

EMPOWERING WOMEN BY IMPARTING LEGAL EDUCATION

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INTRODUCTION

Women have been idolized in India and yet they have also been exploited and denied social justice. This is seen in the increasing incidents of violence on women. In recent years, violence against women has become increasingly visible and an important social issue. Police officials, lawyers, social workers, policy makers and educationists are of the opinion that only a small number of incidents, especially those involving severe injury or death, get newspaper and media coverage. There are social, cultural and economic factors which combine to compel Indian women to play the role of silent victims of violence. All Indian laws get their sanction from the Indian Constitution which guarantees justice, liberty and equality to all citizens of India. The preamble speaks of equality of status and of opportunity for all citizens. Article 14 of the Indian Constitution states that "The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India".

The Constitution, however, is a document at a high level of abstraction. It is the guiding document of the State. The Indian Constitution is remarkable for its clear-cut emphasis towards justice and equality for all. Women in particular, are recognized by the Constitution as weak and vulnerable, therefore are to be given special protection. The Constitution has guaranteed equality to women not only before the law, but also in education, in providing equal opportunities and in public appointments. Women have been made an integral part of the Constitution so that the goals of justice-social, economic and political equality of opportunity for all, can be achieved. Furthermore the Constitution makes special provisions for women to help them improve their social status in society. In the Planning process, under the trickle down theory, it was expected that women will equally benefit along with men. This has been belied by actual developments. The Sixth Plan Document recognizes that "in spite of the Constitutional legal equality given to women, they have lagged behind in almost

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all sectors". In the past decade, there have been various forces and pressures which have pushed women in to a low and inferior place. These forces have been more dominant than those which should have tried to bring up women towards growth and development.

LAWS: IGNORED; UNKNOWN: UNIMPLEMENTED

Whether legislation exists or does not exist, the benefits are virtually zero. For many women the laws are non-existent or, if existing, insignificant, ill-conceived, delayed or simply not implemented for the women. Though several ameliorative legal provisions have been passed for the welfare of women, they continue to suffer. There is a big gap in the enactment of legal provisions and the benefits reaching the women. Lack of awareness of the rights and lack of knowledge of law is the reason why women continue to be mute victims of an unjust and irrational society.

In short, despite the amendments in laws over a period of time, the advantages of laws have not been used to its fullest which can be attributed to the lack of proper understanding of the law by the women. That is the reason crime rate is on an increase. It is indeed sad that whatever changes and amendments have been made, for the improvement of the legal status of women, have not reached them. The benefits have not reached due to lack of awareness of the beneficiaries as stated in several studies. To a lay person a law is very strange - something distant and incomprehensible. If the law says so, it is irrevocably right and just, even though apparently it may not be so. In the case of women, basically there is injustice built into the system, or justice which has not been brought out forcefully, nor often enough. It is not enough to pass a law. There should be continuous education of the people, for the real purpose behind the various laws so that they themselves can become the epitomes of law and justice.

ROLE OF MEDIA IN SPREADING LEGAL AWARENESS

The laws are seen to remain a dead letter until there is pressure for its implementation. There are many examples all over the country where progressive laws exist but have had no impact because they remain unimplemented. The findings of the various studies and the observations made by the Joshi Committee on software, confirm the invisibility of women. T.V., the medium which is supposed to educate and inform, has very little information about the actual condition of women. (Sharmaskati 1987, p. 189). Women are provided beauty tips, but no advice is given to women who are unhappy in their marital home, on how they should take help from the law. Advice is given on how to be a good wife and a good mother by making adjustments within the family situation. Doordarshan repeatedly portrays women as house bound engaged in homemaking entirely dependent for their existence and fulfillment on their husbands and children. The struggle that women are facing for economic and

political autonomy, legal rights and identify is almost completely ignored.

Laws relating to women are rarely covered in the media and issues related to women are let out. It rarely receive the necessary exposure, so that at least through word-of-mouth, information may trickle down from one literate, informed women to another. Women's plight, hardly seen newsworthy matters. Even when media attention is given they are usually sensationalized with headlines such as 'Minor raped in K.E.M. Hospital'.

Sharmskati 1987, p. 179

There is an attempt in print media to maintain the status quo, and counteract good articles on women with negative ideas and images. For example, an article on harassment of women may be subsequently trivialized by a light-hearted account on 'eve teasing' highlighted by a cartoon. However, lately radio, television and other mass communication media have exposed the women to information and knowledge about legal provisions. However, such exposure has not yet resulted in creating consciousness to the desired extent among women, nor have they succeeded in loosening the hold of tradition-oriented thinking of the masses. Over the last two decades, due to the constant campaigns of women's groups and the overall impact of the women's decade, which was declared by U.N.O., there has been a steady increase in the serious coverage on women's issues. This is also because women themselves are becoming articulate, bold and expressive. Issues such as violence, dowry and sexual harassment, which were at one time dismissed as the problems of an individual woman, are being seen within socio-political structural context. The result is that, there is an awareness in the print media with women wishing to discuss problems such as gender subordination, social and sexual exploitation, legal disabilities and wage discrimination. Committed individuals and groups are leaving no stone unturned to get the message to the concerned persons.

By and large, women have been ignored or treated as sex objects. Attempts have been made by free lance, journalists, activists, academicians and concerned staff to counteract these features.

Sharmskati 1987, p. 202

Some research organizations also produce journals and newsletters wherein information about women in the organized sector is disseminated and for the first time, attention has been drawn to the oppressive conditions of women in India.

The Commission strongly recommends a special drive for imparting legal literacy to women so as to enable them to be aware of the existing legislations and the methodologies through which they can take benefit under the legislation.

Sharmskati 1987, p. 293

The struggle for legal equality has been one of the major concerns of women movement all over the world. Whether in the internal situation of her position in the parental or matrilineal home or in the external situation of acquiring education, skills, profession, employment, all these involve law. Even best of the intentions to generate an atmosphere of equality can not easily overcome the thousands of years of social distance perpetrated by caste, class, community and gender

differences. Women themselves need to develop a self identity so that they can lead a life of security and dignity. This can be achieved by making them aware of their legal rights and potentials. A number of social enactments have been put on the status books for removing various constraints which hinder women's progress. In spite of these measures, women have been lagged behind by men in different spheres. Home science, today is inadequate without inclusion of legal knowledge in its curricula. The University Grants Commission has also emphatically recommended guidelines for restructuring and reviewing courses so that new ideas, concepts, content and structure can be incorporated. It has suggested that the courses at college should have more application-oriented components. The National Policy of Education (1986) had also laid special emphasis on the education of women and suggested reviewing and reorganizing the educational activities to ensure that it makes a substantial contribution towards women's equality. Therefore, by introducing a course on women and law, which will make students aware of their legal rights. The investigator reviewed the literature in the form of reports of Government of India, Seminar and workshop reports, research reports, books, journals and newspaper articles. All these confirm the fact that there are various laws for the benefit of women but because of lack of their awareness, women are victimized.

LEGAL EDUCATION: THE NEED OF THE HOUR

Today's girls are going to be future women and they may have to face the world where the crime rates are progressively increasing. It, therefore, becomes very important to educate these young girls about their legal rights. This would also help to create awareness, understanding and sensitivity among them. Moreover, the home scientists must use their foresight to prepare women for the time of crises. The general observation and practical experiences of the investigator is that the legal knowledge and awareness among Home Science students is very poor. The results of the feasibility study conducted by the investigator with a sample of first year Home Science students in March 1990, revealed that students have a positive opinion towards legal education as a course in Home Science. More than 90 per cent respondents agreed that legal education is desirable for Home Science students. Further, the findings showed that, there were only about 40 per cent girls who had correct awareness of the different laws concerning women. The remaining 60 per cent either did not have any awareness or had incorrect awareness. The feasibility study also supports the need for legal education to be given to Home Science students, because only 10 per cent of the respondents never had a course on legal education in school or outside the school by any other agency. This highlights the need for a formal education system to impart legal education to the girls so that it could be of some help at the time of distress.

Generally one avoids reading about the laws as it is assumed that legal jargon is too difficult to understand and that laws are not pertinent to our lives.

Therefore, an introductory course could be planned in simple and understandable language, highlighting the issues relevant to women. Women in India suffer from a variety of social and economic disabilities which prevent them from exercising their human rights and freedom in society. During the last few decades, a number of legislations have been passed with a view to ensuring equality of status and opportunities for women. In practice, however, it seems it has eluded women. Therefore, it is important to educate the women about the radical changes in the law. Reviews of the studies conducted established that awareness of women regarding laws is very poor. It was further revealed that a change was creeping slowly and steadily in policies of government, women's organizations and need to spread legal education is felt.

A sizeable theoretical literature was available on effectiveness of T.V. or Video but very limited literature was found on teaching college students through video.

There is a need to develop systematic video film on "Women and Law". The amount of investigation, research on video film is limited which necessitated further exploration in this area. It is established that the law related course are strongly recommended for women. Although need to educate women about law is felt, a systematic beginning has not been done. Therefore, undertaking a study to develop the content of "Women and Law" to teach Home Science students assumes significance. Thus, it is obvious that course "Women and Law" can play a catalytic role in bringing about social change which is also one of the ultimate aims of Home Science education.

Legal education in Home Science should be considered more seriously than anything else because in recent years crime against women has assumed giant shape. Even facts related to figures on crime serve as an eye opener for Home Scientists whose activities are geared towards betterment of family, community and nation, keeping the women as their focus. Undertaking a study to develop the content of course "Women and Law" in relation to the curriculum of Home Science assumed significance and should be given appropriate priority. Keeping the above justifications in mind, a study on "Developing a course and video instructional package on "Women and Law" and measuring the effectiveness of package with the students of Faculty of Home Science, Baroda", was undertaken.

The very nature of investigation necessitated undertaking multidimensional study revolving around those aspects of "Women and Law", which were not investigated in the past. The study was carried out using content analysis, experimentation and survey methods. Developing course, producing video films, experimentation with the video films on "Women and Law" formed the nucleus of the study.

MAJOR OBJECTIVES

1. To develop an effective introductory course on "Women and Law".

2. To develop video instructional package on “Women and Law”.
3. To study the effectiveness of video package to teach “Women and Law” to the first year Home Science students in terms of performance of students of knowledge test.

FEASIBILITY STUDY

The investigator conducted a feasibility study in March 1990 in the Faculty of Home Science, M. S. University, Baroda. Sixty First Year students were selected in such a way that there were twenty students, each representing Art, Commerce, Science streams. Such a selection permitted a comparison between the awareness of students regarding laws pertaining to women and enabled the investigator to know whether the type of school education and characteristics of the students affected the awareness and opinions of the students. The purpose of the feasibility study was to find out the data and background information of the students, source of legal information, their opinion about legal education being given to the girls and the correct knowledge about laws related to women like age for marriage, divorce, dowry, rape, eve teasing, inheritance, maintenance, etc. It was intended that the findings of the feasibility study will help the investigator to crystallize her problem, to determine the feasibility of the doctoral study, to draw a meaningful sample and to select the relevant variables. The data were collected with the help of questionnaire.

IMPLICATION OF THE FINDINGS AND FEASIBILITY STUDY FOR THE PRESENT STUDY

The feasibility study showed that there is a lack of awareness among Home Science students regarding laws related to women. Findings showed that there were only 30 per cent girls who had correct awareness of the different laws concerning women. The remaining 70 per cent did not have any awareness or had incorrect awareness. This implies that corrective measures need to be taken and education on this aspect need to be provided. The feasibility study also supported the need for legal education to be given to Home Science students because only 10 per cent of the respondents have had formal legal education, and rest had never been offered a course on legal education in either school or college. An encouraging observation of the feasibility study was that the girls had very favourable opinions about the need for imparting legal education. Thus, if a course on “Women and Law”, is initiated it would be well received. The variability of different characteristics of Home Science students confirmed certain assumptions and helped the investigator to formulate hypotheses like relationship between personal and demographic variables with awareness regarding laws and opinions about legal education to be give to Home Science students.

POPULATION OF THE STUDY

The population of the present experimental study consisted of 306 First Year

students of the Faculty of Home Science, M. S. University of Baroda, in the year 1992-93. However, in reality only 279 students were attending the classes and the others dropped out. In other words, the population consisted of 279 students.

SAMPLE

The following summary shows the number of student viewers and absentees for each video film.

Summary of Number of Viewers and Absentees for Seven Video Films

Video Film	Class Strength (N)	Viewers		Absentees	
		f	%	f	%
Introduction	279	207	74.2	72	25.8
Eve Teasing	279	225	90.6	54	19.4
Inheritance	279	184	65.9	95	34.1
Marriage	279	217	77.8	62	22.2
Dowry	279	237	84.9	42	15.1
Divorce	279	233	83.5	46	16.5
Rape	279	215	77.1	64	22.9

It was decided to let the whole class of the 1st year view all the seven video films. But as the whole population did not remain present to view the video films, selective sample were only available for each video film instead of the population. Upon checking the attendance at the viewing of each film it was found that some students were absent at each viewing. Therefore, the numbers of viewers and absentees is presented in the summary. 306 students paid the fees in the Faculty office, but only 279 students attended the classes. From the total number of 279, different number of students were absent at the viewing of the video films. Thus, the selective samples for each video film had different number, as shown in the summary.

TOOLS FOR DATA COLLECTION

A battery of tools was prepared by the researcher to collect the required information. The data collection tool for each purpose was as follows.

<i>Purpose</i>	<i>Tool</i>
1. Background Information	Questionnaire cum Checklist with structured items.
2. English language competence	Examination office records
3. Academic Achievement	Office records
4. Socio-economic status	Standardized Socio-Economic Scale prepared by Desai (1987).
5. Modernity	Scale to measure level of modernity adapted and standardized by Mehta et al (1974) from the original 'OM' Scale of Modernity for Indian conditions
6. Personality	The personality inventory by A. Hafeez and V. S. Shantamani (1974)

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| 7. Gain in Knowledge | Seven tests on "Women and Law" having recall and recognition items, True and False, Fill in the blanks, multiple choice. |
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SCORING AND CATEGORIZATION

For scoring and categorization of data, different procedures were used. The weightage was given to all the items of the questionnaire. The total number of respondents which might fall in each category was divided by the scores which they received. The scores of the respondents were considered for deciding the range of each category.

The first part of the questionnaire contained questions regarding background information of the respondents of the study. No scoring had to be done for this part and the variables were categorized directly according to the questions.

<i>Variable</i>	<i>Categories</i>	<i>Range of Score</i>
1. Stream in Higher Secondary	Arts, Science, Commerce, Any other	-
2. Medium of instruction	English, Gujarati, Any Other	-
3. Place of residence	City, Town, Village	-
4. Choosing Major	Related to Science, Related to Social Science	1, 2
5. Legal education in family	LL.B., LL.M.	0-1, 0-1
6. Family's social work background		0-1
7. Involvement in Legal cases		0-1
8. Mother's occupation		0-
9. Exposure to television and video		

Scores were given to the students for this variable. The possible scores ranged from least (0) to maximum (37). The respondents were divided into two categories under this variable as follows.

<i>Criterion</i>	<i>Range of Score</i>	<i>Category</i>
Below mean	0-18	Less exposure
Mean and above	19 and above	More exposure

Second part of the questionnaire had items to measure socio-economic status of the respondents. The scoring was done according to Desai scoring pattern, 1987. The categorization was done as follows:

<i>Variables</i>	<i>Category</i>	<i>Range of Score</i>
Socio-economic status	High	26-35
	Middle	21-25
	Low	0-20

Third part of the questionnaire had items to measure level of overall modernity. The scoring was done according to the Alex Inkele's scoring pattern, 1974. The categorization was done as follows:

<i>Criterion</i>	<i>Range of Score</i>	<i>Category</i>
Overall	Modern	8-13
Modernity	Conservative	4-7

The fourth part of the questionnaire had items to measure personality of the respondents. The scoring was done accordingly of the respondents. The scoring was done accordingly to A. Hafeez and V. S. Shanthamani scoring pattern, 1974. The categorization was done as follows.

<i>Range of Score</i>	<i>Personality traits</i>
8-10	High extroversion
5-10	High introversion
below 8 in extroversion below 5 in introversion	Ambiversion

For the variable Academic achievement, the office record was used by the researcher by obtaining the percentage of the marks secured by the First Year B.Sc. (Home) students in the Board examinations of twelfth standard. The categorization was done as follows.

<i>Variable</i>	<i>Categories</i>	<i>Scores</i>
Academic achievement	High	60-75 Ist division
	Low	45-59 IInd division

For the variable of competence in English, the student's previous semester's grade in English subject was taken as an indicator of their competence in English. The grades for the English course were collected from Faculty examination office. The respondents were divided into two categories according to the grades secured by them in English subject in first semester in the seven point scale. They were as follows:

<i>English grade</i>	<i>Category of competence</i>
B and above	Good
C and below	Poor

Knowledge Tests: As discussed before, the knowledge tests were completely objective in nature. Each correct answer was given a score of one and the incorrect answer was given zero score. The maximum obtainable score for one knowledge test was 20. A key was prepared for scoring the tests. Thus, seven tests were made to check the knowledge gain from seven video films.

METHOD OF PROCEDURE

Developing Outline for the Course “Women and Law”

In order to develop the outline of the present course, content analysis of the course outline of the related courses was done. An outline was drawn in light of broad objectives of the course “Women and Law”. The developed outline was validated by the experts and was revised according to their suggestions.

Planning for Experimental Teaching

The units for the experimental teaching were selected and five libraries were consulted for collecting subject matter for teaching. The subject matter obtained for the course “Women and Law” was then organized. Unit plans for teaching the experimental units were developed and were validated by the experts.

Preparation of The Video Films

For preparation of the video films full length of scripts with a complete list of visual illustration and accompanying sound was made.

Mode of Presentation

The mode of presentation of the content was as follows:

<i>Topic of the Unit</i>	<i>Title of the Film</i>	<i>Format Film</i>	<i>Type of the</i>
Introduction	Introduction to Law	Documentary, Interview	Informative
Eve Teasing	Are you Eve teased?	Documentary, Interview	Informative
Inheritance	Law of Inheritance	Interview, Illustrative talk	Informative
Dowry	Is Dowry legal?	Dramatization, Information	Persuasive
Marriage	Marriage made easy	Dramatization,	Persuasive

	with law	Illustrative talk	Information
Divorce	Law of Divorce	Interview, Lecture	Informative
Rape	Trauma of Rape !	Lecture, Illustrative talk	Informative

Mode of presentation of video films was decided mainly in such a way that it achieves the objectives and yet presentation is done in interesting and practical manner. Since the films were made to impart information about various laws related to women mainly informative approach was used in writing the scripts.

Experimental Teaching

Experimental teaching with the video film was done after conducting the pretest for all seven video films.

Administering The Post-test

The post-test was administered immediately after the video teaching. The researcher personally with the help of two assistants took the classes of First Year for experimentation. One theory class of 55 minutes was taken for one session of pretest, experimental teaching and post-test. Thus, each group had seven classes of teaching of the selected units of "Women and Law" through seven video films.

THE EXPERIMENTAL TEACHING AND DATA COLLECTION

The questionnaires were printed in different colours, one for each law. The experiment was conducted with 279 First Year Home Science students in the month of March and April 1993. For data collection, the groups formed by the Faculty office were used. The experiment was conducted by administering pre-test, experimental teaching and post-test on the students. Personality, Modernity and Socio-economic scale were also administered. Data thus gathered, were scored using the predetermined keys for the respective research tools.

ANALYSIS OF DATA

The analysis of data was done in IBM-PC/AT 386 compatible computer system. The various statistical procedure were used for the analysis of data. Keeping in view the objectives of the study, the following statistical methods were used for analyzing the data.

1. Frequency and percentage distribution
2. Mean Scores

3. Paired 't' test
4. Analysis of covariance

MAJOR FINDINGS

1. Majority of the students were from general stream having urban background with social science inclination and majority did not possess legal and social work background.
2. Majority of the respondents were modern and extroverts although their mothers were housewives.
3. Nearly equal percentages of respondents were having high as well as low exposure to TV and video.
4. Majority of students were from high socio-economic status and nearly 60 per cent had high English competence, but low academic achievement.
5. All the seven video films were effective as there was considerable increase in the mean scores of the students achievement on post-test for all the seven video films.
6. Overall, the film "Trauma of Rape!" was found to be most effective and film on "Introduction of Law" was least effective.
7. The Science stream respondents gained significantly higher than the general stream respondents for all the seven video films.
8. There was significant difference in gain in knowledge of students from English medium school as they learnt more in comparison to the students from vernacular schools.
9. Respondents who had science inclination learnt significantly higher than the respondents having social science inclination.
10. The presence and absence of legal exposure had nothing to do with the knowledge gain. However, in some cases, the previous legal exposure of student's family raised this awareness.
11. The respondents from city learnt significantly higher from the film 'Are you eve-teased?' For rest of the films variable place of residence did not play any.
12. The film 'Marriage made easy with law' was found most effective by the respondents whose mothers were housewives.
13. The effect of variable 'English competence' was found to be significant for all the seven video films.
14. The respondents from high socio-economic status gained significantly higher from the video films in comparison to students from middle and low socio economic groups.
15. There was no significant difference in learning, in relation to Social work background, TV and video exposure, Modernity, Academic achievement and Personality.

CONCLUSIONS AND IMPLICATIONS BASED ON FINDINGS

In order to use video films in teaching a course “Women and Law”, certain conclusions can be drawn on the basis of the findings of the present study. It is difficult to conclude with maximum certainty on the basis of this study, because it is the first study of its kind, and has built-in limitations of the sample and the nature of the experiment. It can be said from this first multidimensional study, that the developed outline of the course “Women and Law” is learnable and acceptable by students and yet there is a wide scope for its expansion. The course outline was developed logically as a ‘Model’ was adopted to develop the course and precautions were taken to assure that no psychological gaps in learning occurs. As this was the first attempt, the content was deliberately simplified and the evaluation of learning was also simple. May be later on some advanced course can be planned.

However, it can be concluded from the present findings that the detailed outline of a course “Women and Law”, was feasible for learning as there was apparent gain knowledge of the students after viewing the video films based on such a course outline. The trends of findings of quasi-experiment further supported learning theories which postulate that the increased reinforcement, recapitulation, cumulative sequence, and psychological arrangement of the topics enhance learning, as a significant gain in knowledge was found for all the seven video films on “Women and Law”. Therefore, it can be concluded that well balanced and systematically organized films can be produced by teachers. The teachers should be encouraged to use such video films for teaching instead of lectures alone.

As the films tried to include most of the required teaching resources which are not always possible in the class room situation, they added to the clarity and understanding regarding the topic. For example, the ‘Drama’ shown in the video film may not be brought to the classroom in the live situation. Thus, video films tried to overcome the limitations of a lecture method and thereby helping the students to gain more knowledge. It is said, ‘seeing is believing’ and these videos have visuals with the commentary on the subject matter, to illustrate this principle. Illustration and motion in the video films held the attention of the learners and helped to score high in the knowledge test.

Considering the wider, and modern concept of the Home Science Education, the course on law becomes very much a part of its content. Therefore, teaching laws through video films will prove very useful in Home Science colleges. The delivery of content through the video films was direct, simple, open, down to earth, which facilitated learning of law. The entire positive findings can be attributed to ease, simplicity and directness of the video films. Along with this finding, the investigator took great care of making everybody comfortably seated while viewing. The whole class was divided into small groups, close to the video which helped the students in internalizing the content.

The laws which were selected were for young women regardless of their characteristics. The teaching of laws through seven video films concretely showed that women need to know these laws related to women. However,

significant differences were found in the gain in knowledge regarding “Women and Law”, in relation to stream of study, medium of instruction, social science inclination, and English competence. Thus, these variables were found to be very relevant. Although some other variables were relevant from a social point of view, very small portions of the sample were having variables namely, Legal Exposure, Social work background and place of residence. The effect of these variables could not be found because of sample size was very small. It is also possible to describe and operationally define these variables in a totally different manner in a future study, and to discover about their relation to learning of laws.

On the other hand, there may be some other variables which could help in learning of law. The Home Science students perceive the need to learn laws related to women. Perhaps today’s college students face situations of crimes against women like disregard of property rights, marriage and divorce problem. Therefore, their sensitivity to learn laws could have developed. The present students thus, can be considered more motivated to learn laws. It is the prime time for them to be taught laws. The need to become more independent, more self protective and more knowledgeable, seems to have developed in college students. Therefore, it is justified to teach laws.

In the video films the laws were described in a straight forward informative manner and the content on law was simplified for the undergraduate level. There were not many analytical situations regarding the use or knowledge of laws. The test was simple and it lacked the use of analytical power. It was a direct test having only recall and recognition items, and, therefore, much discrimination among the students was not possible. This was deliberately done as there was no precedence for teaching of laws. Moreover, there is a general feeling that teaching of law is dry and boring. So to overcome these difficulties, investigator purposely made such video films and tests. No special method to teach and evaluate learning of laws was found by the investigator in her literature search. Hence, teaching and testing of knowledge both were rather simple. In future it could be tougher than this.

A more clear picture may be derived when a tight experiment is employed by exercising control on the variables and randomizing the sample. The methods of teaching and evaluating the learning can be more specific in a future study.

RECOMMENDATIONS

The investigator on the basis of her experience during experimentation and findings of the study recommends that:

1. A similar type of study can be conducted including control group and retention test.
2. A similar type of study can be conducted with other variables related to media utilization.
3. Production and validation of the video films on more laws related to

women other than included in the present study can be tried out.

4. A comparative study of the effectiveness of the present video package in teaching formal and non-formal group of women can be conducted.
5. A similar type of study can be conducted with other samples like, students form different levels and specializations.
6. A study can be taken up with other instructional strategies on the same topic.
7. The strategies having both software and hardware components can be developed and tried out.

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