mean to be their governors must arm themselves with power which knowledge gives. A popular

government without popular information or the mean of acquiring it is but a prologue to a farce or tragedy or perhaps both[2]."

Right to Information and Secondary Education

Government is committed to provide minimum school infrastructure for universalization of education. In the absence of any question

asked by the major stakeholders, mainly students or parents, quality of education was compromised and there was no check on drop-out of

teachers' absenteeism. But, under the provisions of the RTI, the citizens have raised issues pertaining to management of the schools, mainly the

availability of infrastructure support, teachers' attendance, students' enrolment and performance implementation of mid-day schemes, utilization of

funds and process of recruitment of teachers.

The Government has been providing financial assistance, including scholarships to the students from deprived groups, mainly women,

SC/ST, minorities and physically challenged persons. Through the use of RTI, the target groups are able to claim for their entitlements, which was,

however, not possible before the implementation of the Act. The participation of deprived groups in the educational processes has thus been

encouraged.

In effect, thus, there are signs of improvement in the schools' performance since the parents and the civil society have asked the school authorities to provide explanations in respect of all those activities, which are contrary type accepted policies, norms and guidelines and people's expectations.

In the areas of technical and vocational education, including-higher education, the governments have articulated plans for expansion of facilities and improvement of quality of teaching and research. Through the use of RTI, the progresses made are monitored by the information seekers, who have raised issues and sought for details relating to the expenditures on various educational activities, namely, admissions and recruitment processes, conduct of examinations including disclosure of answer sheets. The involvement of students and teachers have thus exposed the extent to which relevant policies, norms and guidelines are followed, which, in effect, have been helpful in improving both internal and external efficiency of education system.[3]

However secondary education is bridge between primary and higher education. It encourages students for higher education through skillful education system. Therefore, this area is selected for research work.

RTI Act and its set up in the Department

The Government has framed the rules providing for information under the Act. These rules are called the Haryana Right to Information rules, 2005 and came into force on the date of their publication in the official Gazette.

A person, who desires to obtain any information under the Haryana RTI rules he/she can apply in 'Form A' to the state public information officers (SPIO) state assistant Public Information Officer [ASPIO] along with fee of Rs50. He /she can deposit fee in the form of either in cash against proper receipt or by treasury challenge.

After accepting the application SPIO/SAPIO shall scrutinize the application and assess how much fee is required to be paid by the applicant to obtain the information. If the SPIO/SAPIO feels that they required more fee than they inform to the applicant in form 'B' within a

period of seven days from the receipt of application. In ease the applicant fails to deposit requisite fee within a period of fifteen days after the issuance of the intimation given to him. Then the department construed that the applicant is not interested in obtaining the information.

For providing information the department is charged the fee, Rs. 10 per page in A-4 or A-3 size paper, Rs.50 for providing information in a floppy and Rs. 100 in diskette.

If a person is unable to obtain the relevant information from the respected department after filling the demands requirement then he/she can approach to the first appellate authority or second appellate authority as required. Other rule and regulation of the Haryana RTI rules 2005 are the same as defined in RTI Act 2005. If any person who wants to obtain more information about Haryana RTI rules, 2005, he/she can follow RTI Act, 2005.[4]

Findings of the study

- The present institutional set-up under the RTI Act has not been functioning up to the expected level. 72.75 percent respondents ratified this statement. Out of total samples of the officials, 52 percent data also stated in favour of above statement.

- The special cell has not been established in district where study has been done. Still general branch of the district education officer at district level is bearing the burden of the institution. 88 percent officials ratified the above statement. And due to that official of the department in various districts feels it additional burden 86 percent respondents stated in favour of above statement.

- Inadequacy of institutional arrangements is also hindering the efficiency of the department because simultaneously officials have to deal with the general function also, which reduces the efficiency of the department. 91 percent officials ratified the above statement.

o   The Department of Secondary Education, Haryana has not been given special financial assistance for the RTI related activities. 78 percent officials have confirmed this statement.

o   In the department, behaviour of officials towards information seekers is non-cooperative, which creates negativity among common masses towards officials. Out of total sample data from respondents' beneficiaries, 52 percent of respondents ratified the above statement.

o   Another major finding is that people perceive 30 days stipulated time period for furnishing information is very long. It should be decreased. 55.75 percent of respondents confirm the above statement.

o   Simultaneously, sample data of respondents stated that accountability of employees has increased. Out of total sample of respondents, 97.25 percent ratified the above statement. 94.25 percent respondents said that transparency level of the department has increased after implementation of the RTI Act.

o   The RTI Act, 2005 put down the level of corruption in the administrative system. 80.25 percent of respondents' favored the above statement.

o   In the recent global scenario information and communication technology (ICT) is the essential requirement for rapid administrative system but it is drawback of the department that department is not fully digitalized. It is still working on manual filing system. 55 percent of officials ratified this statement.

o   It is good sign of administrative development that department has its own website. While applying for THE RTI people can easily know about the provision of the act through department website. 100 percent officials stated in its favor.

o   In the department, information is furnished on documentation form. There is no provision of supplying information through online made. 100 percent officials ratified the above statement.

o   The RTI Act has been made to fight corruption. In fact, it is working effectively and competent to fight against corruption. Although, it has some flaws according to perception of the respondents but then it is achieving its desired ends. 76 percent officials ratified this point.

o   The officials of the department showed the successful face of the RTI Act. They stated that the RTI has made the department more people friendly, 65 percent of officials responded in its regard.

o   Training is basic demand in administration. It is improving awareness of the officials in various fields i.e. behavioural, technological, legal, and constitutional and the related service rules etc. The Department of Secondary Education has been giving the training to their employees as per their requirement. The officials of the department have given the training to effectively implement the RTI Act. Out of total sample of officials, 67 percent ratified this statement. In fact, it is a good sign for common masses and the government that department is striving for the successful implementation of the RTI Act.

o   The record management is progressive approach for any department or institution. The Department of secondary Education is one of them, 72 percent of officials are aware of record management system.

o   People are utilizing the RTI Act but they are not enthusiastic towards it because of unavailability of infrastructure or other reasons. Out of total sample of officials, 8% did not respond and remaining 58% were neutral. It means they are using The RTI Act but not enthusiastic for the RTI Act in the department.

o   The department of secondary education is promoting The RTI Act through various methods i.e. Newspapers, pamphlets, Awareness programmes and electronic media, the entire officials respondent positively in this regard.

o   400 respondents obtained information from the department, out of which 85.5 percent of respondents have complete knowledge of the RTI Act. It is a good sign of awareness among people for the RTI Act.

o   The respondents have obtained information for different purpose i.e. admission, recruitment, attendance, scholarship and another purpose. 46.5 percent of respondents out of total sample obtained information for recruitment purpose. It shows that employment is priority for common man.

o   Out of 400 samples of respondents, 65 percent stated that they did not obtain information within stipulated time period. 72.5 percent of respondents did not satisfy from the information furnished by the department. In fact, it reflects that at the first attempt people do not obtain information. Further they have to appeal before 1st first appellate authority and then 2nd appellate authority.

o   Although, people are obtaining information as per their requirement but most of the people does not disclose their identity. In fact they feel unsafe while obtaining information. Therefore, they keep it secret. 74.75 percent of respondents ratified this statement. Majority of respondent stated that stipulated time period for supplying information is not adequate. It should be decreased because when they get information it becomes useless, 55.75 percent respondents stated in this regard.

o   Information seekers also create problem while obtaining information. When the department demand more money for extra information either they refuse to pay or do not come back for obtaining information. It is wastage of time and human resource of the department. Directly or indirectly 73 percent officials ratified this statement.

o   Most of the people has not been using prescribed format for obtaining information. 87 percent of officials ratified this assertion. Although using prescribed format is not so important for successful implementation of the RTI Act and for the study as well, but it helps for officials in furnishing information. Because format makes everything clear for example, subject of information, department and address etc. Therefore it should be used.

The aforesaid analysis vindicates the point that the institutional setup for implementation of the Right to Information Act, 2005 in the department of Secondary education is not up to the required level; it lacks the technical support which leads to the

administrative and procedural complexities mainly arising out of the behavioural attitudes of the officials. But still the Right to Information Act, 2005 also provides a ray of hope to the common masses in providing a corruption free administration ensuring transparency, accountability and effectiveness in the Secondary Education Department of Haryana in particular and to the administrative practices in whole India in general, in case it is implemented in its true spirit.

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