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Editorial

Bringing back all students who were forced out of the educational institutions due to the coronavirus triggered economic hardships by the urban, rural and tribal households is the major challenge faced by India. The state and non-state actors are joining hands on this mission.

In this issue, Dr. Sunayana Kadle provides an overview of NEP 2020 in her article titled, **National Education Policy, 2020 & Higher Education: Its Features and Impact and concludes that** to realize the dreams it contains, we Indians must overcome substantial execution challenges in a sustained manner for years and decades to come. Article by Advocate Gayatri Sharma titled, **“Role of Education in Performance of Women Elected Representatives in the Local Self Government Bodies”**, highlights that, for teachers and the education system to be an effective stakeholder towards empowering women, there is a need to change the education system in India to bring in elements of life skills along with formal education. Prof. Sabiha More provides historical genesis of reproductive rights of women and analyses some landmark legal battles in India for assertion of reproductive freedom for women, in her article titled, **“A Study of Politics of Reproduction through Legal Case Studies in India”**. **“Content Analysis: Quest in Education- 2011-2021” by Dr. Pradnya A. Bhosekar provides her reflections on the articles by aggregating them** in logical groups.

Touching tribute to **Dr. Kamalben Patankar**, one of the mainstays of ICBE and supporter of Quest in Education is authored by Ms. Nupur Mitra, President of ICBE. Obituary for a human rights lawyer and supporter of ICBE, **Advocate Jaya Menon** is penned by Prof. Vibhuti Patel.

We request the scholars and experts to send their original research-based articles, case studies and book reviews on issues concerning education.

Prof. Vibhuti Patel
Editor

National Education Policy, 2020 & Higher Education: Its Features and Impact

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Vision of National Education Policy 2020

“National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.”

INTRODUCTION

The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

BACKGROUND

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research

Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were Received.

NEED FOR THE STUDY

A well - defined and futuristic education policy is vital for a country at school and college levels as education leads to economic and social progress. National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD). The aim of NEP 2020 is to change India into a vivacious knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs. The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. There is less emphasis on the development of cognitive skills and learning outcomes; limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages, limited teacher and institutional autonomy etc.

The policy calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The actual transformations will start from the academic year 2021-22 and will continue until the year 2030, where the first level of transformation is expected to become visible.

The researcher, being a teacher educator, felt the need to study the features and how these could impact the stakeholders and the teaching

faculty and the attributes a teacher needs to possess for successful implementation.

OBJECTIVES OF THE STUDY

- The study the salient features of NEP
- To analyse how the various features affect the existing education system.
- To study the impact of New Education Policy 2020 on higher education.
- To Study the impact on the stakeholders and teaching faculty
- To suggest the attributes

METHODOLOGY

This research is a descriptive study.

DATA COLLECTION

The required secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc.

This data was then analysed and reviewed to arrive at the inferences and conclusions.

SALIENT FEATURES AND IMPACT OF NEP RELATED TO HIGHER EDUCATION

1.Regulatory System of Higher Education:

The proposal to set up the Higher Education Commission of India (HECI), is a noteworthy change in NEP 2020. HECI is as an umbrella body for higher education, excluding medical and legal education. The aim of HECI is reforming the higher education sector; This will separate the Academic and Funding aspects of the sector. HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change is expected to clear the regulatory confusion in India's Higher Education system. HECI is expected to have four independent verticals –

- National Higher Education Regulatory Council (NHERC) for regulation,
- General Education Council (GEC) for standard-setting,
- Higher Education Grants Council (HEGC) for funding,
- National Accreditation Council (NAC) for accreditation.

Impact:

A single umbrella body will help in uniformity in education standards. Quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. This will surely be beneficial to the youth of India, who are the largest stakeholders

2. Graded Accreditation and Graded Autonomy:

The concept of “empowerment and autonomy to innovate” is one of the crucial features in NEP.

The NEP 2020 supports a “phasing out” approach from Affiliated Colleges to Autonomous Institutions.

Impact

At present affiliated colleges follow a prescribed syllabus by the University to which the college is affiliated. This gives less opportunity to colleges to become flexible and thus there is a very little scope for curriculum enrichment and examinations are the focus rather than learning. This will help to increase flexibility and curriculum enrichment. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

3. National Testing Agency

A National Testing Agency will serve as a chief, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions.

Impact

Instead of a number of universities separately devising their own entrance exams, the high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams. This will considerably reduce the burden on students, Universities and colleges, and the entire education system. It will also help the students to transfer their degrees and credits to universities abroad quite easily.

4. Internationalisation at home:

NEP 2020 will allow foreign universities and colleges to come to India.

Impact

The native institutions will improve the quality of education provided by them in order to compete with the foreign universities, in turn improving the quality of Education.

The Gross enrolment ratio of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries. In spite of India having one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. Increase in GER in higher education is essential for obtaining a sustainable economic growth, which is driven by knowledge resources. New higher education institutions are required by 2030 to accommodate a huge inflow of students. Thus, the foreign Universities will help in increase of GER. Indian Students will get world-class education without going abroad and also reduce the cost of education. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

Teachers will also get more job opportunities reducing the unemployment issue in the teaching profession. The ministry is also trying to boost India's image as an education centre.

5. More Holistic and Multidisciplinary Education:

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual,

aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030. For the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas related to conservation of environment and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values, scientific temper, citizenship values, and life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

Impact

As a part of a holistic education, students at all HEIs will get the opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Teachers too will be forced to learn so as to cater to the students and will develop new skills and become life-long learners. They will collaborate with the industry personnel's along with the students and the area of research will flourish, ultimately a better learning environment will be created.

6. The structure and lengths of degree programmes:

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period.

Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or

vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student.

Impact

Due to various reasons students leave the course midway and there is wastage as well as stagnation. This is a loss to both the student and the government. Offering some credentials in the form of certificate, diploma, graduation, degree will help the student to take up some job based on the credential. This is beneficial to the students and efforts are not wasted and the student need not start from all over again if he/she wishes to study again

7. Establishing Academic Bank of Credit (ABC)

A student can earn scores by completing a course and these will be credited to the ABC account. A student can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

Impact

This is beneficial to the student. If the credits are counted the courses may not be repeated by the student saving his/her time and money One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

8 National Research Foundation (NRF)

National Research Foundation (NRF) will be set up under National Education Policy 2020. The idea of setting up NRF is to strengthen the research ecosystem in India. NRF is being expected to act as an umbrella structure. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

Impact

NRF will enable a culture of research to permeate through universities. The aim of proposing NRF is that it will improve linkages between Research & Development, academia, and industry. Research will in turn help our country to progress and there will be more innovation

ROLE OF TEACHER IN NEP 2020

To achieve the objectives of NEP and make it fruitful teachers are required to have the desired attributes. Some attributes are as below:

- Punctuality is an attribute that may be considered as an essential for a teacher as it is linked with the career of future citizens. Teachers must maintain a timeline for all activities in an academic institution as well as in the system so that the system runs without hindrance.
- Adherence to professional ethics is an attribute required by every professional. Teachers are role models for the pupils and they imitate teachers to a great extent in their lives. So, every teacher must maintain some decorum which is expected of a teacher, even in their everyday life. It has been seen that professional ethics are not being attained by many individuals in their professional life, which may be one of the causes behind many social problems and crises.
- Passion for knowledge & lifelong learning is another attribute that is needed for a teacher to be successful in their career. This is because with time, knowledge is expanding, especially with new inventions and thoughts. Learning is a continuous process and does not come to an end with studentship as knowledge does not have boundaries. If a teacher develops a feeling that on completion of his/her acquiring the required qualification (degree/diploma), his/her learning is complete, he/she can't be a

good teacher in life; rather he will simply do a teaching job to earn his livelihood. Students come to academic institutions to acquire knowledge that may be available in books or other resources, but may be difficult for a student to acquire without the help of a teacher.

- A teacher should be a good communicator to deliver as well as to receive. Many a time, students can't properly put their queries/questions in the classroom, where a teacher is to take a role in bringing the queries/shortcomings of an individual student and help him in his understanding the matter in easy language. A teacher should be a strong communicator with his/ her words and other communication skill.
- Teacher as a good listener. Listening to students well is another important attribute for an ideal teacher. A teacher must enjoy his/her relationship with students so that they are not afraid of asking questions or stating their problems or shortcomings. This listening develops confidence in students, which ultimately culminate in successful learning.
- The capacity of engaging students with empathy is also considered to be a required attribute for a good teacher. Engaging students with humour and creative lectures is an act of good teaching. For better engagement, a teacher may treat each student as an individual, being empathetic by understanding what may be going on in their lives. Learning should therefore be perceived as an interactional activity in the teaching-learning system involving the learners.
- Teacher must be capable of creating a gigantic appetite in students for knowledge that will make them eligible for at least the next 40 years' requirement of the society.
- Education is a mission, and its success depends on the involvement of all stakeholders. An ideal teacher focuses on collaboration as a teacher does not work alone. It is collaborative work from para-professional to another teacher to work in a group indeed. In such a situation, a teacher may have to play different roles for effective collaborations within the group for gainful teaching-learning, but should not be devoid of job satisfaction.
- A multi-disciplinarian teacher becomes a successful teacher. NEP has mandated for holistic education which calls for the holistic outlook of a teacher for his/her subject without breaking the

knowledge into discrete components such as Mathematics, Economics, Physics etc. A teacher may have specialization in a particular subject or area, but he/she must be able to integrate different subjects and has a comprehensive outlook to inspire students to think beyond his/ her subject.

- Teacher must be responsive and adaptive to changes as per the needs of society with time. Bringing any innovative practice may be an important attribute of an ideal teacher.
- To value real-world learning is an essence for a good teacher. Emphasis has been put on experiential or real-world learning. For this, it has been advised to reduce curriculum content to enhance experiential learning and critical thinking. Hands-on learning, arts-integrated and sports-integrated teaching may be more effective and adoption of these teaching methods by a teacher may lead to more enrolments in our education programmes.
- A teacher is to play an important role as a caring mentor for such students, which may be beyond academics. With RTE Act, the nation is trying to get all children up to 14 years of age in the school. The NEP 2020 has emphasized curtailing dropouts and ensuring universal access to education at all levels making provisions for education for all anywhere, anytime at any level.

To fulfil this objective of universal accessibility, teachers must be community builders so that the basic mandate of NEP 2020 is promoted. For the successful implementation every teacher, should work as a diplomat. In addition to teaching, every teacher has several roles to be played in an institution where some responsibilities are administrative, including organizing various events, handling students' and employees' matters etc. Therefore, a teacher has to acquire some qualities to deal with these activities in the greater interest of an institution in general and as an ideal teacher in particular.

Conclusion

The policy introduces a whole range of changes and is a very advanced document, with a strong hold on the current socio-economic landscape and the prospect of future uncertainty. The commission formulated the NEP 2020 and the implementation of the NEP is truly a mission which is ambitious. The successful implementation depends upon how would implementers understand the challenges and try to overcome it. It

requires great deal of acceptance, commitment, optimism, change in attitude, and mind-set.

The success of NEP 2020 and the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it.

To realize the dreams it contains, we Indians must overcome substantial execution challenges in a sustained manner for years and decades to come. Lastly, to say, “National Education Policy (NEP 2020) brings in ambitious changes that could transform the education system. But the key here is good implementation and execution”

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Role of Education in Performance of Women Elected Representatives in the Local Self Government Bodies

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The 73rd and 74th Constitutional Amendment Act was passed in 1992, which provided women with 33% reservation of seats and key positions in the Panchayats and urban local bodies. The amendments also made elections necessary at the Panchayat and Municipal level thereby decentralizing administrative responsibilities at the local level. Gradually, 20 states of India (with Bihar initiating the trend in 2006) have increased the allotment of reserved seats to 50% for women in the Panchayats.

Introduction

Numerous studies have established that with the passage of the Constitutional amendments in 1992, women are more involved with local issues of administration and have taken on issues such as water sanitation, raising educational standards, improved stove and biogas systems as well as addressing violence against women.¹ Women grassroots leaders have greater self-confidence, and are more vocal about issues that concern village life as opposed to women who do not take part in activities in the public realm.

Prerequisites for Contesting Elections at the Panchayat level and their Consequences

At roughly the same time as the 73rd and 74th Constitutional Amendments were enacted, the “two child norm” was promoted by the central and state governments. The two child norm sprang from a concern over population growth following the 1991 census of India. Towards this, a prohibition on persons with more than two children from holding any posts in the Panchayats was recommended by the

¹ See for example “Panchayat’s Working Women” *Down to Earth*, available at <https://www.downtoearth.org.in/indepth/panchayats-working-women-22753> (last visited 3-6-20220)

Committee on Population and a number of states adopted this norm. Rajasthan introduced this norm for Panchayats in 1992 followed by Andhra Pradesh and Haryana.

Gradually, State governments introduced further mandatory qualifications for contesting Panchayat elections. The Rajasthan Panchayati Raj (Amendment) Ordinance, 2014, makes having a functional toilet mandatory for contesting Panchayat elections, while Class VIII pass is mandatory for the post of sarpanch — except in tribal reserved areas, where the minimum qualification is Class V — and Class X for Zila Parishad or Panchayat Samiti elections. In 2015, the Haryana Panchayati Raj Act was amended to disallow candidates who have criminal charges against them or those who have defaulted repaying cooperative loans from contesting panchayat elections. The Act made it mandatory for those contesting Panchayat elections to have studied until class X and to have a functional toilet at home.

These restrictions on contesting elections led to both concern and a debate over whether marginalised communities – including the poor, women, Muslims and Dalits, would be side-lined in the electoral process. The concern was that a provision for basic educational qualifications would entitle only the privileged to contest elections. Equally, restrictions on the number of children in order to contest elections led to a concern that rather than addressing unmet needs for family planning, the State was resorting to unconstitutional measures to control population growth.

In *Javed and Ors vs State of Haryana and Ors* (2003), the petitioners submitted that the personal law of Muslims permits performance of marriages with four women for the purpose of procreation, and any restriction on this would violate Article 25. This challenge failed and the Supreme Court quoting from the National Population Policy 2000 noted that "*Demonstration of strong support to the small family norm, as well as personal example, by political, community, business, professional, and religious leaders, media and film stars, sports personalities and opinion makers, will enhance its acceptance throughout society.*" Provisions to control population growth, including denying the right to contest elections to those with more than 2 children in Panchayats, have contributed towards a stable population.

India is now at a replacement population (TFR 2.1), where a population replaces itself (UN World Population Policy, 2021).

On 10th December 2015, the Supreme Court in *Rajbala and Others vs. State of Haryana and Others* upheld the Haryana Panchayati Raj (Amendment) Act 2015 and observed that “*It is only education which gives a human being the power to discriminate between right and wrong, good and bad.*” The reported outcome of fixing minimum education qualifications for contesting elections in Haryana and Rajasthan have been positive – younger candidates have contested who are more willing to implement women centric schemes, and women candidates managed to win unreserved seats as Sarpanch in Haryana.² The average age of the Sarpanch has come down from 43 years in 2010 to 36 years.³

However, education on its own does not translate into leadership opportunities for women. While recognising the value of education in increasing exposure and handling responsibilities, formal education for women does not necessarily translate into women’s leadership. For example, in the North East of India, where the 6th Schedule provides for the administration of tribal areas in Assam, Meghalaya, Tripura and Mizoram, literacy rates for women are higher than the national average of 65.4% (2011 Census). In Mizoram, the literacy rate for women is 89.2%, in Tripura it is 82.7%, in Meghalaya it is 72.8%, and Assam it is 66.2% (2011 Census). In these State and in Nagaland which has special status by virtue of Article 371A, women’s leadership in local administration is lower than the rest of the country. Assemblies of Arunachal Pradesh, Nagaland, Manipur, Mizoram and Meghalaya have less than 5% women legislators. Arunachal Pradesh and Mizoram have not sent any woman member to the Lok Sabha. Hence, despite a higher literacy rate and greater participation of women in public life, women have a minimal role in the administration in the North East.

² The Statesman, 4th 2017, *Fixing minimum education qualification for panchayat candidates helped Haryana*, available at <https://www.thestatesman.com/cities/fixing-minimum-education-qualification-panchayat-candidates-helped-haryana-1502539553.html>

³ As above

Resistance to change within the community (for example, in Nagaland), lack of opportunities through affirmative action, and years of insurgency and insecurity, have contributed to low representation of women leaders from the North East. The representation of women as leaders is low not only in administration but also in the workforce – despite a high literacy rate and aspirations, women from the North East do not get work commensurate with their capabilities.⁴

Therefore, imposing reasonable pre-requisites on taking on leadership roles can have a positive impact in the long run by bringing about new and younger leaders with a fresh perspective on issues facing the village. But education, small families and construction of toilets on their own do not meet the need of increasing women leaders across the country, addressing population growth or concerns over sanitation. Affirmative action, change in the education system, expanding services for family planning, and addressing factors failing to trigger communities to use toilets need to be addressed for providing more comprehensive solutions.

The Value of Education for Women Leaders

Education in India not only provides a formal degree but also services for children such as the mid-day meal, bank accounts and sanitary napkins for girls. Schools can play a role in imparting life skills (beyond literacy), such as gender sensitisation, vocational training and basic financial literacy. The role of education is critical in bringing women out of the domestic realm.

- *Education motivates women to speak up against Domestic Violence*

According to a study by Sakshamaa and Centre for Catalyzing Change in Bihar, *“During the lockdown, when entire families were at home, women were further burdened with household work, and the care of children and elderly in the families. The need for water, for sanitation and drinking purpose, adds further physical and mental burden on*

⁴ See for example, Women Power Connect. “Women’s Leadership in the North East” (2021) <https://www.youtube.com/watch?v=kGWtpjuy0uE&t=5s> Dr. Alana Golmei pointed out at the webinar that women from the North East, when they migrate to larger cities, have aspirations that go beyond working in insecure, low paying service sector jobs.

*women in water-scarce areas. Their husbands too suffered loss of work and were unable to move out of the house due to fear of police patrolling, which increased the burden of work on women. With most Anganwadis and schools not functioning, women had to further cope with increasing food insecurity, often times staying hungry themselves, to provide food for their children and other family members.*⁵

The impact of Covid 19 has been disastrous for education globally. As teaching shifted online, schools shut, midday meals and household incomes reduced due to lockdowns, and children were pulled out of schools.

In India, according to the Ministry of Education, around 35 lakh (35,00,000) children are currently out of school, although the actual number is likely to be higher.⁶ The closure of schools and *Anganwadis* also translated into less girls receiving midday meals, and Sexual Reproductive Health and Rights (SRHR) services such as distribution of sanitary napkins. The closure of schools is a major worry leading not only to drop outs, but hunger and girls having to adopt unhygienic methods for managing periods. The closure of schools and drop outs from education are likely to trigger an increase in child marriages and domestic violence.

Increase in hunger and loss of livelihood triggered an increase in domestic violence against women. The elected women representatives (EWR) interviewed for the abovementioned study in Bihar were aware of the issue and assisted some of the women victims of domestic violence. According to the EWRs interviewed education is the most important factor that motivates women not to tolerate domestic violence.⁷ However, the study notes that EWRs have imbibed

⁵ Sakshamaa and Centre for Catalyzing Change, Examining the Evolving Impact of Gender Norms on Women's Personal, Public and Political lives in the Context of Covid 19 in Bihar,

⁶ Reported in The Print, 'My daughter's studies can wait': Covid pushes girl child out of school as family incomes drop" 22 October 2021, available at <https://theprint.in/india/education/my-daughters-studies-can-wait-covid-pushes-girl-child-out-of-school-as-family-incomes-drop/754236/>

⁷ As above

patriarchal values and discourage reporting of domestic violence in order to maintain peace and harmony in their constituency. Therefore,

education in India has to counter established gender norms and prevent gender stereotypes in order to be meaningful. Secondly, regular training programmes for Panchayat members are also necessary which break both caste and gender discriminatory based mindsets. These training programmes need to be imparted despite the existing educational qualifications of the Panchayat members.

- *Education provides an option to women to get into paid work*

A major barrier to women's leadership is their unpaid domestic work. According to the ILO, women spend up to four times as much time on unpaid care work than men in the Asia Pacific region, impeding them from economic and political participation.⁸ A survey published by the National Statistical Office (NSO) in 2019 revealed that 92 percent of women between 15-59 years spend an average of over 5 hours a day on unpaid domestic services. Only 28.9% men reported spending time on unpaid domestic work and the average time reported by men was less than 1.5 hours a day.⁹

The Covid 19 pandemic exacerbated the gender gap in terms of unpaid work and care responsibilities. Very few politicians and leaders addressed this issue during the first and second wave of the pandemic. An exception is the Chief Minister of Odisha, Mr. Naveen Patnaik, who appealed to men not to overburden women during this phase. The Covid 19 pandemic not only reduced options for schooling and education, but increased women's care responsibilities. This double blow is likely to lead to a further decrease in women's leadership unless proactive steps are taken to bring back women to public life.

Need to change the Educational System

⁸ ILO "Care Work and Care Jobs" For the Future of Decent Work (2018)

⁹ NSS Report, Time Use in India (2019) available at <https://www.pib.gov.in/PressReleasePage.aspx?PRID=1660028>

Education can play a vital role in strengthening the performance not only of EWRs but inculcating leadership skills in girls, preventing child marriages, and motivating women to work outside of the home. School teachers are stakeholders in state initiatives to address violence against women and girls.

Education provides an opportunity for women to break away from early marriages, domestic violence and to rise both socially and economically. However, education on its own is insufficient to promote women's leadership. Further, the education system needs to change to ensure gender stereotypes do not develop in the youth. For example, a textbook on sociology for nurses reportedly mentioned, as one of the merits of the dowry system, that even "ugly" girls can be married off.¹⁰ The CBSE, in a class 10 question paper aimed at gauging the reading skills of children, mentioned that "emancipation of wife destroyed parent's authority over children."¹¹

These examples show that gender sensitisation in both schools and colleges is critical. The faculty and the textbooks can reinforce gender-based discrimination. In order to break stereotypes about women as being primarily care givers, the curriculum needs to change. The low participation of women in issues of public importance can only be addressed once gender roles are challenged and men play an equal role in care work.

A second issue to address is that of violence against women and girls which leads to dropping out from education. Sexual harassment experienced at teaching institutions, or on the commute to the educational institution can lead to dropping out from both school and college. During the time of the pandemic, the issue of public violence against women was side-lined as it was expected that the majority of women and men would stay at home. However, the reduced presence of

¹⁰ See for example, Times of India "Ugly-looking girls' can be married off with attractive dowry: B.Sc. textbook" (April 6, 2022) available at <https://timesofindia.indiatimes.com/city/nagpur/ugly-looking-girls-can-be-married-off-with-attractive-dowry-b-sc-textbook/articleshow/90672100.cms>

¹¹ See for example, Scroll "CBSE drops Controversial Passage on Women from Question Paper after Outrage" (December 13, 2021) available at <https://scroll.in/latest/1012694/emancipation-of-wife-destroyed-parents-authority-over-children-cbse-question-paper-triggers-row>

bystanders, increasing anonymity of perpetrators due to wearing of face masks, and a distracted police force may have resulted in under reporting of cases of public violence against women.¹² As educational institutions reopen, the issue of increase in sexual violence in public places is a worry. Sexual Harassment Internal Committees are required by law to be present in colleges and schools as per the Sexual harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. In cases of any sexual violence on a girl child the provisions of the Protection of Children from Sexual Offences Act, 2013 would apply. Children, faculty and administration need to be regularly trained on these laws and their need to comply with the provisions of these laws.

Strengthening Women's Leadership beyond the Panchayats

In India while women constitute 49% of the total population, in the national political realm they represent a mere 14.36% of the Lok Sabha (78 MPs out of 542) and 11% of the Rajya Sabha (27 MPs of 245). The shortage of women leaders is visible not only in the political sector but also in field of work, where the female labour workforce participation rate has been declining over the years.¹³

Lack of representation of women in senior positions – whether as law makers, in academics, non-government organisations, the judiciary or incorporates – translates into lack of diversity in decision making processes, gender blind policy decisions, financial dependence of women, inability to leave violent households or to negotiate domestic violence, and less investment in children.

The situation is better at the grassroot and the regional level. Women's representation in Panchayats has increased over the years due to affirmative action. Over the years, this has had a significant impact at

¹² See for example, Women Power Connect "Safety of Women in Public Places and Covid 19" available at <https://www.youtube.com/watch?v=VdFKrTCmqcA>

¹³ According to reports attributing the Ministry of Statistics, female labour participation rate in India fell to 16.1% during the July-September 2020 quarter, the lowest among the major economies. See for example, Reuters, "India's female labour participation rate falls to 16.1% as pandemic hits jobs" (August 3, 2021) available at <https://www.reuters.com/world/india/indias-female-labour-participation-rate-falls-161-pandemic-hits-jobs-2021-08-03/>

the grassroot level; women Panchayat leaders have taken up issues of raising education standards, addressing water sanitation and dowry–issues that are normally not raised by men.

Smaller political parties have displayed greater alacrity in ensuring women’s voices are heard at the national level. The Government of West Bengal (Trinamool Congress) and Odisha (Biju Janata Dal) fielded 41% and 33% women respectively for Lok Sabha seats in the 2019 elections. The Dravid Munnetra Kazhamgam under the leadership of Ms. Kanimozhi Karunanidhi made an attempt to raise the Women’s Reservation Bill in Parliament in December 2021.

A ”bottoms up” approach is a viable strategy for increasing women’s decision making in both within the household and outside the home. In order to be successful and scale up, alongside educational qualifications, there is a need to pass the Women’s Reservation Bill, as well as ensure systemic support for women who take on a public role.

Conclusion

For teachers and the education system to be an effective stakeholder towards empowering women, there is a need to change the education system in India to bring in elements of life skills along with formal education. Managing menstrual hygiene, gender sensitization, trainings on sexual and reproductive health, and vocational skills need to be added to the curriculum in order to provide more holistic education to children. Addressing gender stereotypes and norms is most important, which perpetuate the public-private divide between men and women.

Education as a prerequisite to contest Panchayat elections has helped some younger women to emerge as leaders in villages of Rajasthan and Haryana. However, in the absence of systemic change, and the continuing belief that women are responsible for household work, the trend is unlikely to last, particularly with pandemics and natural calamities which push women more and more towards fulfilling unpaid domestic work. The impact of Covid 19 has been disastrous primarily for this reason.

Consequently, the education system in India has to change to bring in gender mainstreaming and to break gender stereotypes at a young age. Trainings and sessions on gender must be made mandatory not only for

students but also for the school / college faculty, administration and textbooks vetted for the gender sensitivity displayed.

As the economy contracts, loss of jobs, human trafficking, early marriages of girls who are pulled out of schools and early pregnancies are real threats facing the country today. The closure of schools across India for almost two years since March 2020 not only disrupted education of children but also advocacy efforts by civil society organization working with girls.

In this context, the need for women leaders in Panchayats, Parliament and the State Legislative Assemblies is even more important now. Along with education, affirmative action measures are required to ensure the impact of the pandemic is minimised, and to increase women's participation both in the workforce and as public leaders.

"NONVIOLENCE IS MORE THAN SIMPLY AGREEING THAT YOU WON'T PHYSICALLY ATTACK YOUR ENEMY. GANDHI REFERRED TO HIS FORM OF NONVIOLENCE AS SATYAGRAHA. THIS MEANS "TRUTH-FORCE" OR "LOVE-FORCE." PRACTICING SATYAGRAHA MEANS A PERSON SHOULD SEEK TRUTH AND LOVE. THEY SHOULD REFUSE TO DO ANYTHING THEY BELIEVE IS WRONG. THIS IDEA GUIDED GANDHI'S ACTIVISM AGAINST THE BRITISH EMPIRE, HELPING INDIA WIN ITS FREEDOM IN 1947. THE NONVIOLENT RESISTER NOT ONLY REFUSES TO SHOOT HIS OPPONENT, HE ALSO REFUSES TO HATE HIM."

- DR. MARTIN LUTHER KING JR.

A Study of Politics of Reproduction through Legal Case Studies in India

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Reproductive rights encompasses the fight by the women's group in 1970s over the issues of contraceptive, surrogacy, adoption and abortion. The women wanted to have control over their bodies. Reproductive Politics explores the legal, political, religious, social, ethical, and medical dimensions of this hotly contested arena. This article tries to explore and trace the historical roots of reproductive politics up through the various court judgement done through the legal process. Actually politics of reproduction is basically rooted on two main concepts: a) power and subordination and b) feminism and anthropology. Within the topic we have multiple issues that make the issue broader and more comprehensive like responsibilities, choice, identity, embodiment, gender, inequalities, kinship and relationship of power within the social structure. Like many parts in the world, in India also women have struggled a lot to get rights in the area of rights of reproduction. This paper will examine the macro indicative and case reports in India.

KEY WORDS: politics, reproduction, surrogacy, contraceptive, women, adoption, legalities, fundamental rights, MGDs.

Introduction:

If we look around the world there are multiple issues women face on a daily basis. Discrimination, partiality, violence, abuse, social discrimination, economic and physical exploitation are common problems that women face in the Indian subcontinent. We know that India was the first nation in the world to start FAMILY PLANNING PROGRAM that too in 1952. The idea was to reduce the population to stabilize the population at a level consistent with requirement of national economy. It was to propel the economic growth. The Politics of Reproduction: Adoption, Abortion and Surrogacy in the Age of Neoliberalism uniquely brings together three sites of reproduction and

reproductive politics to demonstrate their entanglement in creating or restricting options for family-making. The Politics of Reproduction generally focuses on the effects of a radically altered economic landscape which affects the individual choice-making. The question of choice to better understand the costs of a political and ideological climate that encourages, even demands, individual solutions to intractable social problems. The U.S. government (U.S.) has supported global Family Planning and Reproductive Health efforts for more than 50 years and is the largest donor to Family Planning and Reproductive Health in the world. It is also one of the largest purchasers and distributors of contraceptives internationally.

OBJECTIVE OF THE STUDY:

1. To trace the history of the reproductive rights of women in the world.
2. To find out global Policy and Programme dedicated to women enhancing their rights.
3. To study the legal cases that came up in Indian courts and their judgements.

DEFINITIONS OF THE MAIN TERMS:

Reproduction: reproduction means ensuring the existence of the species

Politics: In this study the politics is concerned by the power and manipulation to ensure that women have no say in the procreation or reproduction.

Legal: means those arguments which were heard and deliberated by the honorable courts of India.

India: A country which is often in the world news for doing atrocities and subordination due to patriarchal hierarchy favoring men folks.

The human reproduction consists of many issues and phenomena like child birth, fertility, child care, infant mortality and mother mortality. Let's also remember that the topic is at intersection of demography, culture, race and religion. It synthesizes local and global perspectives. Reproductive rights have constituted a central theme of second wave of feminism and discussed the issues such as access to contraceptive, choice of abortion, concession and help in child-care. The current special issue on feminism and politics of reproduction is been prompted by the

belief that recent developments in medical science around new reproductive techniques signal the need for renewed feminist attention to the politics of reproduction.

Social and reproductive rights mean women across should be able to take decisions about their own body. They should be able to:

- Get accurate information about various reproductive issues.
- Should get access to reproductive health services including the contraceptive and maternal health.
- Choose when to bear a child and how many.
- Should have a right to abortion.
- Should be able to be free from sexual violence, marital rape, female genital mutilation and forced pregnancy.

There are many barriers to sexual and reproductive rights including obstacles to access health services information and education. Also let us not forget that reproductive rights are grounded in a range of fundamental rights granted on the Universal Human Rights. All those states who have ratified at the UDHR have legal obligation to respect, protect and fulfill the rights protected in these human treaties.

WHAT ARE REPRODUCTIVE RIGHTS ?

- Rights of all couples and individuals to decide freely and responsibly the size of their families.
- Right to information about various health services.
- Right to highest standard of health services.
- Right to live life without any threat to their life.

Reproductive rights is critical to women's existence and parity. Reproductive health problems remain the leading cause of ill-health and death for women of child-bearing age (between 15-49) according to UNFPA.

However the global status of women's and girls' sexual and reproductive rights are disturbing. 214 million women world-wide want access to reproductive health but lack access to contraception and more than 800 women die daily from preventable causes related to pregnancy and child-birth. Also we know that same sex relationships between consenting adults are still illegal in 76 countries. Significant gains have been made in implementing the reproductive health and rights agenda, but

aggregating gains mask glaring inequalities that entail much avoidable human sufferings and lost opportunities for realizing better individual well-being and social development. Achieving further progress requires continued advocacy for reproductive and sexual rights and sound public health programming.

SOME MILE STONES IN JOURNEY OF REPRODUCTIVE AND HEALTH RIGHTS:

1975: The Commission on the Status of Women called for the organization of the first world conference on women to coincide with International Women's Year. The World Conference of the International Women's Year was subsequently held in Mexico City;

1980: 145 Member States gathered for the mid-decade World Conference of the United Nations Decade for Women in Copenhagen. It aimed to review progress in implementing the goals of the first world conference, focusing on employment, health and education.

1985: The World Conference to Review and Appraise the Achievements of the UN Decade for Women took place in Nairobi. The conference's mandate was to establish concrete measures to overcome obstacles to achieving the Decade's goals.

The 1995: Fourth World Conference on Women in Beijing marked a significant turning point for the global agenda for gender equality. The Beijing Declaration and the Platform for Action, adopted unanimously by 189 countries, is an agenda for women's empowerment and considered the key global policy document on gender equality.

Follow-up to Beijing

2000: Millennium Development Goals (MDGs) were adopted by the global community. Four out of eight MDGs goal concern and relate to reproductive e and sexual health and rights of women.

2005: A 10-year review and appraisal of the Beijing Platform for Action was conducted as part of the 49th session of the Commission on the Status of Women.

2010: The 15-year review of the Beijing Platform for Action took place during the Commission's 54th session in 2010. Member States adopted a declaration that welcomed the progress made towards achieving gender equality, and pledged to undertake further action to ensure the full and accelerated implementation of the Beijing Declaration and Platform for Action.

2015: The 20-year review and appraisal of the Beijing Platform for Action took place during the Commission's 59th session in 2015. The session also addressed opportunities for achieving gender equality and the empowerment of women in the post-2015 development agenda.

2020: The 25-year review and appraisal of the Beijing Platform for Action took place during the Commission's 64th session to be held on 6th March 2020 with a resolution on "Women, the girl child, and HIV and AIDS"

In **September 2015** countries adopted a set of **Sustainable Development Goals (SDGs 2015-2030)**, which are **17** in numbers. Out of which Goal 5 States. It concerns maternal health and has two targets to attain GENDER EQUALITY :

- (a) To reduce the maternal mortality ratio by three quarters
- (b) To achieve universal access to reproductive health

REPRODUCTIVE RIGHTS IN INDIA

Although India was among the first countries in the world to develop legal policy frame work guaranteeing to develop legal and policy frameworks women access to abortion and contraception. The Medical Termination Pregnancy Act (MTP) 1971 legalized termination of the fetus under the supervision of a registered medical practitioner at various stages of pregnancy. We can conclude that Indian women on paper access to abortion and enjoy fully their reproductive rights. But if we look deeply through the reality lens majority of the women and girls do not have access to health services. Illiteracy, poverty, patriarchy, Customs, tradition and non-implementation of existing health policy obstructs and denies the opportunity their rights fully and freely. Although India's "National Population Policy" guarantees women voluntary access to the full range of contraceptive methods.

India is also signatory to numerous international conventions like CEDAW, PCCPR, ICESCR and CRC, all of which are recognizing reproduction rights. But the UN Human Rights expert and bodies have raised concerns to Indian Government about human rights violation of women and girls rising from a range of reproductive rights, including maternal mortality and morbidity, unsafe abortions, poor quality of post abortion care, lack of access to contraceptives, child marriage and sub-standard female sterilization.

LEGAL CASE STUDIES IN INDIA REGARDING REPRODUCTIVE RIGHTS

2003: Ramakant Rai vs Union of India was a PIL. It was placed in the Supreme Court stating the issue of the forced sterilization throughout India for violating Article 14, 15, 21, 47, CEDAW Beijing and Cairo Conference. The supreme court issued directives not only for the states but highlighted the portion to entire nation. It highlighted “the need for Uniform guidelines in the performances of sterilizations procedures for women and men, including requirement of informed consent. Also punitive action and due monetary compensation shall be paid to the victim.”

2009: Supreme Court in *Suchita Srivastav vs Chandigarh Administration* stated that reproductive autonomy is a dimension of personal liberty guaranteed under Article 21 of Constitution of India. It held, “It is important to recognize that reproductive choices can be recognized to procreate as well as abstain from procreating. The crucial consideration is that a women’s right to privacy, dignity and bodily integrity should be respected.”

2011: Delhi High Court in the case of *Laxmi Mandal vs Deen Dayal Harinagar & Others and Jaitun V Maternity Home, MCD, Jungpura and Others* concerning denials of maternal health care to two women living below poverty lines. The Court said that “these petitions focus on two inalienable survival rights from part of the right to life: the right to health, (which would include the rights to access and receive a minimum standard of treatment and care in public health facilities).” Citing CEDAW and ICESCR the decision held that “no women, more so pregnant should be denied the facility of treatment at any stage

irrespective of her social background..... this is where the inalienable right to health which is so inherent the right to life gets enforced.

2011: High Court of Punjab and Haryana reiterated women's' right to reproductive autonomy, by dismissing a suit filed by a husband against a doctor, who had performed an abortion without husband's consent. It stated, "It is personal right of a woman to give birth to a child...Nobody (sic) can interfere in a personal decision of a wife to carry on or abort her pregnancy, unwanted pregnancy would naturally affect the mental health of a pregnant women.

2013: In the case of *hallo Bi vs State of Madhya Pradesh*, the High Court of Madhya Pradesh affirmed the importance of providing rape victims of rape stating, "We cannot force a victim of violent rape / forced sex to give birth to the child of rapist. The anguish and the humiliation which the petitioner is suffering daily will certainly cause a grave injury to her metal state."

2016: In 2016, the Supreme Court issued a judgment in the case of *Devika Biswas v. Union of India & Ors.* that moved beyond the reproductive health framework to also recognize women's autonomy and gender equality as core elements of women's constitutionally-protected reproductive rights.

2016: In the 2016 case of *High Court on its Own Motion v. State of Maharashtra*, the Bombay High Court ruled to improve women prisoners' access to abortion and strongly affirmed women's rights to abortion as an aspect of the fundamental right to live with dignity under Article 21. The judgment recognizes that unwanted pregnancies disproportionately burden women and states that forcing a woman to continue a pregnancy "represents a violation of the woman's bodily integrity and aggravates her mental trauma which would be deleterious to her mental health."

Conclusion: Thus, we can conclude that reproductive and sexual rights are a part of comprehensive health rights. To ensure the fulfillment of these rights, a nation or a country, needs to have a very robust public health system that is capable of providing a comprehensive affordable, qualitative and informed health service. Unfortunately, the health services in India are far from being "GOOD" forget about being qualitative It is a

result of continuous bad government policy which includes low public investment, poor infrastructure, inaccessible medical and diagnostic facility and abysmally low human resources.

Last two decades it is been evident in our country has witnessed privatization of health services In India. In Mumbai itself we have 72 Municipal hospitals. Compared to this there are 4,000 private hospitals. This shows that how the poor and marginalized women are far away from accessing the 'reproductive health rights. The women from poor and marginalized tribal and rural sector often don't have proper health services and due to this they often stripped of their dignity and rights.

The promotion of reproductive and sexual rights should be the fundamental basis for government and community sponsored policies and programs. The government must consider these rights as a fundamental part of the laws and it should enact the polices to fill the void that is created in the reproductive and sexual rights of women and girls.

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Content Analysis: Quest in Education- 2011 to 2021

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The paper carries out content analysis of papers published in the journal Quest in Education during the period 2011 to 2021. The topics are aggregated in logical groups for analysis. While the topics are diverse in nature there are focused articles on Education, Women and gender issues as well as social problems along with articles on Gandhian philosophy. This paper is expected to provide information on various topics of interest to the researchers in the field of education.

Keywords

Gandhian Philosophy, Education, Gender and Women Issues, Social issues and Education, Peace Education, New normal

Introduction

One of the unique features of Gandhi Shikshan Bhavan is publication of a journal, "Quest in Education". It is quarterly journal published by Indian Council of Basic Education (ICBE). This journal is devoted for education and articles related to social issues. Quest in Education was first established in March 1964 by Teachers' Club of Bombay in Mumbai. Teacher's club was established with a great motive of improvement of quality of education. The members involved in this activity was school and college teachers and heads. Teacher's club decided to start a biannual journal edited by Mr. G. L Chandavarkar, Mr. J.W. Airon and Mr. Vajubhai Patel. Quest in Education was started from Nanavati School. Earlier issues were focused on announcement of ICBE programmes. It also then published articles presented in ICBE seminars and symposium. Over the years ICBE started shouldering responsibility to publish Quest in Education. The journal is available now in a digital form and at a nominal price.

Initially prominent educationists and ICBE members have contributed articles to Quest in Education. The council decided to publish separate bulletins in Marathi, Gujrati and Hindi.

Today, Quest in Education is an esteemed research journal in the field of education with ISSN number. It is a peer reviewed journal and is subscribed by institutions all over the country.

The Library of Gandhi Shikshan Bhavan's Smt. Surajba College of Education holds all past and current issues of Quest in Education.

Understanding the depth and variety of topics covered by eminent researchers in the field of education, the librarian, the author of this paper, felt that it would be useful to provide reference service related to this journal to prospective researchers in the respective fields. Content analysis of articles of the last ten year which should be an effective value-added service. This would provide idea of what is available in the journal and researchers can reach out to the library to get access to the relevant articles.

Objectives

With the primary objective of providing a glimpse of the topics of valuable articles in this journal, the paper aims to

- Analyze of content of QUEST IN Education with reference to author from 2011- 2021
- Highlight the subject coverage of Quest in Education from 2011 to 2021

Research methodology

This study uses the content analysis method.

Content analysis, a method which can be used qualitatively or quantitatively for systematically analyzing written, verbal or visual documentation goes back to the 1950s. The content is analyzed by breaking it up into conceptual chunks that are then coded or named. Content analysis is a research technique that has quantitative and qualitative characteristics. In the quantitative tradition, it is defined as "the objective, systematic, and quantitative description of the manifest content of communication" (Berelson, 1952, p. 18). Many of the activities of the content analyst fit neatly into this positivistic perspective. Other activities, however, are better described in qualitative nomenclature. Frick (1998) describes content analysis as the process of

analyzing material through the use of emergent categories, culminating ultimately in data reduction. According to Berelson, (1952) content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication. Holsti (1968) says that it is any technique for making inferences by systematically and objectively identifying specified characteristics of messages. Kerlinger (1986) defined content analysis as a method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables

It is a research tool or technique to analyze the actual content and it is feature of any kind, it is a word, picture, theme and try to present the content in objective and quantitative manner.

For the present study, the author documented the frequency and percentage in a tabulated manner to determine the most covered topics. They were then aggregated to create homogenous chunks. The M.S Excel was used to tabulate and analyse the data.

Review of literature

Sandhya Pagare conducted content analysis to analyse the Journal of Rehabilitation Council of India. She found most of the articles were about inclusive education, learning disabilities and hearing impairment. Daniel Strou, Pennington Pete, Cleaver V Christopher conducted content analysis of research articles in the journal for Specialists in Group Work 1998-2015. They found client characteristics and process issues have been the most frequently researched topic areas, and child-adolescent and adult clients have been participants more often than graduate students.

Data collection

The data pertaining to this study was available in the form of the copies of the journal at the Library of Gandhi Shikshan Bhavan. The author created a database of these articles to get basic information about the articles. This was done using M S Excel as a tool. There were in all 226 papers over 40 quarterly issues of the journal. This data was further refined to create appropriate groups of the topics covered and code them.

Scope and limitation

- The present study covers articles in the ten years of journal Quest in Education from the year 2011 to the year 2021.

- The present study provides findings on the subject coverage of journal Quest In Education.
- The study however does not comment on the contents within the articles.

Purpose of the study

Gandhi Shikshan Bhavan's Smt. Surjaba College Library holds all issues of Quest in Education. Understanding the depth and variety of topics covered by eminent researchers in the field of education, the librarian, the author of this paper, felt that it would be useful to provide reference service related to this journal to prospective researchers in the respective fields. Content analysis of articles of the last ten year which should be an effective value-added service. This would provide idea of what is available in the journal and researchers can reach out to the library to get access to the relevant articles. This is also in line with the 4 laws of library science by the father of Library Science Dr. Ranganathan which state

- Books are for Use,
- Every Book her/his Reader,
- Every Reader her/his Book
- Save the Time of Reader.

Keeping in mind these four laws, the author felt that the content analysis will provide quick reference service. Reader can easily take information according to his choice immediately.

One can get coverage of topics during this period. One can examine the coverage of current topics in the journal and a view of variety of topics that are covered by the respective authors.

This paper will also provide insights in to areas that don't have sufficient coverage and the editors would be able to motivate readers and contributors to write on the topics.

Data analysis

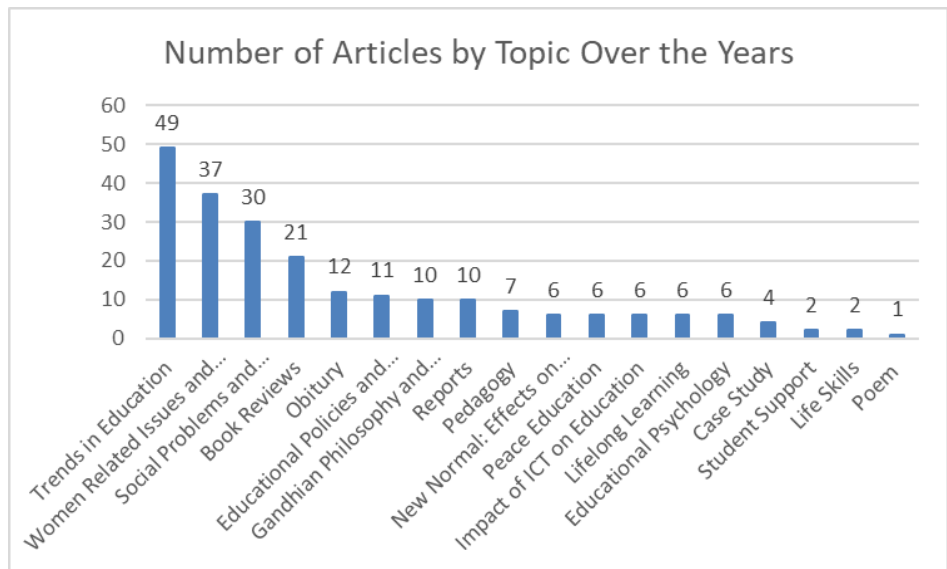
The data analysis was aimed at getting following information.

- Content coverage by Topic
- Demographic information about the contributors
- Existence of Collaboration among authors

Accordingly following charts and the commentary provides the relevant details.

Content coverage by topic

The following chart depicts the number of articles on a topic in descending order.



Trends in education

We see that in these 10 years, there are 49 articles covering different aspects of education. This is in line with the overall objective of improving quality of education with which the journal was established. Among the papers, we find some important aspects like Inclusive Education, Health Education and Evaluation methods. There are also articles on Reconstruction of Curriculum, Research in teacher education, Quality of schools, Reciprocal teaching strategy, Faculty crunch in higher education, Dialogue as a method, Anganwadi education, Sarva Shiksha Abhiyan, Education and Sports, Flipped classroom model, Extension Education, Non formal education programmes, Primary

education, Gulzar school of film education, Early childhood education, Community colleges.

Now a days inclusive education is challenging part of education system. We see a total 8 papers written on this particular aspect. Challenges of inclusive education, Attitude of teachers of inclusive schools towards education of challenged children, Inclusion in higher education, Teaching economics to the visually impaired children etc.

Educational evaluation is always important but is a changing phenomenon according to time. There are 3 papers written on this topic including evaluation through cartoons. Health education covering Awareness of aids, Cancer etc. Research papers handling this subject like awareness of aids, issues in health education etc. are available in the journal.

Women related issues and education

Over the period of time, 37 papers are related to gender and women related problems. This is another aspect where Quest in Education focuses on. Topics like Girl education, Nurturing girl child, Problems faced by women teachers, Social reform movements and women education, Gender issues in educational approaches, Globalization and status of women, Actual experiences by NGO like Vacha regarding women childhood, Study of gender equality as perceived by secondary school children experiences, Educational empowerment of tribal women, Adolescents gender role attitudes, Women in the economics textbooks, Safety of women in educational institutions, Study of self-esteem on the basis of gender, Gender inequalities in the field of education, Women teachers in urban areas, Women beedi worker struggle, Womens' education in post-independence time, Women in science provide a glimpse of the spectrum of issues that are available in the journal and would provide a good opportunity of study.

Social problems and education

A social problem is an issue or a factor within the society that affects the real world, gender inequality, poverty, child abuse, unemployment are some issues prevailing in the society. Education helps us understand what society is and responsibilities of citizen. Consequently, the focus on

social problems and education is very important. We see this awareness among the readers and authors through over 30 papers that are based on this topic.

Topics are- Child labour and education, Public expenditure on education, Population problem, Study of out of school children, Human rights, Street children, Child right education, School education for gender justice, Gender and total literacy mission

Gandhian thoughts and education

Quest in Education is published by Indian Council of Basic Education which is based on Gandhian philosophy. Over the period 10 papers are written on the Gandhian approach to education. Peace education is a vital part of Gandhian philosophy so development of activates about peace education among school children, Secondary teachers awareness about peace education, Education for peace of B.Ed. student teachers, Satyagraha as a peaceful method, Sarvodaya-initiating the flames of Gandhian principles among the B.Ed. students, Gandhi on gender violence, Tagorian thoughts on education, Building culture of peace in the classroom, Peace programmes organized by educational institutions. Further Skill development as per Gandhian perspective, Multi-dimensional integrated approach -Gandhian model are some other topics that are covered in the journal.

Policy and programme

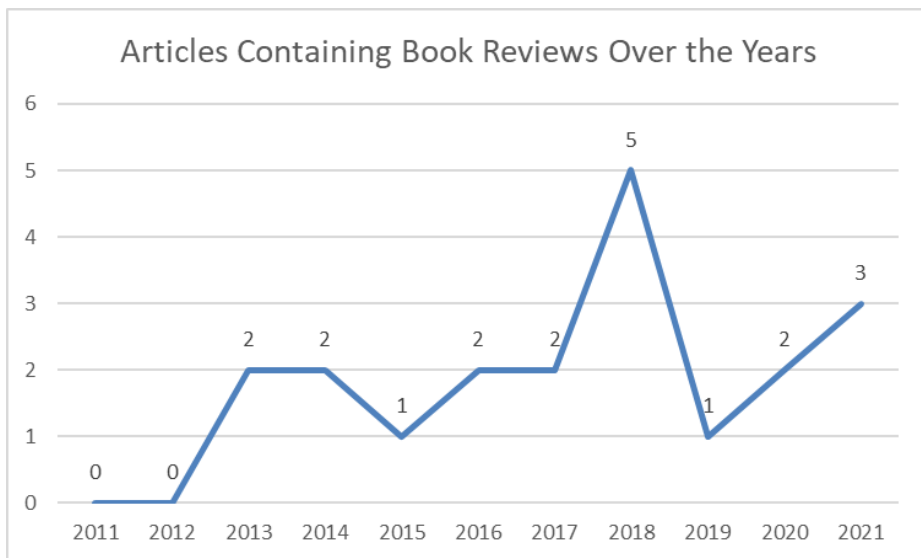
Educational policy consists of the principles and policy decisions that influence the field of education, collection of laws, rules that govern the operation of education etc. Not everybody reads these policies even though they are expected to be aware. Some authors take a lead in reading these policies and opportunities and issues arising out of these policies in a language that is understood by everybody. There are 11 such papers written on this topic. Recent policy was the New Education Policy (NEP) 2020. Other topics covered are Notes on National service scheme, The Maharashtra Public Universities act 2016, Role of teachers in higher education as per national policy of education2016, Reflection on draft National Policy (2019), National perspective plan (2019), Thirteen annual status report 2018, Review of national educational policy, The fifteen Annual status of Educational Report

Pedagogy

The method and practice of teaching, especially as an academic subject is pedagogy. It is the way of teaching students, whether it is the theory or practice of educating. It enables students to get through understanding of the subject. In teaching profession pedagogy of particular subject is important. We find 7 papers are published during the period of time about Teaching the concept of function, Mathematics communication skills, Teaching of economics, Science inquiry method etc.

Book Reviews

Book reviews provide insights in to books from the perspectives of the reviewer. The following chart depicts number of book reviews that are present in the Quest in Education each year during the past 10 years. We can see that on an average there are 2 book reviews per year in the journal. These reviews are written by professors and other scholars. This includes review of a few articles as well.



Impact of ICT on education

Involvement of technology in education increases the level of critical and depth of information known on students. This is the positive impact of technology. It includes hardware, software, electronic communication media and social media as well. There are 7 papers published in Quest in education from 2011 to 2021 covering Social websites and young

children, New trends in online learning, ICT and Indian education, ICT 4D projects in India, Use of smart phones etc.

Effect of New Normal on education

In the wake of the lockdown in 2020, educational institutions across the world had shift classes online and incorporate digital learning and assessment techniques in to the curriculum. The effect of pandemic situation was tremendous on all factors of the country. Quest in education always publish papers on current topics and hence within a year there were 6 papers on new normal. Higher education in new normal, Mental health of youth during COVID19, Educational challenges of marginalized girls during COVID 19, National and state actions on education, Intersectional lens to digital divide, Best practices by academic libraries covered various aspects of new normal.

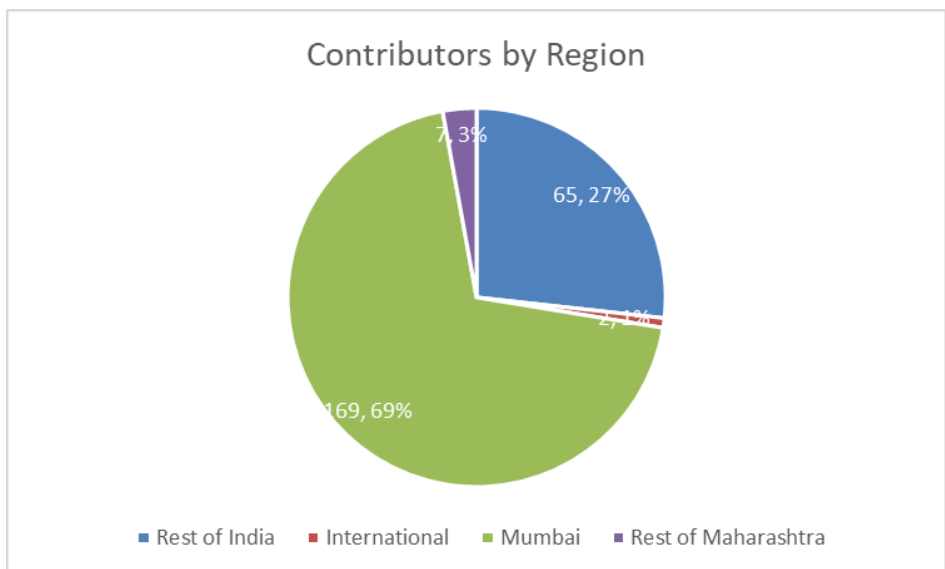
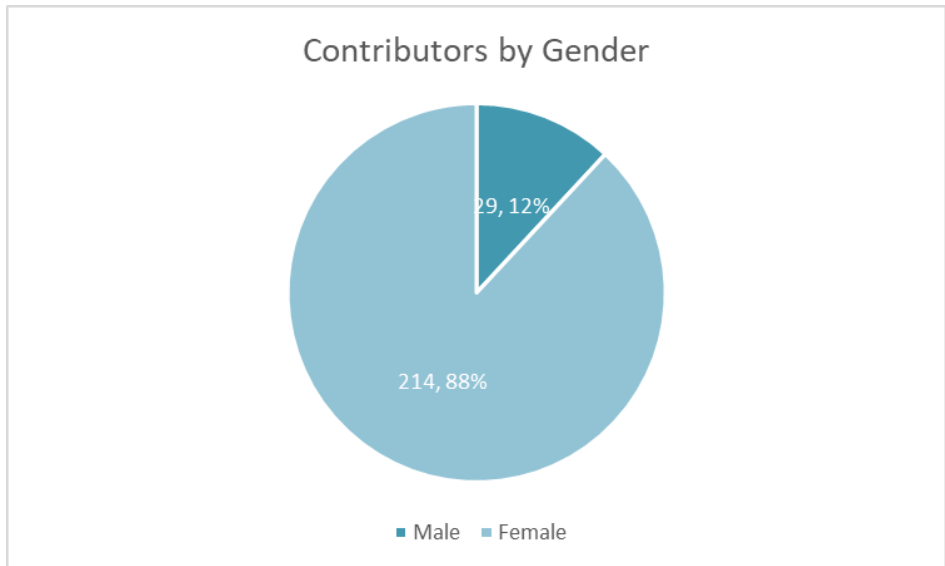
Educational psychology

Educational Psychology is applied branch of psychology which deals with scientific study of human behavior in educational situations. It attempts to apply knowledge of psychology in the field of education. There are 6 papers are published in the Quest in education over the period of time. Topics are anxiety level of students and their effect on education, Integrated critical thinking, Emotional intelligence, Adversity quotient.

Other papers in the journal cover important topics though there may not be enough number of articles on them. There are two **Case studies** on trainee teacher's reaction to programme in Gandhi Shikshan Bhavan and journey of non-formal education. Topics like **lifelong learning**, life skills are also shared with readers. Few **reports** of Gandhi Shikshan Bhavan's Smt. Surajba College of Education are published in the journal. Report on few social programmes organized by the institute is published. There are also obituaries on eminent personalities who positively impacted the institute, individuals and public at large. Petition submitted to NCERT chairperson by leading Dalit and non-Dalit writers, scholars, educationalist is very important document was published in Quest in Education.

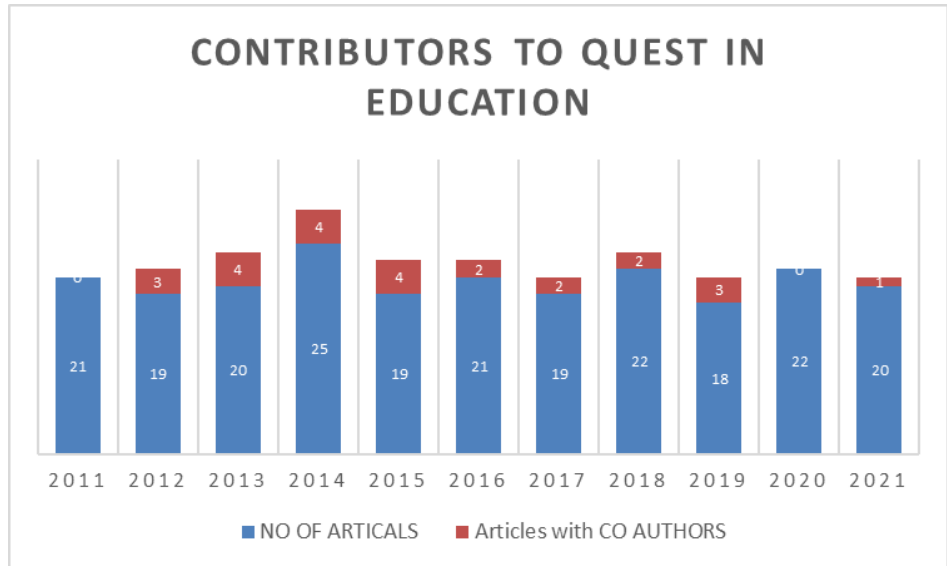
Demographic information about the contributors

The following charts provide information about the contributors. We can see that over 88% of the articles are written by the female contributors whereas only 12% are by their male counterparts. We also see that over 2/3rd of the papers are contributed by authors within Mumbai while authors from rest of India form about 31 % of the contributors. There are also 2 articles from international authors.



Existence of Collaboration among authors

We observe that 11% of papers are written by coauthors. Two papers like Saksham and SDG are written by more than two authors.



Findings

- Over the past 10 years, Quest in Education has found contributors from all over the country though at present majority of authors are from Mumbai.
- About 1/10th of the papers are written in collaboration with other authors.
- The content coverage has a wide spectrum of topics with focus on Education and Gender and women related issues while also covering other important aspects of social issues.
- Current topics quickly find their way in to the journal

Conclusion

Quest in Education provides insights in to a large spectrum of topics authored by leaders in the field of Education. While the topics are diverse in nature there are focused articles on Education, Women and

gender issues as well as social problems along with articles on Gandhian philosophy. In addition, it provides useful information on current topics and also on matters related to policy.

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Dr. Kamal Patankar (1928 -2022): A Tribute

**By Smt. Nupur Mitra,
President,
Indian Council of Basic Education, Mumbai**



A student recalls

"It is not what is poured into a student but what is planted, **that** counts." **E P Bertin**

There are lives and lives, but a life well spent by receiving from and giving back to society in full measure in different ways, is a life truly well lived.

Born in Akola Maharashtra 94 years ago, Dr. Kamal Patankar grew up in Nagpur where she received her early education. She went on to get five degrees and was the recipient of a gold medal for excelling in M A She taught in several schools in South Mumbai and UK. Post her Doctorate Dr. Patankar joined Gandhi Shikshan Bhavan, a B Ed college run under the aegis of Indian Council of Basic Education (ICBE) as a teacher educator. Later the college came to be known as Smt. Surajba

College of Education. Dr. Patankar travelled daily from South Mumbai only because she was drawn to this institution run by visionary academician Shri. Vajubhai Patel, a Gandhian who not only believed in Gandhian Philosophy, but also ran the institution on Gandhian

Principles and Nai Taleem (Basic Education) initiated by Mahatma Gandhi.

I was fortunate to have enrolled for the B Ed course in 1975 the same year that Kamalben, as she was known in Gandhi Shikshan Bhavan, joined it. Her graceful and gentle demeanour put us- students at ease, majority of us being in a professional course for the first time. In fact one of the best features of this college was gentleness and simplicity epitomised by Shri Vajubhai Patel and Smt. Leelaben Patel. Kamalben was an erudite and affectionate professor who was always thoroughly prepared for her lectures. She was patient to a fault and ensured that all queries and doubts of her students were cleared before she exited the lecture hall.

Student teachers are in most cases anxious about Practice Teaching whatever the subject-method. Kamalben, very patiently guided students with innovative methods of teaching and made sure her students were not nervous in a classroom. Post lessons also her observations were made in a gentle tone always encouraging and prodding to do better. An ideal teacher who endeared herself to countless students and won the admiration and respect of her colleagues.

Dr. Patankar went on to become an In-charge Principal of Smt. Surajba College of Education. Post-superannuation Kamalben helped set up the Nagrik Sewa Sansthan's B Ed College, Tardeo and was appointed its Principal. There she introduced many practices that she imbibed at Gandhi Shikshan Bhavan like the Sarva Dharma Prayer, Sarvodaya Patra and Community service. After her stint with NSS B.Ed. College of Education, Kamalben moved to Mauritius where she joined the Gandhi Institute there and helped set their curriculum. After returning from Mauritius, Kamalben continued to visit Gandhi Shikshan Bhavan and gave valuable inputs whenever required.

Kamalben and her late husband Dr. Arvind Patankar, a scientist with TIFR were perfect examples of simple living and high thinking.

At one point of time, the trust (ICBE) was in the throes of a legal 'Dharamyudh' imposed on it. It was a fight for upholding the principles of propriety. Kamalben steadfast with the Founder and the Trust. After a long legal battle, the High Court of Bombay ruled the verdict in

favour of the trust and its founder. Such was the courage of her convictions. Later Kamalben was appointed as a Member of the Managing Committee of ICBE, which she remained till the very end.

Kamalben as Trustee and President of Indian council of Basic Education played a pivotal role in sharing and implementing ideas for the all-round development of the various sections of ICBE, i.e. the schools and the B Ed College. She was a staunch supporter of Quest in Education and also contributed for its endowment funds.

Mrs Asha Damle, Honorary Secretary of ICBE shared that Kamalben in her desire to make students aware about the life and works of Mahatma Gandhi, undertook a Project with The Secondary section of our school- I J Patel High School. She requested the Head Mistress to distribute the books to students on the various stories and anecdotes from the life of Mahatma Gandhi. The students were to read the stories and rewrite them in their own words and what they imbibed from it? The students who showed much enthusiasm re-wrote the anecdotes that appealed them. These were then proofed, compiled and published. Such was her admiration for the life of Gandhiji which was a message by itself.

A philanthropist, Kamalben gifted generous sums to various educational institutions. The ICBE was a grateful beneficiary too. A significant sum was gifted for the establishment of a 'Gandhi Kuteer', a centre for the study, research and dissemination of Mahatma Gandhi's ideas and thoughts on myriad subjects, including education.

Even in her advancing years, octogenarian Kamalben refused to call it a day. She started a new chapter mobilizing and engaging senior citizens of her neighbourhood in Deonar, in socially beneficial activities. Smt.Aparna Deshpande an active member of the Jayeshtha Nagrik Sangha (JNS), shared that guided by Kamalben, they adopted

economically marginalised students of Matoshree Vidyalaya and Kumud Vidyalaya, Deonar. Members took tutorials as well as helped with their school fees. Mrs Deshpande added that Kamalben helped

start a Library 'Amit Vachanalya' for Senior Citizens, in memory of her late daughter, Smt. Amita Rangnekar. She encouraged members of JNS to read books on different subjects and also remain updated with current news and happenings. She involved them in role-play, enacting the lives of great women personalities, in other words helping them to

develop confidence in themselves specially women who remained confined to the four walls.

Kamalben invited speakers to address members on various subjects. She believed that age cannot be a barrier to pursue what one wishes. The 'will' makes it possible. Age was just a number for Kamalben, who was alert, mentally agile, ever graceful and who till the very end remained a teacher; an educationist. Kamalben will remain in the hearts and minds of her countless students, colleagues, friends and neighbours and of course will be remembered with gratitude by the Indian Council of Basic Education for her lifelong dedication to its welfare.

Obituary for Advocate Jaya Menon (15th August 1953 to 9th June 2022)

Prof. Vibhuti Patel,
Trustee, Indian Council of Basic Education, Mumbai



Veteran women's rights activist and human rights lawyer, Adv. Jaya Menon passed away on 9th June 2022. She was committed to education of girls and had supported ICBE financially from the savings of her twin sister, Lakshmi Menon who passed away 18 months back. Both the sisters were involved in several community based social movements in Mumbai since 1977. Their physical ailments never came in the way of their mission. Now, both are united after 18 months of gap.

Advocate Jaya Memon was a founder member of *Stree Jagruti Samiti*, Mumbai Initiative for Human Rights Education and Women Networking. She was actively associated with Justice and Peace Commission (JPC) and Institute for Community Research Organisation (ICOR) for over two decades. Her enthusiasm and determination were unique and infectious, and galvanised us into action. Both the Menon-sisters, Jaya and Lakshmi were heart and soul of Women Networking. In the mega event to commemorate International Women Day year-after-year, Jaya's electrifying persona would enhance the spirit of all participants- women, children and men. You can see that in these photographs taken just 6 years back.

Jaya had a very high standard of work ethics, sharp understanding of socio-legal issues and political landscape. Lakshmi and Jaya brought

out several booklets targeted to social activists on wide range of contemporary challenges.

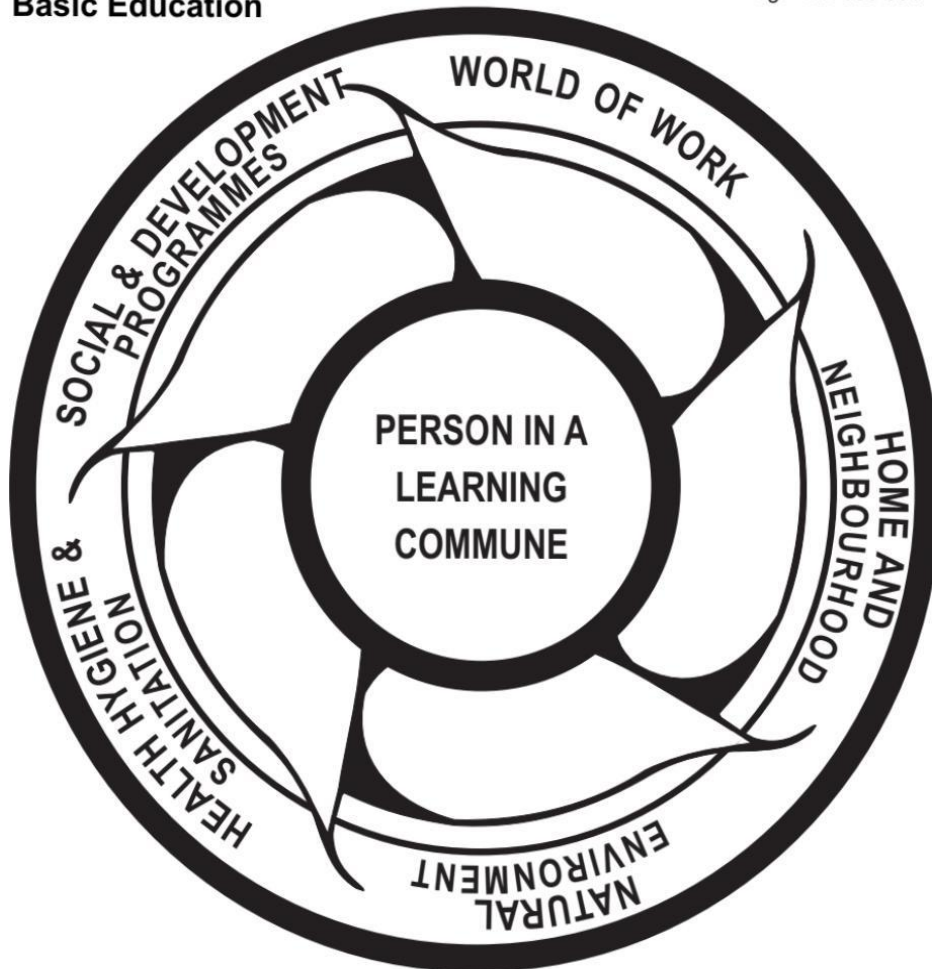
Rest in power, dear Jaya. Heartfelt condolences to her life-partner Prabhakar Nair, son, Roshan Nair, sister Gowri and family members, friends and co-travellers in the social movements concerning women workers, community development, tribal people's land rights and socio-legal rights.

GANDHI SHIKSHAN BHAVAN

Functional Education

Indian Council of
Basic Education

Regd. No. 9331/64



Development of well-integrate personality is possible if :

- Educational experiences and work experiences interweave, intersect and reinforce each other.
- Students and teachers participate actively in the community services such as adult education, promotion of better health, hygiene and sanitation etc.
- Curriculum provides for self-directed learning and
- Education concerns itself with the development of the human person.

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