

CHAPTER 4

FINDINGS AND DISCUSSIONS

The present study was undertaken with the main purpose of developing a course on "Women and Law" for Home Science students, and developing video package to teach some parts of the course through video films to teach the first year students of Faculty of Home Science.

A quasi experiment was conducted to study the effectiveness of video package in relation to the selected variables in teaching the course "Women and Law", to Home Science students.

The relevant data were obtained from 279 first year Home Science students in the year 1993, from the Faculty of Home Science, Baroda.

The frequency, percentage, mean scores, t-test, analysis of covariance were used to analyse the data.

This chapter deals with the findings of the study as follows:

- 4.1 Developing outline for the course "Women and Law".
- 4.2 Developing video package on "Women and Law".
- 4.3 Variablewise distribution of the respondents.
- 4.4 Overall effectiveness of the seven video films on "Women and Law".
- 4.5 Effectiveness of the seven video films in relation to the selected variables.
- 4.6 Conclusions and implications based on the findings.

4.1 Developing Outline for the Course "Women and Law"

Content analysis of laws-related courses generated new understanding about planning the course "Women and Law", systematic scrutiny of the obtainable information indicated the neglected needs, on the basis of which conclusions for a suitable and feasible course outline for "Women and Law" were drawn as follows :

1. The achievable objectives of an introductory course "Women and Law", can be at the level of cognitive domain and aim at developing understanding of the laws. Such a course will be offered as a part of Home Science curriculum at undergraduate level.
2. Such a course would have only theory component wherever possible, discussion with lawyers and trip to local court as well as some dramatization can be used for this course to make the course relevant and interesting.
3. For the organization of subject matter, the format containing objectives, main units, sub units and references were selected to enhance ease in following the subject matter. Related references are necessarily given as there is a wide variety of literature available on laws containing highly technical facts.

Thus, keeping the need and feasibility in mind following course outline was developed :

Course : Women and Law

Credit : 3

Level : Undergraduate.

Major Objective :

To create awareness and understanding among the students regarding laws concerning women.

Specific Objectives :

1. To make the students understand the importance of legal aspects in protecting women's rights.
2. To acquaint the students with different general laws concerning women and family welfare.
3. To develop awareness and understanding among the students regarding personal laws related to women.
4. To develop awareness and understanding among the students regarding women and social welfare legislation.

Contents :

Unit I :

1. Introduction
 - 1.1 Women and the Constitution.
 - 1.2 Directive Principles directly related to women.
 - 1.3 Importance of protecting women's rights through legislature.

Unit II :

2. Personal Laws :
 - 2.1 Hindu, Christian, Parsi, Muslim in India in general.
 - 2.2 Marriage - Valid, invalid, null and void.
 - 2.3 Rights arising out of marriage.
 - 2.4 Judicial separation, restitution of conjugal rights divorce, maintenance, criminal procedure of conjugal code.

- 2.5 Maintenance and custody of children.
- 2.6 Inheritance and Succession and transfer of property (movable and immovable) rights of spouse and children, joint and nuclear family rights, Hindu Succession Act, Indian Succession Act.

Unit III :

- 3. Substantive Laws
 - 3.1 Eve teasing (Section 352 of IPC)
 - 3.2 Wife beating (Section 323 of IPC)
 - 3.3 Cruelty on married women (Section 498 of IPC)
 - 3.4 Rape (Section 375 of IPC)

Unit IV :

- 4. Women and Social Welfare Legislation
 - 4.1 Dowry Prohibition Act, 1961.
 - 4.2 Medical Termination of Pregnancy Act, 1972.

References :

- 1. Desai N., and Patel V., Indian women change and challenges in the International Decade 1975-85. Bombay, Popular Prakashan, 1985.
- 2. Sachidanand and Sinha, R.P., Women's rights : Myth and reality. Jaipur, Printwell Publishers, 1984.
- 3. Haksar, N., and Singh, A., Demystification of Law for Women. Lancer Press, New Delhi, 1986.
- 4. Government of India. Bare Acts. Government Press and Stationary Department, Baroda. 1970.
- 5. Mehta Rama. Divorced Hindu Women. Vikash Publication, Bombay, 1975.

6. Paul, M.C. Dowry and the position of women in India.
Shakti Books, New Delhi, 1986.

4.2 Developing Video Package on "Women and Law"

Seven video films making a compact package to teach undergraduate students were developed. The summary of the package is as follows :

Topic of the Unit	Title of the Film	Format	Type of the Film
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 Illustrative talk	Persuasive Informative
Marriage	Marriage made easy with law	Dramatization Illustrative talk	Persuasive Informative
Divorce	Law of Divorce	Interview, Lecture	Informative
Rape	Trauma of Rape!	Lecture, Illustrative talk	Informative

Video films were developed in such a way that it achieves the objectives and yet presentation is done in an interesting and practical manner. The scripts of the video films were written keeping the selected content in mind (Appendix 9), since the films were made to impart information about various laws related

to women, mainly informative approach was used in writing the scripts.

All these films highlighted the personal laws related to women.

4.3 Variablewise Distribution of the Respondents

The background information regarding the respondents' stream of study, medium of instruction, place of residence, social science inclination, legal background, social work background, mother's occupation, exposure to TV/video, socio economic status, modernity, personality, academic achievement, English competence, is presented in the Table 1.

Table 1. Variablewise Frequency and Percentage Distribution of First Year Home Science Students.

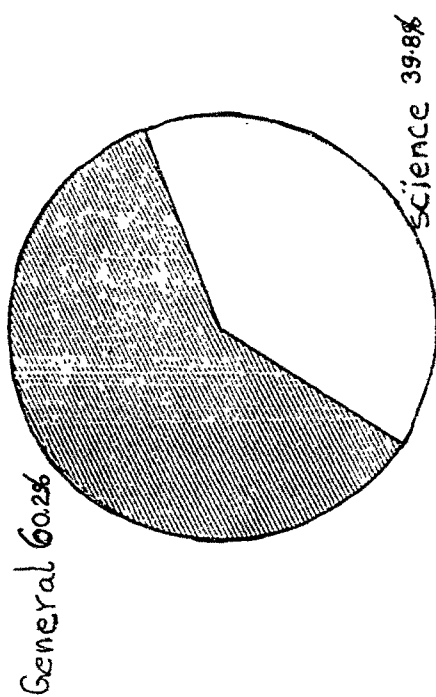
N = 279

Variable	Category	Frequency	Percentage
STREAM	Science	111	39.8
	General	168	60.2
MEDIUM OF INSTRUCTION	English	156	55.9
	Any other	123	44.1
PLACE OF RESIDENCE	City	252	90.3
	Town/Village	27	9.7
SOCIAL SCIENCE INCLINATION	Yes	164	58.8
	No	115	41.2
LEGAL EXPOSURE	Yes	76	27.2
	No	203	72.8
SOCIAL WORK BACKGROUND	Yes	72	25.8
	No	207	74.2
MOTHER'S OCCUPATION	Housewife	234	83.9
	Employed	45	16.1
EXPOSURE TO T.V./VIDEO	High	140	50.2
	Low	139	49.8
SES	High	195	69.9
	Middle	73	26.2
	Low	11	3.9
MODERNITY	Modern	225	80.6
	Conservative	54	19.4
PERSONALITY	Introvert	44	15.8
	Ambivert	101	36.2
	Extrovert	134	48.0
ACADEMIC ACHIEVEMENT	Low	154	55.2
	High	125	44.8
ENGLISH COMPETENCE	Low	119	42.7
	High	160	57.3

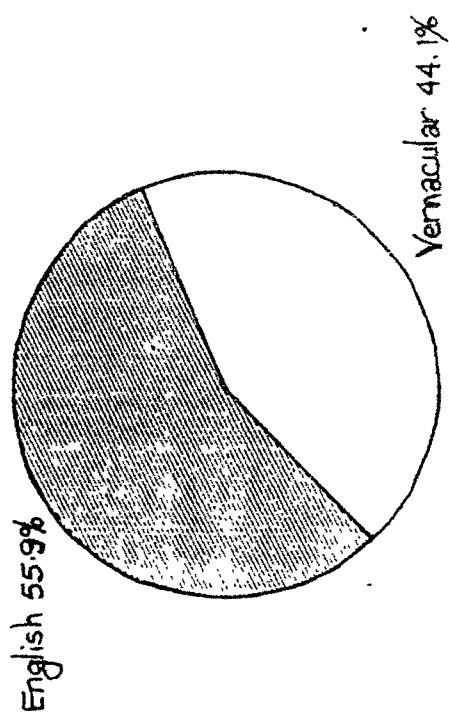
Sixty per cent of the students were from general stream as compared to nearly 40 % of the students who had studied with science stream in their higher secondary. The percentage of respondents who had offered general stream at school differed

Fig No: 2

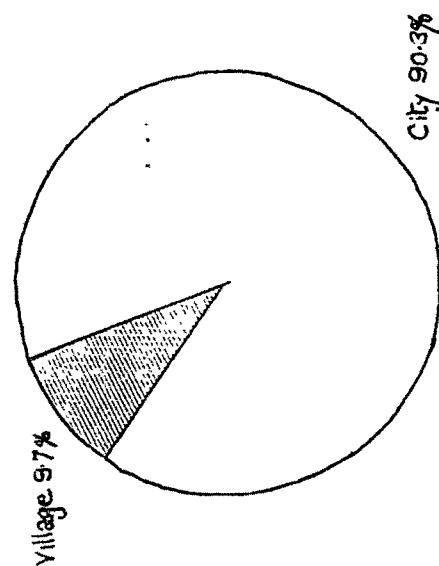
STREAM OF STUDY



MEDIUM OF INSTRUCTION



PLACE OF RESIDENCE



SOCIAL SCIENCE INCLINATION

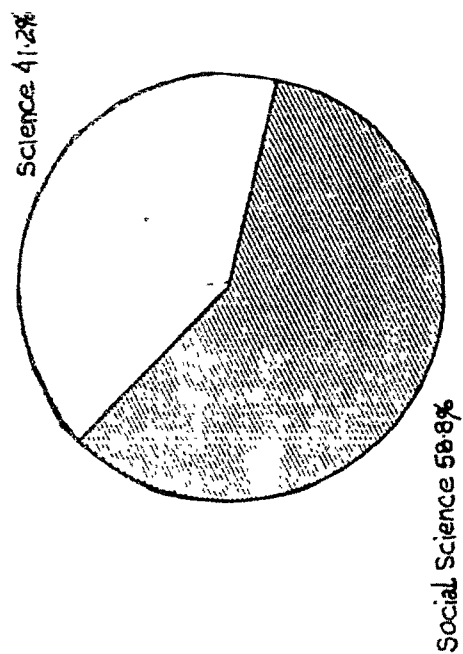
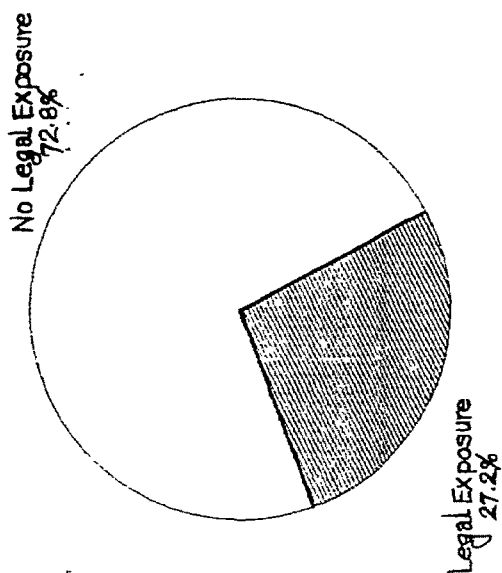
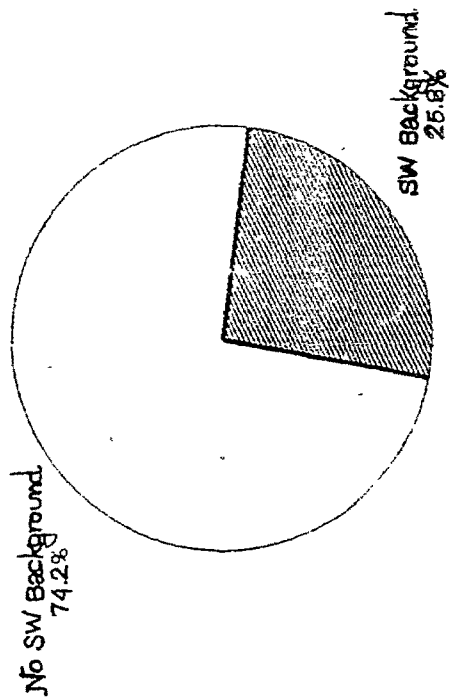


Fig No: 3

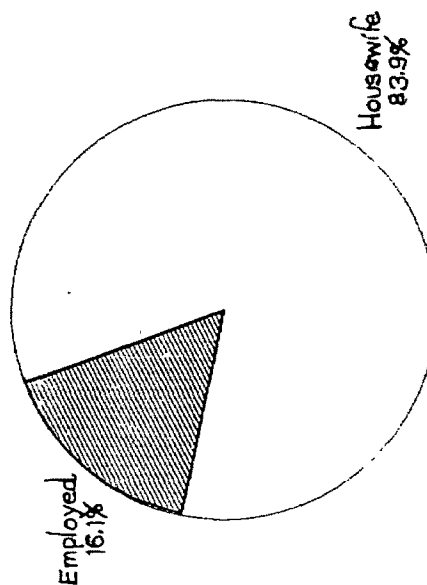
LEGAL EXPOSURE



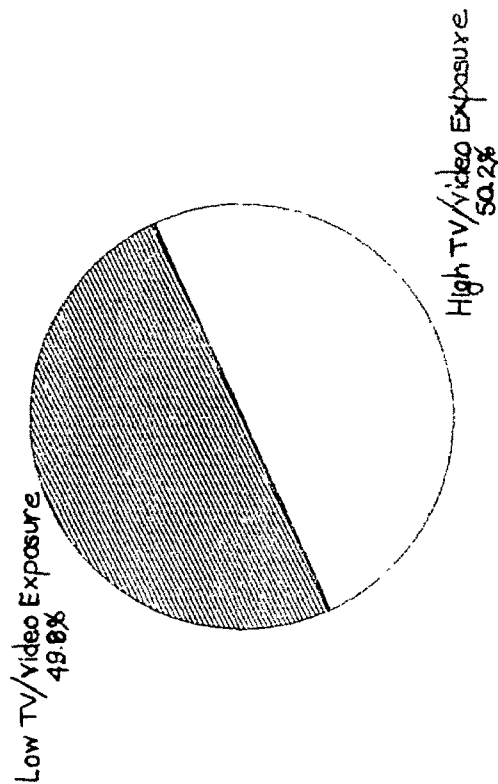
SOCIAL WORK BACKGROUND



MOTHERS OCCUPATION



EXPOSURE TO TV/VIDEO



significantly in number. (Fig. 2).

Fifty five per cent of the respondents had English as medium of instruction at school, followed by 44 % who had studied through vernacular language, that is either Gujarati, Marathi or Hindi. (Fig. 2)

Overwhelming majority of 90 % of the respondents were from urban area and only 10% were found to be from town/village. That means, Faculty of Home Science, Baroda has an overwhelming majority of urban students. (Fig. 2)

Students in Faculty of Home Science are of heterogeneous nature. They came from industrial, army, service and professional backgrounds. Only 27 % of the students had legal background and nearly same (26 %) percent had social work background. (Fig. 3).

The data related to the mother's occupation showed that majority of the respondent's mothers were housewives, only 16 % of the respondents' mothers were engaged as employed women as seen in Table 1. It may be because majority of the students were from high and upper middle income group and they may not feel the need for employment in order to support the family financially. (Fig.3 and Fig. 4).

Respondents having high and low exposure to T.V. and video were almost equal in percentage. (Fig. 3).

As seen in Table 1 majority of the respondents belonged to 'modern' category. (Fig. 4).

Only 16 % of the Home Science students belonged to introvert personality, whereas, nearly 50 % of the respondents were extroverts. That is, students had either ambivert or extrovert personality as seen from Table 1. The ambivert gives evidence of behaviour that may be extravert in some situations and introvert in others. For example, a person may be friendly but likes to work alone. Most of the people belong to the ambivert group. The Home Science students also showed this normal trend. More than 50 % of the respondents had obtained second class in 12th standard, which was considered, low academic achievement in the present study. Whereas, only 44 % of the respondents had obtained first class in 12th standard and had high academic achievement as seen in Table 1. (Fig. 5).

To conclude, it was found that first year students in majority were from general stream having urban background with high social science inclination and majority did not possess legal and social work background.

It was interesting to note that majority of the respondents were modern although their mothers were housewives. Nearly equal percentages of respondents were having high as well as low exposure to T.V. and video. and nearly 60 % had high English competence, but low academic achievement. (Fig. 5).

Fig No: 4

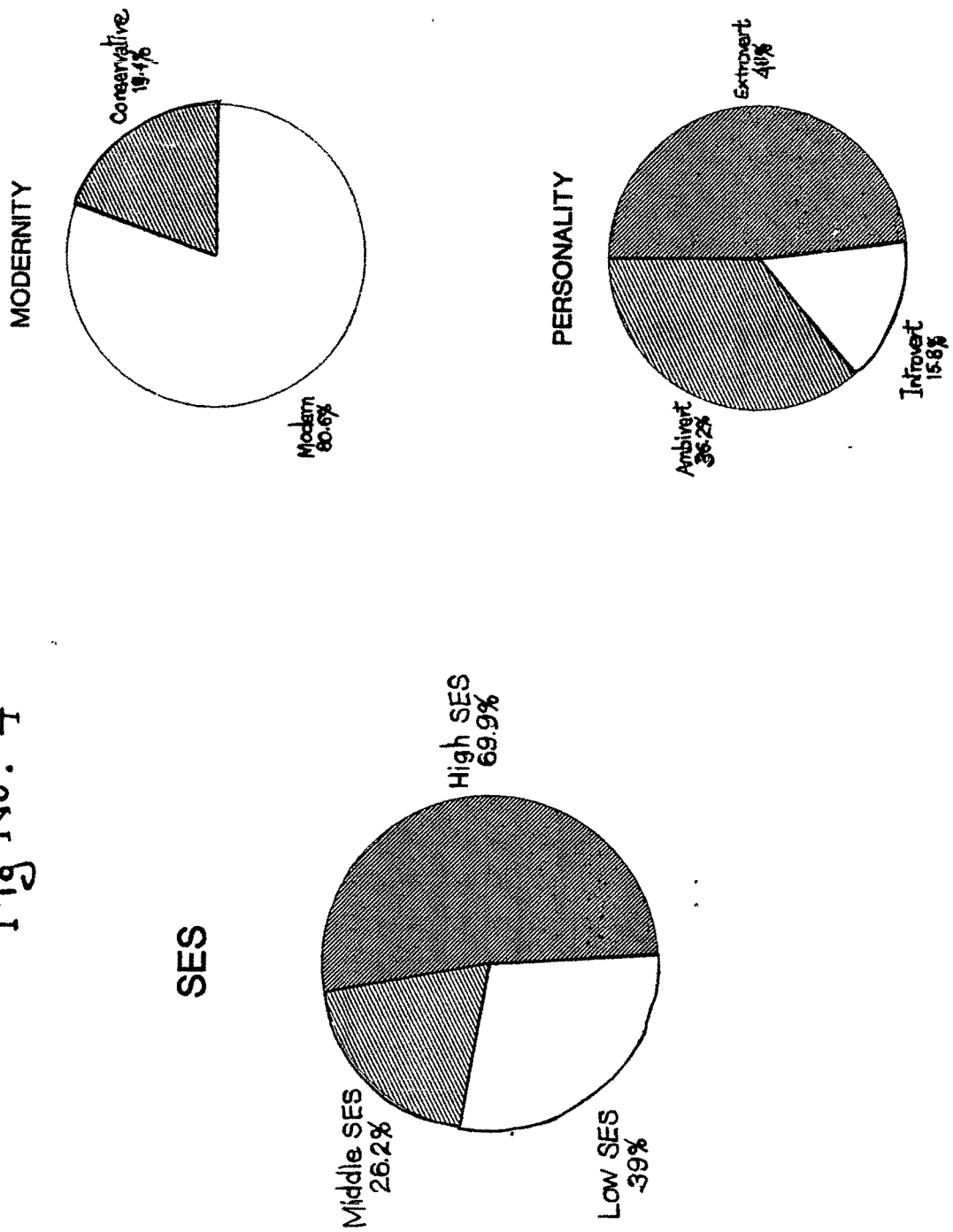
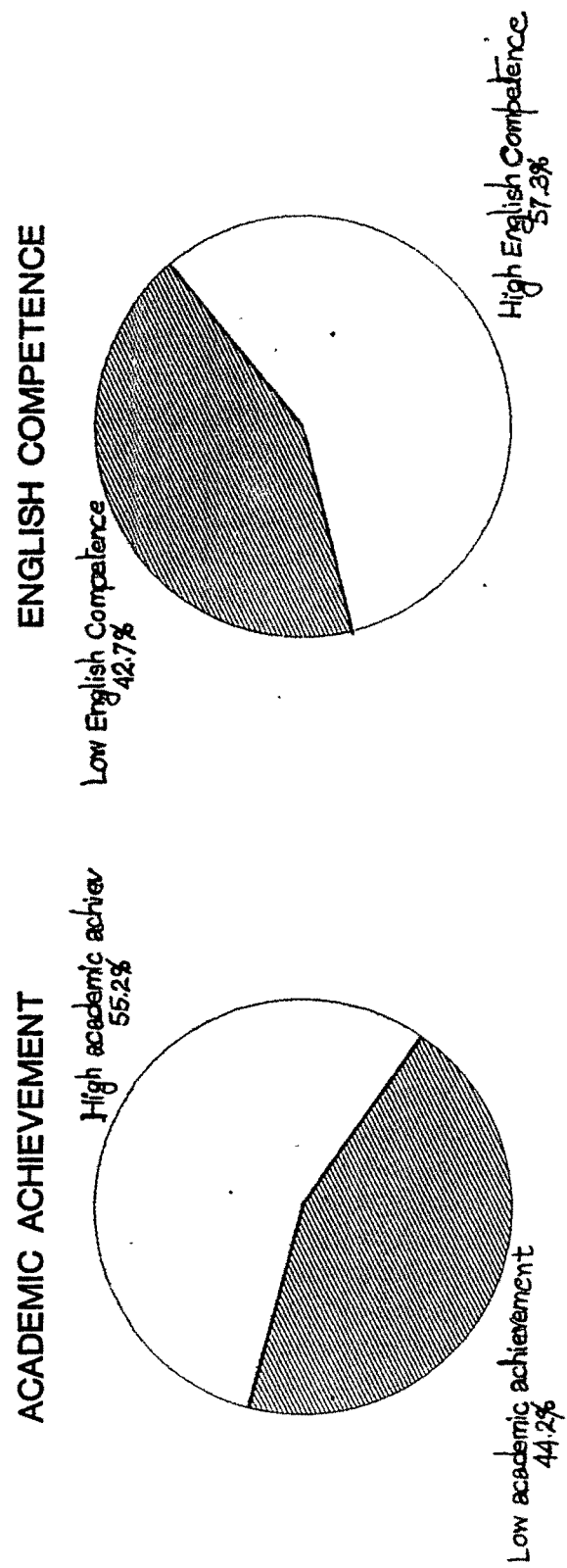


Fig No : 5



4.4 Overall Effectiveness of the Seven Video Films on "Women and Law"

4.4.1 ANALYSIS OF THE PRETEST SCORES OF KNOWLEDGE

The pretest scores of the experiment revealed that on the whole the respondents obtained mean scores of 11 out of 20 on the knowledge test, irrespective of any variable for the video package on "Women and Law".

The mean scores of respondents' knowledge on the pretest according to video films is shown in Fig. 6.

The respondents scored highest mean scores (13.49) for the film on "Inheritance", and lowest (11.04) for the film on "Divorce".

The mean scores of the respondents for the "Introduction" film was almost same as those for the film on "Marriage".

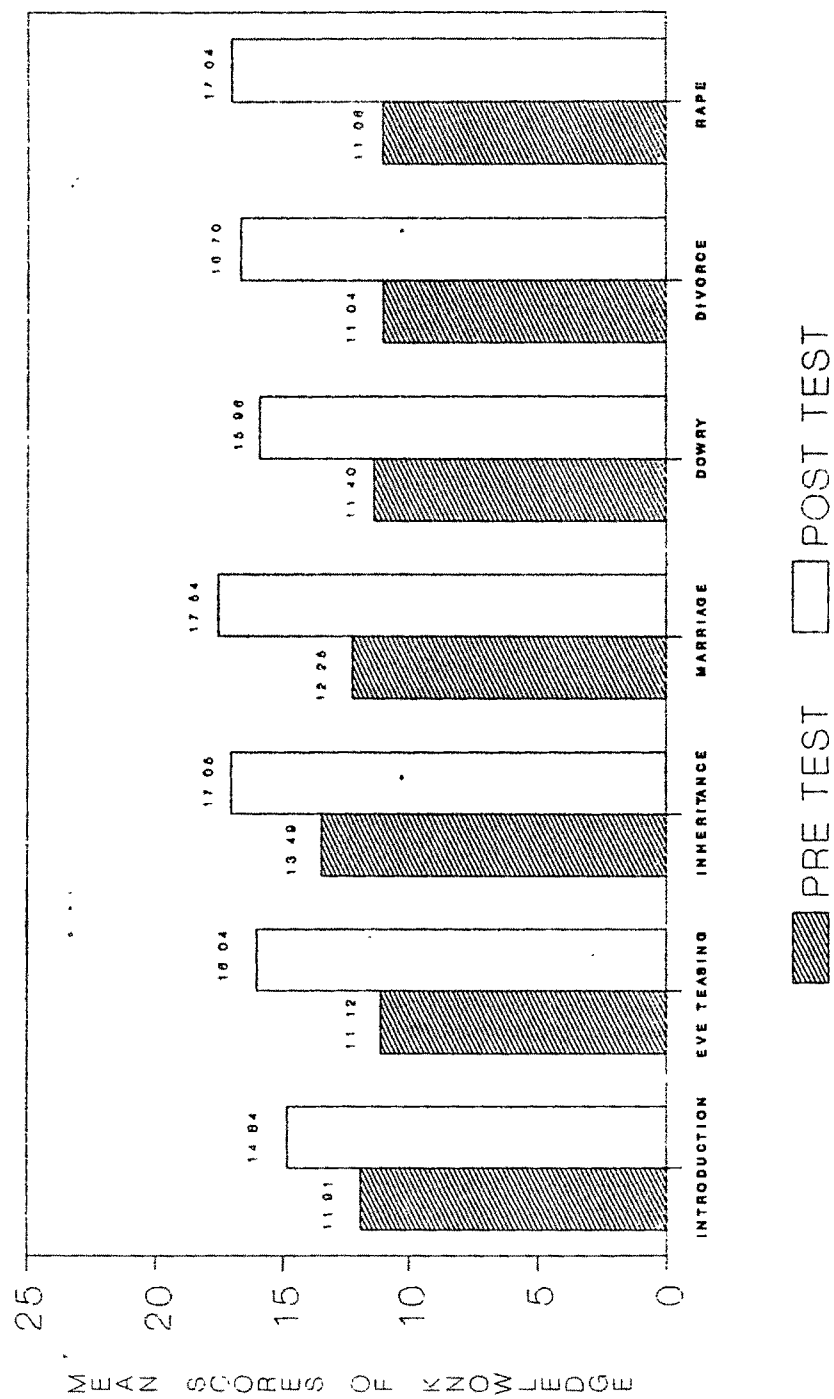
On the whole, it was observed that the respondents scored low on the pretest of the knowledge test. The majority of respondents did not have adequate previous knowledge to respond to the knowledge test. The items on knowledge test were objective and required precision on part of the respondents. Therefore, even if they possessed general knowledge in the field of "Women and Law", they may not be able to apply it with precision as demanded.

4.4.2 ANALYSIS OF THE POST TEST SCORES OF KNOWLEDGE

On the whole, the mean score of the respondents on post test of the knowledge was 17 out of 20, which was considerably higher compared to their pretest mean scores which was only 11.

Fig No: 6

MEAN SCORES OF KNOWLEDGE ON PRE-TEST AND
POST-TEST OF THE RESPONDENTS ACCORDING
TO THE VIDEO FILMS



The mean scores of respondents on the post test of knowledge according to the video films is shown in Fig.6.

The respondents scored highest for the film on Marriage 17.54 and lowest for the Introduction film 14.84. Further, the respondents scored almost equal for the film on "Eve Teasing" and "Divorce" as their mean scores were 16.04 and 16.70 respectively as revealed in Table 2.

Table 2. T-Ratio Showing Significant Differences in the Pretest-Posttest Scores Indicating Gain in Knowledge Regarding "Women and Law" in the Seven Films

Topic	\bar{X}_1 Pretest	\bar{X}_2 Posttest	S.D	D	t Value Calculated
Introduction (N=207)	11.91	14.84	2.92	2.92	14.42**
Eve Teasing (N=225)	11.12	16.04	2.61	4.92	28.30**
Inheritance (N=184)	13.49	17.05	2.55	3.55	18.89**
Marriage (N=217)	12.25	17.54	3.12	5.29	24.95**
Dowry (N=237)	11.40	15.96	2.63	4.56	26.70**
Divorce (N=233)	11.04	16.70	2.97	5.65	29.03**
Rape (N=215)	11.06	17.04	2.61	5.98	33.56**

Tabulated value of $t=2.345$ at 0.01 level of significance.

** Indicates significant difference at 0.01 level.

There could also be some personal reasons contributing to the motivations of the students. Those who have ever had such experience in family which needed legal help may be forcing the students to be more vigilant in the matter.

Besides, the psychological reasons to know laws, that is, the need for self protection, the students are aware of the social significance of the necessity to know the laws in today's society where crime rate is on an ever increasing rate.

4.4.3 OVERALL DIFFERENCE IN THE ACHIEVEMENT OF STUDENTS THROUGH SEVEN VIDEO FILMS

The differences in the mean scores (Table 2) reflect effectiveness of the video films. For further statistical inference, it was decided to determine the significant differences between mean scores of pretest and post test scores for each film by applying the 't' test.

The spread of scores for the films as indicated by the magnitude of standard deviation was more or less same.

The respondents showed a significant difference in the mean scores of pretest and post test as indicated by the t-value of the seven films on "Women and Law". The t-value was found to be highly significant for all the seven video films on "Women and Law" indicating effectiveness of the video films. The scores of the respondents of the study revealed that on the whole, they showed significant gain from all the seven video films.

The Video film on "Rape" was most effective as t-value (33.56) indicates and the least effective film was on "Introduction to Law" with t-value (14.42). The film on "Rape" may have directed the respondents to think about themselves and moreover social pressure may have induced the students of the first year to give serious thought to their protection.

Therefore, they are better oriented towards this law in comparison to others.

Table 2, further reveals that the respondents have obtained less scores for the film on Inheritance in comparison to other films. It is likely that the first year students have not given serious thought to this aspect, as they are very young. The matter of Inheritance is very remote in their thinking and that is why they have scored less.

Film on Eve-teasing, Marriage, Dowry and Divorce were almost equally effective and therefore, differences of t-value may not be very perceptible between these films.

The gain in knowledge as shown by the respondents, is a very encouraging feature, as it throws light on the effectiveness of films as well as on the acceptance of the course "Women and Law", by Home Science students.

4.4.4 IMPLICATION OF THE FINDINGS RELATED TO THE KNOWLEDGE GAIN

On the whole, the seven video films were effective. As discussed earlier video films were developed by taking great care and working out the minutest details of the content. Keeping in mind the suitability for the selected content the video films were made. Here, implication can be that for video teaching a teacher should thoroughly check the appropriateness of the content.

Besides this reason, the students of Home Science must have found video teaching as a novel experience as it is not very common for them to learn through video.

The content on "Women and Law" was such that it gives association of ideas, more familiarity and application of knowledge as a starting point. All these characteristics were likely to contribute to better learning. Consideration of familiarity with topic as a starting point, might have resulted into more meaningful learning which might have aroused curiosity and eagerness to learn. Moreover, to make the films effective each law was explained as far as possible with visual aids. Each film was summarised with major points at the end to help students recapitulate the law. This might have helped them to perform equally well throughout in all the seven films.

Therefore, it can be implied that while teaching through video films good organization of content should be followed throughout.

The teachers teaching the course "Women and Law" could make an effort to emphasize main laws involved in the content. To promote active understanding of the subject "Women and Law" in Home Science, it would be advisable to teach "Women and Law" as an integrative thread for the undergraduate level.

It is impossible that exposure to subject matter alone will result into productive learning. Therefore, learning experiences need to be carefully designed and directed towards achieving the objectives of the course "Women and Law". Learning experiences

should be comprehensive to cover the entire subject matter. They should develop understanding and ability to relate and apply the knowledge.

Each learning experience should arouse sufficient curiosity. This can be achieved if teachers continuously stress the relationships and provide broad meaningful context in which the students acquire knowledge.

Besides the above academic reason, there could be another reason for the respondents to show keenness to learn because the crime rate against women is increasing and T.V., radio and other mass media are trying to educate people. All this is given too much importance and publicity by the various women's voluntary and governmental organizations. As a result, women today are looking for their future in a broader perspective, than before. They are realising the importance of knowing laws in their lives which is now considered important for safety, security and self defence.

Besides this, feminist groups are organising different seminars, street plays and workshops. This might have helped the students in their increased interest in learning the course. Certain social reasons could be contributing to learn "Women and Law". Baroda being a cosmopolitan city, girls get wider exposure to the different types of experiences. It also affects the attitudes towards knowing legal procedures. It is needed in everyday routine life.

4.5 Effectiveness of Video Films in Relation to the Selected Variables

In this section the findings regarding the effectiveness of video films in relation to the Stream of Study, Medium of Instruction, Place of Residence, Social Science Inclination, Legal Exposure, Social Work Background, Mother's Occupation, TV/Video Exposure, Socio Economic Status, Modernity, Personality, Academic Achievement and English Competence are reported as follows.

To find out the difference in gain in knowledge because of the variables in relation to the video films, preliminary analysis was done by using the test of ANCOVA. The test of ANCOVA revealed in general, differences in learning due to the variables. The variations in learning due to the variables in general are represented in the form of calculated F-values in the ANCOVA tables.

The data were further analysed by using paired t-test to find out the exact significant differences among the respondents due to the variables. The t-values represent the differences in the pre-post scores for each variables.

Thus, all the 13 variables were first analysed in general by using ANCOVA tests. Further analysis was carried out by using paired t-tests to find out the specific differences in the gain in knowledge due to videos regarding "Women and Law".

4.5.1 STREAM OF STUDY

In this section the findings regarding the effectiveness of video films in relation to the stream of study is presented. The preliminary analysis was done to find out the differences in learning because of the stream of study. This analysis results are presented in the ANCOVA Table 3. This ANCOVA table 3 presents the general variation in learning due to the variable stream of study.

Table 3. ANCOVA, Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Stream of Study.

Source of Variation - Films	SS	DF	MSS	F Value
Introduction : Treatment	22.50	2-1=1	22.50	
Within	964.12	206-2=204	4.72	4.76*
Total	1359.05	206		
Eve Teasing : Treatment	16.94	2-1=1	16.94	
Within	713.48	224-2=222	3.21	5.27*
Total	762.46	224		
Inheritance : Treatment	42.93	2-1=1	42.93	
Within	539.20	183-2=181	2.97	14.41**
Total	667.45	183		
Marriage : Treatment	13.20	2-1=1	13.20	
Within	792.50	216-2=214	3.70	3.56
Total	835.83	216		
Dowry : Treatment	29.15	2-1=1	29.15	
Within	709.63	236-2=234	3.03	9.61**
Total	778.65	236		
Divorce : Treatment	106.86	2-1=1	106.86	
Within	1031.46	232-2=230	4.48	23.82**
Total	1262.56	232		
Rape : Treatment	90.08	2-1=1	90.08	
Within	815.36	214-2=212	3.84	23.42**
Total	1135.53	214		

* Indicates significant difference at 0.05 level.

** Indicates significant difference at 0.01 level.

Tab. F-Value at 0.05 = 3.89 and at 0.01 = 6.76

Maximum differences in gain of knowledge were found for the films on Rape, Divorce and Inheritance according to stream of study. The knowledge gained by Science and general stream students differed significantly as indicated by F-values in Table 3.

However, the effect of stream of study was found to be minimum for the film on Marriage. That is, the content on Marriage was learnt equally well by the Science and general stream students as F-value is found to be insignificant in Table 3.

The null hypothesis stated that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the stream of study at higher secondary school level. However, analysis of overall knowledge gain in relation to the stream of study showed highly significant differences. So, the null hypothesis was partially accepted. That is, accepted in case of film on marriage and not accepted for rest of the six films.

The Table 4 further presents the pre-post scores of each film with reference to Stream of Study. It is apparent that according to Table 4 the pretest scores for all the seven video films were almost equal for the students from Science as well as general streams. That is, to begin with both the streams of students possessed nearly equal knowledge as indicated by the pretest scores. However, the posttest scores indicate higher gain in knowledge by the Science stream students. In all the seven video films, Science stream students have gained higher mean scores in comparison to general stream students.

Table 4. Distribution of the T-Ratio, Showing Significant Difference in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Stream of Study .

Video Films	Stream of Study	\bar{X}_1 Pretest	\bar{X}_2 Posttest	Cal.t Value	Tab.t .01
INTRODUCTION	Science N=79	13.03	15.70	9.78**	2.37
	General N=128	11.22	14.31	10.95**	2.35
EVE TEASING	Science N=87	11.24	16.41	22.19**	2.37
	General N=138	11.05	15.81	19.67**	2.35
INHERITANCE	Science N=93	13.84	17.62	14.39**	2.36
	General N=91	13.13	16.47	12.36**	2.36
MARRIAGE	Science N=100	12.10	17.79	21.63**	2.36
	General N=117	12.38	17.33	15.45**	2.35
DOWRY	Science N=90	11.10	16.35	18.35**	2.35
	General N=147	11.58	15.72	20.14**	2.35
DIVORCE	Science N=88	11.11	17.59	22.80**	2.37
	General N=145	11.00	16.16	20.37**	2.35
RAPE	Science N=92	11.17	17.83	25.00**	2.36
	General N=123	10.98	16.45	23.81**	2.35

**Indicates significant difference at 0.01 level

Differences between the pretest-posttest scores were found to be highly significant as indicated by t-value in Table 4.

Irrespective of the stream of study the students found the video films to be interesting and effective as indicated by significant high posttest scores.

It was also noticed that the Science stream respondents gained considerably higher than the general stream respondents. It can be because the Science students may have developed an ability to think more logically due to their background.

This would imply that the Faculty can continue the practice of grouping the First Year Home Science students. That is, all the Science group students together and general stream students together. This provides more homogeneity in their background and results into more effective and productive learning.

It will also help in deciding learning experiences and content. Due to a homogeneous previous background in the stream of study, the students may have similar capacity to grasp the knowledge, it will help the teachers to decide the suitable pace of learning also. Moreover, there would be convenience in teaching and accelerated learning would result due to streamwise grouping.

To conclude it can be said that we should admit more Science students in Faculty of Home Science at the same time should not avoid general stream students as they have also learnt the content on "Women and Law".

4.5.2 MEDIUM OF INSTRUCTION

Again Table 5, is based on ANCOVA and it will show generally speaking the differences between learning of laws and the medium of instruction at school level.

Table 5. ANCOVA Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Medium of Instruction.

Source of Variation - Films	SS	DF	MSS	F Value
Introduction : Treatment	65.45	2-1=1	64.45	
Within	922.17	206-2=204	4.52	14.25**
Total	1359.05	206		
Eve Teasing : Treatment	99.00	2-1=1	99.00	
Within	631.43	224-2=222	2.84	34.80**
Total	762.46	224		
Inheritance : Treatment	109.03	2-1=1	109.03	
Within	473.09	183-2=181	2.61	41.71**
Total	667.45	183		
Marriage : Treatment	84.11	2-1=1	84.11	
Within	721.59	216-2=214	3.37	24.94**
Total	835.83	216		
Dowry : Treatment	64.34	2-1=1	64.34	
Within	674.44	236-2=234	2.88	22.32**
Total	778.65	236		
Divorce : Treatment	202.21	2-1=1	202.21	
Within	936.10	232-2=230	4.07	49.68**
Total	1262.56	232		
Rape : Treatment	102.37	2-1=1	102.37	
Within	803.07	214-2=212	3.78	27.02**
Total	1135.53	214		

** Indicates significant difference at 0.01 level.
Tab. F-Value at 0.05 = 3.89 and at 0.01 = 6.76

It was found that the observed values of F for Medium of Instruction was highly significant. This shows that the students from English medium did differ significantly from the students from other medium. Maximum difference was found for the film on Divorce (49.68) and film on Inheritance (41.71). The reason for this big difference could be that in these two films more of lecture method was used, where laws were taught by lawyers by lecture method which were mainly in English. The students from other medium of instruction must have found it difficult to grasp the content which was mainly in English. So, they could not do as well as the English medium students did in the post test. Mandal (1991) also found that the respondents having poor English background faced more academic problems as compared to the respondents with good English background.

Hence, the null hypothesis stating that there will be no significant difference in the knowledge gain in terms of pre-post scores of the students according to the medium of instruction at school level was not accepted, as the effect of the medium of instruction was found to be highly significant in Table 5.

Table 6 shows that analysis of t-distribution. To find out difference in the pre-post test scores due to variable Medium of Instruction t-test was computed.

Table 6. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of the Respondents on the Seven Video Films in Relation to Medium of Instruction.

Video Films	Medium of Instruction at School	\bar{X}_1 Pre-test	\bar{X}_2 Post-test	Cal t Value	Tab. t Value 0.01
INTRODUCTION	English Medium N=116	12.95	15.73	11.17**	2.364
	Other Medium N=97	10.59	13.71	9.27**	2.368
EVE TEASING	English Medium N=128	11.26	16.64	26.08**	2.358
	Other Medium N=91	10.93	15.25	15.01**	2.368
INHERITANCE	English Medium N=110	13.61	17.71	16.99**	2.364
	Other Medium N=74	13.31	16.06	9.91**	2.381
MARRIAGE	English Medium N=129	12.55	18.09	21.21**	2.358
	Other Medium N=88	11.81	16.73	13.91**	2.374
DOWRY	English Medium N=137	11.49	16.42	22.97**	2.358
	Other Medium N=100	11.27	15.33	14.93**	2.364
DIVORCE	English Medium N=130	11.45	17.63	25.70**	2.358
	Other Medium N=103	10.53	15.53	16.17**	2.364
RAPE	English Medium N=122	11.36	17.76	30.12**	2.358
	Other Medium N=93	10.66	16.10	18.39**	2.368

**Indicates Significant difference at 0.01 level

Table 6, shows that there were more students from English medium in comparison to other medium. Further analysis of table shows that the mean scores of pretest revealed that the students with English background achieved higher compared to the students from vernacular medium as shown in Table 6. The analysis of the post test scores also showed the similar trend. The respondents from English medium gained higher in comparison to the students from other medium. Overall difference in the achievement of students according to the medium of instruction was found to be highly significant as indicated by value of t. The video films were found to be effective as students learnt the content on "Women and Law", irrespective of their English medium background. However, the respondents from English background gained significantly higher knowledge. The reason for this could be that the video films were in English, which must have facilitated the understanding of the students of English medium.

Moreover, keeping in view the national development as the objective, the Education Commission (12964-66) comments :

Even after the regional language became the media of higher education in the university, a working knowledge of English will be available asset for all students, and a reasonable proficiency in English language will be necessary for those who proceed to the university.

Many of the colleges and universities have English as the medium of instruction. The students coming from vernacular medium schools face many problems related to English when they join colleges. Arora (1977) investigated that in the area of language the low achievers of all the three classes, that is, 1st, 2nd and 3rd year students of Faculty of Home Science reported that,

sometimes they could not express well in the class, had difficulty in asking and answering questions in the class and could not express while writing test and assignments. A higher percentage of the respondents having poor background of English were facing more problems regarding language as compared to the respondents having good medium of English. To conclude, it can be said that since the medium of instruction of M.S. University is English and English continues to be the medium of instruction at the Faculty of Home Science, Baroda, the admission criteria of passing school examination with English as a subject may not suffice but they should also include the medium of English as one of the criteria. Since, English was the medium of instruction for video teaching, it might be possible that the respondents who came from English medium could understand the instructions better as compared to those who came from vernacular schools. Thus, respondents with English medium scored higher than the respondents with other medium.

4.5.3 PLACE OF RESIDENCE

This section comprises of findings of the effectiveness of video films in relation to the place of residence.

In this era of modernization the village unit is undergoing a gradual transformation. Technological advancement in the country has brought about changes in the family. Greater geographical and occupational mobility have gradually changed the traditional conceptions regarding the place and role of women in contemporary Indian Society. The urban and educated people are

already beginning to realise the importance of knowing laws, but it is the huge rural population which has yet to develop such legal awareness. There is a growing recognition about cultural factors having an important bearing on any development process. The investigator wanted to find out the effect of the place of residence and the gain in knowledge regarding "Women and Law", when taught through video.

Table 7. ANCOVA , Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law" and the Place of Residence .

Source of Variation - Films		SS	DF	MSS	F Value
Introduction :	Treatment	15.84	2-1=1	15.84	
	Within	970.78	206-2=204	4.75	3.33
	Total	1359.05	206		
Eve Teasing :	Treatment	14.91	2-1=1	14.91	
	Within	715.52	224-2=222	3.22	4.62*
	Total	762.46	224		
Inheritance :	Treatment	6.06	2-1=1	6.06	
	Within	576.06	183-2=181	3.18	1.90
	Total	667.45	183		
Marriage :	Treatment	8.84	2-1=1	8.84	
	Within	796.86	216-2=214	3.72	2.37
	Total	835.83	216		
Dowry :	Treatment	1.04	2-1=1	1.04	
	Within	737.74	236-2=234	3.15	0.33
	Total	778.65	236		
Divorce :	Treatment	0.67	2-1=1	0.67	
	Within	1137.65	232-2=230	4.94	0.13
	Total	1262.56	232		
Rape :	Treatment	15.34	2-1=1	15.34	
	Within	890.10	214-2=212	4.19	3.65
	Total	1135.53	214		

* Indicates significant difference at 0.05 level.
Tab. F-Value at 0.05 = 3.89

ANCOVA was computed to determine effect of the place of residence on the knowledge gain. The F-value indicates such an effect in Table 7. Further probe into the findings revealed that respondents from city as well village were equally benefited through video films on "Women and Law". When the hypothesis that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to place of residence was tested, the data revealed that the calculated F-values were not significant for six video films on "Women and Law". However, for the film on 'Eve teasing' the F-value was found significant at 0.05 level of confidence as in Table 7. So, the null hypothesis was partially accepted, that is, accepted in case of the six video films, while not accepted in case of the film on 'Eve teasing'.

In other words, variable 'Place of Residence' did not make much impact on learning of laws related to women. The probable reason for this could be as explained by Arora (1977) who commented that the influences of urbanization and industrialization has brought about a greater degree of non-traditionalism in the outlook of our village people.

Conditions of rural India have changed a great deal with the starting of community projects, agricultural extension services, industries and the increased communication facilities. The fast changing social and cultural environment may have an effect on the way of life of the village people.

According to Table 8 there was low mean scores in pretest. However, after video teaching it increased as evident from high post test scores for all the seven video films.

Table 8. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Place of Residence.

Video Films	Place of Residence	\bar{X}_1 Pre-test	\bar{X}_2 Post test	Cal t Value	Tab. t value at 0.01
INTRODUCTION	City N=191	11.97	14.79	13.56**	2.345
	Town/village N=16	11.18	15.50	5.23**	2.584
EVE TEASING	City N=200	11.12	16.14	27.57**	2.345
	Town/village N=25	11.12	15.32	7.39**	2.345
INHERITANCE	City N=170	13.52	17.01	17.67**	2.352
	Town/village N=14	13.07	17.57	7.50**	2.624
MARRIAGE	City N=195	12.20	17.60	24.13**	2.345
	Town/village N=22	12.68	17.00	6.76**	2.508
DOWRY	City N=216	11.39	15.98	26.46**	2.345
	Town/village N=21	11.47	15.76	5.74**	2.518
DIVORCE	City N=210	11.09	16.09	28.02**	2.345
	Town/village N=23	10.65	16.43	7.89**	2.500
RAPE	City N=196	11.11	17.14	33.08**	2.345
	Town/village N=19	10.57	16.00	7.42**	2.540

** Indicates significant difference at 0.01 level

The findings of Table 8, revealed that larger per cent of the respondents came from city. It was assumed that the learning of laws may be affected by the place of residence because a student from city may have new ideas and new ways of thinking and acting, compared to a student from village. In India 80 % of population resides in 568,000 villages, so it may affect the quality of life. Table 8, shows that students from urban area learnt more about laws regarding eve teasing in comparison to rural area. The probable reason for this could be that incidence of eve teasing is more common in cities. So these girls from city are finding the need to be more aware of laws related to eve-teasing, so that they can take necessary action to protect themselves.

Findings of Tables 7 and 8, can be concluded that each video film when shown to the two categories of students was found to be effective. The rural as well as urban the students both could very well learn the content on "Women and Law". As small number of rural students are there and yet they have learnt significantly, rural students should be encouraged and we should not discriminate against students on the basis of their place of residence. On the whole, students from city as well as village learnt significantly through all the video films.

4.5.4 SOCIAL SCIENCE INCLINATION

As already discussed in the Chapter 3 of Methodology, the students were asked to indicate their inclination towards Social Sciences. Thus, in the present investigation, the students were categorized into two groups, one with social science inclination and the other having science inclination.

The null hypothesis was that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the inclination towards social science.

Table 9. ANCOVA, Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Social Science Inclination.

Source of Variation - Films		SS	DF	MSS	F Value
Introduction	Treatment	21.03	2-1=1	21.03	4.44*
	Within	965.59	206-2=204	4.73	
	Total	1359.05	206		
Eve Teasing	Treatment	55.90	2-1=1	55.90	18.39**
	Within	674.53	224-2=222	3.03	
	Total	762.46	224		
Inheritance	Treatment	37.45	2-1=1	37.45	12.44**
	Within	544.68	183-2=181	3.00	
	Total	667.45	183		
Marriage	Treatment	8.22	2-1=1	8.22	2.20
	Within	797.48	216-2=214	3.72	
	Total	835.83	216		
Dowry	Treatment	44.46	2-1=1	44.46	14.98**
	Within	694.33	236-2=234	2.96	
	Total	778.65	236		
Divorce	Treatment	68.77	2-1=1	68.77	14.78**
	Within	1069.55	232-2=230	4.65	
	Total	1262.56	232		
Rape	Treatment	74.83	2-1=1	74.83	19.09**
	Within	830.61	214-2=212	3.91	
	Total	1135.53	214		

* Indicates significant difference at 0.05 level.

** Indicates significant difference at 0.01 level.

Tab. F-Value at 0.05 = 3.89 and at 0.01 = 6.76

Significant differences were found in the pre-post scores of the students according to the inclination towards social science. As shown in Table 9, the F-value was highly significant for the 6 video films and was insignificant for one video film. So, the null hypothesis was partially not accepted, that is, accepted in case of film on marriage and not accepted for the rest of the six video films on "Women and Law".

Out of all the seven video films, the film on Marriage was learnt equally well by both the groups as evident from insignificant F-value (Table 9). The law for Marriage was learnt by both the groups through the video film, the reason for this is that the video film on Marriage was having part of it in Gujarati and main points were repeated in English. So, both the groups found it interesting and equally effective. This implies that Law is teachable to both the types of students whether with science inclination or social science inclination. We should teach Personal Laws to students from social science inclination as well as to the students with science inclination.

As evident from Table 10, the pretest scores of both the groups of students having social science inclination as well as having science inclination scored nearly equal marks. The t-value gives the exact differences in the pre-post scores.

Table 10. Distribution of the T-Ratio, Showing Significant Differences
in Pretest-Posttest Scores of Respondents on the Seven Video
Films in Relation to Social Science Inclination.

Video Films	Social Science Inclination	\bar{X}_1 Pre- test	\bar{X}_2 Post test	Cal t Value	Tab.t value at 0.01
INTRODUCTION	Social Science N=126	11.43	14.39	10.35**	2.358
	Science Inclination N=81	12.66	15.54	10.69**	2.374
EVE TEASING	Social Science N=132	11.15	15.63	19.05**	2.358
	Science Inclination N=93	11.07	16.63	22.84**	2.368
INHERITANCE	Social Science N=98	13.26	16.26	12.88**	2.368
	Science Inclination N=86	13.75	17.60	13.97**	2.374
MARRIAGE	Social Science N=122	12.22	17.36	17.74**	2.358
	Science Inclination N=95	12.28	17.76	17.65**	2.368
DOWRY	Social Science N=143	11.42	15.61	19.90**	2.358
	Science Inclination N=94	11.36	16.48	18.38**	2.368
DIVORCE	Social Science N=141	11.06	16.26	19.32**	2.358
	Science Inclination N=92	11.02	17.36	24.84**	2.368
RAPE	Social Science N=127	11.09	16.56	23.34**	2.358
	Science Inclination N=88	11.02	17.73	26.23**	2.374

** Indicates Significant difference at 0.01 level

However, after the video teaching, the students having science inclination gained more knowledge as indicated by their higher posttest mean scores in all the seven video films on "Women and Law". As shown in Table 10, the calculated t-value for pretest-posttest of all the seven video films for both the groups, with social science inclination and with science inclination were found to be highly significant at 0.01 level of confidence. This means that the students' achievement differed significantly in the two tests.

Further analysis of t-value indicates that films on Rape (19.09), Eve-teasing (18.39), were most effective for the students with science inclination. It seems, it was not the content which was more attractive for the students with science inclination but the English language. The reason for these findings could be that as the content of these films were in English, so it was easy for them to learn and understand it. Mandal (1991) found that students performing at the lowest level in the college had significantly poor background in English. The English background was significantly higher for the high achievers in the college.

One further thought is, that whether they opted for science or social science inclination they are young women and therefore their perception of need for Personal Laws could be the same. The findings strengthen the researcher's view that personal laws should be taught to all the women students regardless of their inclination towards social science or just science.

It can be concluded, that each video film for the two categories of students was found to be effective. Overall, both

with and without social science inclination respondents learnt significantly through video films on "Women and Law".

4.5.5 LEGAL EXPOSURE

The effectiveness of video films in relation to the Legal Exposure is presented in this section.

It was assumed that legal exposure of the family members would exert some kind of impression on the knowledge gain regarding "Women and Law". A legal exposure generally meant that either parents or family members had legal profession or they were involved in some legal procedures. Findings of feasibility study showed that there were different sources of information regarding law for the First Year students of Faculty of Home Science. The sources were grouped as formal and informal. Among the informal sources, family was found to be the most popular source of information about the law, followed by friends and neighbours.

Further probe into Table 11 shows that the students with or without legal exposure benefitted more or less equally through video films on "Women and Law". But significant difference in gain existed for 4 films. The F-values for these 4 films namely, Introduction (6.03), Eve-teasing (5.80) Rape (3.91) and Marriage (6.79) were found to be significant as shown in Table 11. For rest of the films the effect of legal exposure was not significant which is evident from insignificant F-values. Thus, the null hypotheses is partially not accepted. It is accepted in case of films on Inheritance, Dowry and Divorce and not accepted for the films on Introduction, Marriage and Eve Teasing and Rape.

Table 11. ANCOVA , Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Legal Exposure of Family .

Source of Variation - Films	SS	DF	MSS	F Value
Introduction : Treatment	28.35	2-1=1	28.35	
Within	958.27	206-2=204	4.69	6.03*
Total	1359.05	206		
Eve Teasing : Treatment	18.62	2-1=1	18.62	
Within	711.80	224-2=222	3.20	5.80*
Total	762.46	224		
Inheritance : Treatment	0.47	2-1=1	0.47	
Within	581.66	183-2=181	3.21	0.14
Total	667.45	183		
Marriage : Treatment	24.78	2-1=1	24.78	
Within	780.92	216-2=214	3.64	6.79**
Total	835.83	216		
Dowry : Treatment	9.44	2-1=1	9.44	
Within	729.34	236-2=234	3.11	3.03
Total	778.65	236		
Divorce : Treatment	0.34	2-1=1	0.34	
Within	1137.97	232-2=230	4.94	0.07
Total	1262.56	232		
Rape : Treatment	16.41	2-1=1	16.41	
Within	889.03	214-2=212	4.19	3.91*
Total	1135.53	214		

* Indicates significant difference at 0.05 level.

** Indicates significant difference at 0.01 level.

Tab. F-Value at 0.05 = 3.89 and at 0.01 = 6.76

It is clear from Table 12, that there were significant differences in the gain score indicating gain in knowledge regarding "Women and Law", in each of the seven video films. This shows that there was considerable gain in knowledge for both the groups through the video films on "Women and Law". As evident from Table 12, the calculated t-values for pretest-posttest were found to be significant at 0.01 level of confidence.

Table 12. Distribution of the T-Ratio Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Legal Exposure of Family

Video Films	Legal Exposure	\bar{X}_1 Pretest	\bar{X}_2 Posttest	Cal t Value	Tab.t 0.01
INTRODUCTION	With Legal Exposure N=54	12.40	15.66	8.76**	2.396
	Without N=153	11.74	14.55	11.65**	2.352
EVE TEASING	With Legal Exposure N=65	11.07	16.49	15.53**	2.390
	Without N=160	11.14	15.86	23.86**	2.352
INHERITANCE	With Legal Exposure N=52	13.63	17.17	9.84**	2.403
	Without N=132	13.43	17.00	16.07**	2.358
MARRIAGE	With Legal Exposure N=57	12.08	18.08	13.96**	2.396
	Without N=160	12.31	17.35	20.90**	2.352
DOWRY	With Legal Exposure N=67	11.50	16.29	14.50**	2.390
	Without N=170	11.35	15.82	22.40**	2.352
DIVORCE	With Legal Exposure N=62	11.30	16.70	15.06**	2.390
	Without N=171	10.95	16.70	24.81**	2.352
RAPE	With Legal Exposure N=53	11.20	17.58	19.25**	2.403
	Without N=162	11.01	16.87	27.89**	2.352

** Indicates significant difference at 0.01 level

On the whole, all the students have gained or learnt well after seeing all the video films on "Women and Law", as clearly seen in Table 12. The students have learnt significantly higher after seeing these 4 films namely, Introduction to Law, Eve-teasing Rape and Marriage. But the surprising fact in this finding is that students without legal exposure have scored higher than with legal exposure.

The reason for this could be that the legal exposure that is considered in this study could have happened long ago and perhaps the student was not directly exposed to it. This implies that we should not accept the students to come to the Faculty with legal exposure to know laws better. One can learn laws without being exposed to it in the past. Legal exposure of family is not a prerequisite to learn laws. On the whole legal awareness is not dependent on legal exposure of the family; one can build it at the preliminary stage by learning from such video films. Although, we advocate that Personal Laws should be taught to young women, this sample showed that majority of the Home Science students came from such families which did not have legal exposure.

The implications from these findings are that knowledge of personal laws is equally benefited to all the students, with or without their family's legal exposure. It is heartening to know one need not have parents, family members, neighbours who were involved in law suit to know law !



4.5.6 SOCIAL WORK BACKGROUND

In this section, the findings regarding the effectiveness of video films in relation to the social work background are reported.

It was found during the feasibility study that , among the informal sources, family was found to be the most popular source of information about the law, followed by friends and neighbours. It is known that the persuasive communication affects behaviour and thought process of an individual, and informal agents of communication and dissemination of knowledge, exert direct impact upon people. Family members, friends and neighbours were thought to be playing prominent role in making students aware of the provision of legal rights. When the hypothesis that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the social work background was tested, the analysis revealed that all the seven calculated F-values for the films on "Women and Law", were not significant (Table 13). Meaning thereby that, there was no significant difference in the pretest and posttest scores of the students according to the social work background.

Table 13. ANCOVA , Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Social Work Background.

Source of Variation - Films	SS	DF	MSS	F Value
Introduction : Treatment	0.03	2-1=1	0.03	
Within	989.59	206-2=204	4.83	0.008
Total	1359.05	206		
Eve Teasing : Treatment	1.59	2-1=1	1.59	
Within	728.83	224-2=222	3.28	0.48
Total	762.46	224		
Inheritance : Treatment	2.55	2-1=1	2.55	
Within	579.57	183-2=181	3.20	0.79
Total	667.45	183		
Marriage : Treatment	2.34	2-1=1	2.34	
Within	803.36	216-2=214	3.75	0.62
Total	835.83	216		
Dowry : Treatment	3.63	2-1=1	3.63	
Within	735.16	236-2=234	3.14	1.15
Total	778.65	236		
Divorce : Treatment	0.47	2-1=1	0.47	
Within	1137.85	232-2=230	4.94	0.09
Total	1262.56	232		
Rape : Treatment	1.41	2-1=1	1.41	
Within	904.03	214-2=212	4.26	0.33
Total	1135.53	214		

Hence, the hypothesis that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the social work background was accepted.

So it can be said that social work background made no impact whatsoever, as far as knowledge about "Women and Law" is concerned.

As evident from Table 14, that all the seven t-values for the films on "Women and Law", were highly significant at 0.01 level of confidence. Meaning thereby that, there was significant difference in the pretest and posttest scores of the students.

Table 14. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of the Respondents on the Seven Video Films in Relation to Social Work Background.

Video Films	Social Work Background	\bar{X}_1 Pretest	\bar{X}_2 Posttest	Cal t Value	Tab.t 0.01
INTRODUCTION	With S.W. N=47	12.23	15.00	6.54**	2.412
	Without S.W. N=160	11.82	14.80	12.82**	2.352
EVE TEASING	With S.W. N=51	11.17	15.90	12.72**	2.403
	Without S.W. N=174	11.10	16.09	25.26**	2.352
INHERITANCE	With S.W. N=47	14.10	17.02	7.78**	2.412
	Without S.W. N=137	13.28	17.06	17.54**	2.358
MARRIAGE	With S.W. N=59	12.23	17.71	13.29**	2.390
	Without S.W. N=158	12.25	17.48	21.07**	2.352
DOWRY	With S.W. N=57	11.26	16.15	16.49**	2.396
	Without S.W. N=180	11.44	15.90	21.83**	2.352
DIVORCE	With S.W. N=57	11.33	16.70	13.52**	2.396
	Without S.W. N=176	10.95	16.70	25.69**	2.352
RAPE	With S.W. N=53	11.69	17.43	14.76**	2.403
	Without S.W. N=162	10.85	16.91	30.34**	2.352

** Indicates significant difference at 0.01 level

Further examination of Table 14, shows that the mean scores indicated that the posttest scores increased after video teaching. This indicated that all the seven video films on "Women and Law", independently lead to increase in the knowledge level.

It is commonly presumed that family background exerts impact on the mental horizon of the person. His or her world view is shaped to some extent, by his or her parents' occupation. It was assumed that the students who had social work background would gain more knowledge regarding "Women and Law". But this assumption did not hold true particularly in case of students' family's involvement in social work and knowledge gain regarding "Women and Law".

The small group of students who had such a social work background did not show any major difference in the gain of knowledge of any law. It should not be expected that majority of students should come from a family with social work background. All students with or without social work background benefitted from learning the content on "Women and Law".

4.5.7 MOTHER'S OCCUPATION

Table 15 and 16, reveal the effectiveness of video films in teaching laws related to women and the variable "Mother's Occupation".

The findings of the feasibility study had indicated that mother's occupational status had significant relationship as far as the opinion towards legal education, as well as, knowledge

regarding various laws related to women, were concerned. This may be due to the fact that women play a pivotal force in every family. They shape the family and inculcate habits in their children. It has been known that education of mother means education of the family. If a mother is aware about her rights and duties, she will transmit the awareness to the family members more easily.

It was assumed that status of mother's occupation will also affect the students' performance in learning the content on "Women and Law", through video films.

The variation in gain in knowledge due to mother's occupation was computed by ANCOVA. The F-values in Table 15, show the variation in learning.

In Table 15, the findings revealed that respondents whose mothers were gainfully employed or were housewives both the groups of respondents equally benefitted through six video films on "Women and Law", as evident from insignificant F-values. The effect of mother's occupation was only significant for the film on Marriage as shown in Table 15. The significant difference in gain existed for the film on Marriage with F-value 7.06 which is significant at 0.01 level.

Table 15. ANCOVA , Showing Significance of Differences in the Post Scores , After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Mother's Occupation .

Source of Variation - Film	SS	DF	MSS	F Value
Introduction : Treatment	12.18	2-1=1	12.18	
Within	974.44	206-2=204	4.77	2.55
Total	1359.05	206		
Eve Teasing : Treatment	0.74	2-1=1	0.74	
Within	729.68	224-2=222	3.28	0.22
Total	762.46	224		
Inheritance : Treatment	1.46	2-1=1	1.46	
Within	580.66	183-2=181	3.20	0.45
Total	667.45	183		
Marriage : Treatment	25.73	2-1=1	25.73	
Within	779.97	216-2=214	3.64	7.06**
Total	835.83	216		
Dowry : Treatment	0.001	2-1=1	0.001	
Within	738.79	236-2=234	3.15	0.00
Total	778.65	236		
Divorce : Treatment	0.88	2-1=1	0.88	
Within	1137.44	232-2=230	4.94	0.17
Total	1262.56	232		
Rape : Treatment	6.82	2-1=1	6.82	
Within	898.63	214-2=212	4.23	1.60
Total	1135.53	214		

** Indicates significant difference at 0.01 level.

Tab. F-Value at 0.05 = 3.89 and at 0.01 = 6.76

When the hypothesis that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the Mother's occupation was tested, the data revealed that the calculated F-values were not significant for six video films on "Women and Law". However, for the film on 'Marriage', the F-value was significant. So, the null hypothesis was partially accepted, that is, accepted in case

of the six video films, while not accepted in case of film on Marriage.

Table 15 further shows that the respondents did not differ significantly according to mother's occupation for learning content on different laws related to women. The difference due to mother's occupation was found only for learning the content on 'Marriage'. As those respondents whose mothers were housewives they learnt much better the content on law for Marriage than those whose mothers were working. The reason for this could be the women who are merely housewives have the feeling of deprivation and later on they push their daughters for higher studies so that they are not exploited. We should not look down to the students whose mothers are housewives as they are more motivated to learn laws and particularly laws related to marriage. Marriage is a very common phenomenon which every one has to face, whereas, help of other laws may not be needed by every one.

Data were further analysed by computing paired t-tests to find out the exact differences in learning by the two categories of students according to Mother's Occupation. The Table 16 gives the differences in learning which is depicted in the form of t-values.

Table 16. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Mother's Occupation.

Video Films	Mother's Occupation	\bar{X}_1 Pretest	\bar{X}_2 Posttest	Cal t Value	Tab. t 0.01
INTRODUCTION	Employed N=36	12.50	15.61	6.83**	2.434
	Housewife N=171	11.79	14.68	12.74**	2.352
EVE TEASING	Employed N=31	11.32	16.22	12.02**	2.453
	Housewife N=194	11.09	16.09	25.75**	2.345
INHERITANCE	Employed N=25	14.12	17.00	5.03**	2.485
	Housewife N=159	13.39	17.06	18.51**	2.352
MARRIAGE	Employed N=34	12.61	16.79	7.71**	2.441
	Housewife N=183	12.18	17.68	24.14**	2.352
DOWRY	Employed N=39	11.58	16.00	10.54**	2.426
	Housewife N=198	11.36	15.95	24.48**	2.345
DIVORCE	Employed N=37	11.56	16.70	10.85**	2.431
	Housewife N=196	10.94	16.70	26.96**	2.345
RAPE	Employed N=34	11.61	16.85	11.93**	2.441
	Housewife N=171	10.96	17.08	31.59**	2.352

** Indicates significant difference at 0.01 level.

It is clear from Table 16 that there were significant differences in the gain score indicating gain in knowledge regarding laws related to women through all the seven video films. This means that there was considerable gain in knowledge for all the groups through the video films on "Women and Law".

As the t-value was highly significant at 0.01 level for all the seven video films. Further re-examination of the Table revealed that the mean scores for posttest were significantly higher than the pretest scores. This means that the students' achievement differed significantly in the posttest.

Table 16 clearly shows that respondents have learnt significantly well through video films. However, for the film on 'Marriage' the respondents, whose mothers were housewives, have learnt better than those mothers were employed. The probable reason for this could be the students whose mothers are housewives must have heard their mothers complaining about their inability to take any action against injustice in the institute of marriage. Whereas respondents whose mothers were employed they possessed better awareness and knowledge. As they are gainfully employed it gave them exposure to the outer world. Hazarika (1991) explains that employment to some extent also changes a woman from her submissive behaviour to assertive behaviour with broader perspective of life.

The findings of a number of studies suggest that the mother's participation in the world of work has brought about structural and functional alterations in the family and marriage.

The findings confirmed the outcome of Sachidanand and Sinha (1984), where the result was more or less similar. They found that the better educated victims took to legal measures for solving their problems. Non-employed respondents had financial constraints which delayed their decisions in resolving the problems in married life. Contrary to this finding, small group of students who had working mothers, did not show gain of knowledge regarding personal laws.

In other words, it can be concluded from Tables 15 and 16, the presence and absence of mother's occupation had nothing to do with the knowledge gain. Hence, the subject "Women and Law" could be taught to the Home Science students regardless of the employment of their mothers.

4.5.8 EXPOSURE TO T.V./VIDEO

Tables 17 and 18 show the effectiveness of video films in relation to the Exposure of respondents to TV and Video.

The technology, whether it is television or video, properly supported and wisely employed, could help in meeting some of the most pressing educational needs of today. However, the production, approach and the treatment of the subject may vary. We must agree with Hills (1982, p.45), when he says,

Educational technology should be seen not as the machine taking over the teacher's role, but rather in terms of a developing science of education which uses a host of methods, techniques and resources to assist the teacher and support the student in learning task.

Accepting the significance of educational television,
Dale (1969, p.VII), rightly argues,

We must help students learn more, learn it
faster, remember it better and apply it more
effectively.

ANCOVA was computed to determine variation due to the exposure to TV/Video and the knowledge gain regarding "Women and Law", through video films. F-values indicate such variation and are displayed in Table 17. Further probe into the findings of Table 17 revealed that respondents having high exposure or low exposure were equally benefitted through video films on "Women and Law".

Table 17. ANCOVA , Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and Video/T.V. Exposure .

Source of Variation - Film	SS	DF	MSS	F Value
Introduction : Treatment	4.02	2-1=1	4.02	
Within	982.60	206-2=4	4.81	0.83
Total	1359.05	206		
Eve Teasing : Treatment	0.10	2-1=1	0.10	
Within	730.32	224-2=222	3.29	0.03
Total	762.46	224		
Inheritance : Treatment	3.89	2-1=1	3.89	
Within	578.24	183-2=181	3.19	1.21
Total	667.45	183		
Marriage : Treatment	5.46	2-1=1	5.46	
Within	800.24	216-2=214	3.73	1.46
Total	835.83	216		
Dowry : Treatment	0.43	2-1=1	0.43	
Within	738.35	236-2=234	3.15	0.13
Total	778.65	236		
Divorce : Treatment	0.01	2-1=1	0.01	
Within	1138.30	232-2=230	4.94	0.004
Total	1262.56	232		
Rape : Treatment	7.31	2-1=1	7.31	
Within	898.13	214-2=212	4.23	1.72
Total	1135.53	214		

When the hypothesis that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the TV/Video exposure was tested, the data revealed that all the seven calculated F-values were not significant.

In the light of above findings the null hypothesis was accepted.

The applicability of the content might also help the women students in taking interest in the video films and gaining significant knowledge. The video films have been understood equally well by both the groups because the video films were prepared and presented in an understandable way. In other words, the students gained more or less the same amount of knowledge irrespective of their T.V./video exposure. It implies that we could teach Personal Laws to the students with low as well as high T.V./video exposure. Similar finding was reported by Gupta (1991). In her study video film was found equally effective by Home Science students having more or less exposure to television and video.

This finding regarding T.V./video exposure was also supported by Sachidanand and Sinha (1984). However, the sample in their study was the women from rural Gaya.

As discussed in Chapter 3, Methodology, respondents were divided into two categories of high and low exposure, on the basis of the total group mean of the 'T.V. Video' viewing. The total group mean was found to be 18. All those respondents whose scores corresponded with the mean and above, were placed into high T.V. video viewing, and those who obtained scores which fell

below the mean were categorised as less T.V. video viewing exposure.

Table 18. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of the Respondents on the Seven Video Films in Relation to T.V./Video Exposure .

Video Films	T.V./Video Exposure	\bar{X}_1 Pre- test	\bar{X}_2 Post test	Cal t Value	Tab.t Value 0.01
INTRODUCTION	High Exposure N=109	12.22	15.10	10.18**	2.364
	Low Exposure N=98	11.58	14.56	10.18**	2.368
EVE TEASING	High Exposure N=108	11.13	16.07	19.42**	2.364
	Low Exposure N=117	11.11	16.02	20.51**	2.358
INHERITANCE	High Exposure N=93	13.83	17.29	13.93**	2.368
	Low Exposure N=91	13.14	16.81	12.85**	2.368
MARRIAGE	High Exposure N=114	12.33	17.40	17.29**	2.364
	Low Exposure N=103	12.16	17.69	18.05**	2.364
DOWRY	High Exposure N=118	11.51	16.02	19.40**	2.364
	Low Exposure N=119	11.28	15.89	18.36**	2.358
DIVORCE	High Exposure N=119	11.33	16.63	21.46**	2.358
	Low Exposure N=114	10.74	16.63	19.79**	2.364
RAPE	High Exposure N=109	11.25	17.30	24.89**	2.364
	Low Exposure N=106	10.86	16.78	22.54**	2.364

** Indicates significant difference at 0.01 level

It is evident from the Table 18, that nearly equal number of respondents fell into the two categories of high and low exposure to T.V./Video.

The pretest scores of both the groups of students having low as well as high exposure to T.V./video scored nearly equal marks as evident from Table 18. The calculated t-value for pretest-posttest of all the seven video films and both the groups, with high and low exposure to T.V./ video were found to be highly significant at 0.01 level of confidence. This means that the students' achievement differed significantly in the two tests.

As mentioned earlier, knowledge of law is relevant for todays' girls as they face eve-teasing, rape, violence and they are also aware of increasing rate of crime against women. So instead of the exposure to television and video, it may be a necessity for them to learn laws related to women.

The present finding was that although students were exposed to television and video, this kind of exposure did not help them to learn laws. The probable reason for this could be the kind of programmes which are seen on T.V. and video are mostly films, songs and entertainment programmes. Generally speaking, in India, T.V. and video are associated more with entertainment and less with education. So the students are more inclined to see T.V. and video for recreation and not so much for education. This could be a reason for the variable 'T.V./Video Exposure' to be insignificant in learning Personal Laws.

It can be concluded from Tables 17 and 18, that each video film when shown separately for the two categories of students was found to be effective. On the whole, high as well as low media exposure made the respondents learnt significantly through all video films.

4.5.9 SOCIO-ECONOMIC STATUS

This section presents the effectiveness of video films in relation to the Socio Economic Status. Data were analysed to check the variation in learning of the content "Women and Law" through video films due to the Socio-Economic Status of the respondents. The Table 19A, shows in general the difference due to the Socio Economic Status which is shown in form of calculated F-values in Table 19A.

The hypothesis stated that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the Socio-Economic Status and was tested by applying ANCOVA. The results of ANCOVA, showed that the Socio-Economic Status played a significant role in learning of the content on "Women and Law", through the films namely Introduction, Marriage, Dowry and Rape as the significant F-values depicts in Table 19A.

Hence, the null hypothesis was partially accepted in case of Eve-teasing, Inheritance and Divorce as the Socio Economic Status did not play its role in learning the content. However, the hypothesis was not accepted in case of learning the content on Introduction to Law, Marriage, Dowry and Rape.

Table 19A. ANCOVA, Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Socio-Economic Status.

Source of Variation - Film		SS	DF	MSS	F Value
Introduction	: Treatment	37.48	3-1=2	18.74	
	Within	949.14	206-3=203	4.67	4.00*
	Total	1359.05	206		
Eve Teasing	: Treatment	13.93	3-1=2	6.96	
	Within	716.50	224-3=221	3.24	2.14
	Total	762.46	224		
Inheritance	: Treatment	12.82	3-1=2	6.41	
	Within	569.30	183-3=180	3.16	2.02
	Total	667.45	183		
Marriage	: Treatment	40.81	3-1=2	20.40	
	Within	764.89	216-3=213	3.59	5.68*
	Total	835.83	216		
Dowry	: Treatment	41.61	3-1=2	20.80	
	Within	697.17	236-3=233	2.99	6.95**
	Total	778.65	236		
Divorce	: Treatment	6.94	3-1=2	3.47	
	Within	1131.38	232-3=229	4.94	0.703
	Total	1262.56	232		
Rape	: Treatment	98.44	3-1=2	49.22	
	Within	807.00	214-3=211	3.82	12.87**
	Total	1135.53	214		

* Indicates significant difference at 0.05 level.

** Indicates significant difference at 0.01 level.

Tab. F-Value at 0.05 = 3.83 and at 0.01 = 6.76

Through the preliminary analysis it was found that Socio Economic Status made its impact in learning the content of Introduction to Law, Marriage, Divorce and Rape as reported in Table 19A. Further analysis was done to find out, out of the three groups of SES which group learnt significantly different than the other, data were further analysed by computing ANCOVA, which are presented in Table 19-B.

Table 19B. ANCOVA, Showing Significance of Differences in the Knowledge by Learning Through the Four Video Films and the Socio-Economic Groups .

Source of Variation	SS	DF	MSS	F Value
<u>Introduction Film</u>				
High Vs. Middle SES				
Treatment	18.63	1	83.63	
Within	944.78	196	4.82	3.86
Middle Vs. Low SES				
Treatment	7.05	1	7.05	
Within	309.26	60	5.15	1.36
High Vs. Low SES				
Treatment	23.17	1	23.17	
Within	637.30	149	157.70	5.41*
<u>Marriage Film</u>				
High Vs. Middle SES				
Treatment	3.25	1	3.25	
Within	525.76	151	3.48	0.93
Middle Vs. Low SES				
Treatment	28.99	1	28.99	
Within	209.55	44	4.76	6.08*
High Vs. Low SES				
Treatment	41.32	1	41.32	
Within	340.17	118	2.88	14.33**
<u>Dowry Film</u>				
High Vs. Middle SES				
Treatment	10.79	1	10.79	
Within	478.77	171	2.80	3.85
Middle Vs. Low SES				
Treatment	5.95	1	5.95	
Within	127.56	52	2.45	2.42
High Vs. Low SES				
Treatment	16.83	1	16.83	
Within	373.30	132	2.82	5.95*

Table 19 B (Contd...)

Source of Variation	SS	DF	MSS	F Value
<u>Rape Film</u>				
High Vs. Middle SES				
Treatment	31.47	1	31.47	
Within	486.12	150	3.20	9.83**
Middle Vs. Low SES				
Treatment	49.12	1	49.12	
Within	347.61	49	7.09	6.92**
High Vs. Low SES				
Treatment	96.95	1	96.95	
Within	455.85	112	4.07	23.81**

* Indicates significant difference at 0.05 level

** Indicates significant difference at 0.01 level

Tab F value at 44 d.f. 0.05 level = 4.06
at 50 d.f. 0.05 level = 4.03
at 112 d.f. 0.01 level = 6.90
at 125 d.f. 0.05 level = 3.92
at 125 d.f. 0.01 level = 6.84
at 150 d.f. 0.05 level = 3.91
at 150 d.f. 0.01 level = 9.83

Examination of the Table 19-B, shows the calculated F-value of high socio-economic status group differed significantly from group of low socio economic status, while learning the content on Dowry. The calculated F value of respondents from high socio economic status were found to be significant at 0.05 level of confidence for the film on Dowry.

The reason for this could be that the upper and middle class parents tend to have higher aspiration for their daughters than the lower class. Thus, the daughters may have higher aspirations either as a result of pressure from the parents or as a result of internalising parental pressures or both. In a society with a tradition of upward mobility, the students from Middle income group tend to aspire for higher status. This could be the reason

why the high and middle socio economic status students learnt maximum on the content on Marriage and Dowry which involves money matters.

To find out the exact differences in the pre-post tests due to the Socio-Economic Status of the respondents the data were further analysed by computing Paired t-tests. Table 20, gives details of the results of t-tests. The differences of the pre-post tests of the three different Socio Economic groups can be seen in the form of calculated t-values.

Table 20. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Socio Economic Status.

Video Films	Socio Economic Status		\bar{X}_1 Pre-test	\bar{X}_2 Post test	Cal t Value	Tab t 0.01
INTRODUCTION	High	N=144	12.14	15.18	13.14**	2.358
	Middle	N=55	11.30	14.16	6.25**	2.396
	Low	N=8	12.00	13.37	2.58*	2.89
EVE TEASING	High	N=153	11.27	16.24	24.19**	2.352
	Middle	N=62	10.77	15.66	14.88**	2.390
	Low	N=10	11.00	15.50	3.68**	2.764
INHERITANCE	High	N=127	13.70	17.26	15.58**	2.358
	Middle	N=50	13.26	16.56	9.93**	2.403
	Low	N=7	11.28	16.71	4.48**	2.998
MARRIAGE	High	N=156	12.17	17.76	23.32**	2.352
	Middle	N=51	12.37	17.13	10.62**	2.403
	Low	N=10	12.80	16.10	2.68	2.764
DOWRY	High	N=165	11.41	16.23	25.33**	2.352
	Middle	N=62	11.37	15.38	10.56**	2.390
	Low	N=10	11.40	15.00	4.26**	2.764
DIVORCE	High	N=160	11.24	16.78	23.29**	2.352
	Middle	N=63	10.60	16.65	16.56**	2.390
	Low	N=10	10.70	15.80	5.45**	2.764
RAPE	High	N=148	11.34	17.54	30.70**	2.352
	Middle	N=58	10.74	16.27	14.43**	2.396
	Low	N=9	8.55	13.77	5.56**	2.821

** Indicates significant at 0.01 level.

Tab t value at 0.05 = 1.86 at df 8

The findings regarding SES variable revealed that a large per cent of the respondents fell in two categories of socio-economic status, namely, upper and middle class. The students are greatly affected by the family's financial and social position. People from various socio-economic status look at the different aspects of life in different manners. Table 20 , shows that amongst the three categories of socio-economic status, the respondents from the upper and middle strata of the socio-economic status were found to be having higher mean scores for pretest as well as posttest than the respondents from the lower socio-economic class.

Table 20 , shows that all the 7 calculated t-values for students from different socio-economic groups were found to be highly significant at 0.01 level of confidence. Further examination of the mean scores indicated that the pretest scores of all the three socio-economic groups for all the seven video films increased significantly during posttest. This leads to conclude that all the video films were effective in increasing the knowledge regarding "Women and Law", in context of respondents' socio-economic status.

Table 20, further shows that video films on Rape and Marriage were found to be most effective for the students of high socio-economic group t-value 30.70 and 25.33 respectively. Interestingly the same film on Marriage was found to be least effective by the students from low socio-economic status with t-value 2.68.

The findings regarding socio-economic status, Table 19 and 20, revealed that the respondents of high socio-economic status gained more knowledge with the use of video films. The respondents of high socio-economic status, are usually exposed to many novel experiences, such as movies, television, video and various others, because of their high socio economic status, whereas low socio-economic status are deprived of these things and are usually not very familiar with them. On the whole, video films were found to be effective with all the three groups in imparting knowledge on "Women and Law". However, video films were found more effective with students from high socio-economic group.

The video films on Eve-teasing, Inheritance and Divorce were not affected by the students socio-economic status as is evident by insignificant F-value. The reason for this could be these problems are becoming very common in todays world and it does not matter which socio economic status one may belong to.

4.5.10 MODERNITY

This section comprises of findings related to the effectiveness of video films in relation to the modernity. It was assumed that the learning of laws may be affected by the level of modernity because a modern student would prefer to use the laws for her benefit. A modern student may be disposed to new ideas and new ways of thinking and acting. She may take to certain things easily that are taught during the study programme while a conservative student may not accept the same thing

because she is not ready to change and she may show less interest.

ANCOVA, was computed to determine the variation in the modernity of the students and gain in knowledge. The F-value indicates such variation in Table 21. Further probe into the findings of Table 21, show that modern as well as conservative students equally benefitted through video films on "Women and Law". This implies that in today's world, where crime rate against women is increasing, the women students of Faculty of Home Science, whether they are Modern or Conservative, they feel it is necessary to learn and know about personal laws related to women, so that they can be useful to them in the time of crisis.

The data revealed that all the seven calculated F-values were insignificant. That means variable 'Modernity', did not make any difference in learning laws. Hence, the hypothesis that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the overall modernity was accepted.

Table 21. ANCOVA, Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and Modernity.

Source of Variation - Film	SS	DF	MSS	F Value
Introduction : Treatment	3.58	2-1=1	3.58	
Within	983.04	206-2=204	4.81	0.74
Total	1359.05	206		
Eve Teasing : Treatment	1.53	2-1=1	1.53	
Within	728.89	224-2=222	3.28	0.46
Total	762.46	224		
Inheritance : Treatment	0.25	2-1=1	0.25	
Within	581.88	183-2=181	3.21	0.07
Total	667.45	183		
Marriage : Treatment	0.55	2-1=1	0.55	
Within	805.15	216-2=214	3.76	0.14
Total	835.83	216		
Dowry : Treatment	1.58	2-1=1	1.58	
Within	737.20	236-2=234	3.15	0.50
Total	778.65	236		
Divorce : Treatment	3.16	2-1=1	3.16	
Within	1135.16	232-2=230	4.93	0.64
Total	1262.56	232		
Rape : Treatment	0.87	2-1=1	0.87	
Within	904.57	214-2=212	4.26	0.20
Total	1135.53	214		

Table 22, further shows the exact differences in learning the content on "Women and Law", due to the level of modernity of the respondents. These differences are computed in the form of t-tests and are depicted by calculated t-values in Table 22.

Table 22. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Modernity.

Video Films	Modernity	\bar{X}_1 Pretest	\bar{X}_2 Posttest	Cal t Value	Tab.t 0.01
INTRODUCTION	Modern N=164	12.20	15.03	12.78**	2.352
	Conservative N=43	10.81	14.13	6.70**	2.423
EVE TEASING	Modern N=180	11.15	16.09	26.82**	2.352
	Conservative N=45	11.02	15.86	10.40**	2.412
INHERITANCE	Modern N=145	13.75	17.14	16.49**	2.352
	Conservative N=39	12.51	16.71	9.44**	2.426
MARRIAGE	Modern N=178	12.38	17.58	21.48**	2.352
	Conservative N=39	11.66	17.35	13.85**	2.426
DOWRY	Modern N=198	11.43	16.00	24.20**	2.345
	Conservative N=39	11.20	15.74	11.19**	2.426
DIVORCE	Modern N=192	11.33	16.83	26.22**	2.345
	Conservative N=41	9.70	16.09	12.75**	2.423
RAPE	Modern N=178	11.17	17.11	31.09**	2.352
	Conservative N=37	10.54	16.70	12.79**	2.431

** Indicates significant difference at 0.01 level

As discussed in Chapter 3 Methodology, the respondents were categorised on the basis of their summated scores on Alex Inkle's standardized scale. It is seen from Table 22, that high percentage of the respondents were modern according to the Alex Inkle's standardized scale of adaptation to modernity.

As evident from Table 22, the pretest scores of both the groups of Modern as well as conservative scored nearly equal marks as evident from the Table 22. However, after the video teaching, the students who were modern gained more in comparison to the students who were conservative as indicated by their higher posttest mean scores in all the seven video films on "Women and Law".

As shown in Table 22, the calculated t-value for pretest-posttest of all the seven video films and both the groups, were found to be highly significant at 0.01 level of confidence. This means that the students' achievement differed significantly in the two tests.

Further analysis of t-value indicates that film on Rape (31.09), Divorce (26.22) and Eve-teasing (26.82) were most effective for the modern students.

This indicated that all the seven video films on "Women and Law", independently lead to increase in the knowledge. To conclude it can be said, that a higher percentage of the respondents were modern rather than conservative. The reason for this finding could again be that Baroda has become a cosmopolitan city; people are exposed to various kinds of life patterns.

Since, the Home Science girls have been exposed to the new life styles, most of them becoming modern rather than remaining conservative.

Modern as well as conservative students understand the social significance and the necessity of learning laws. Therefore, the respondents must have felt the need to learn the laws related to women.

You may be just what you are and you will be able to learn law. That means whatever type of life style you adopt either modern or conservative, no type is superior to other for learning the laws related to women.

4.5.11 PERSONALITY

This section presents the effectiveness of video films in relation to Personality of the respondents

The impact of video films on students may also be influenced by their personality. The typical extroverts are flexible and socially adaptable, good at speech and are free from worries. In contrast, introverts are socially shy, like to work alone, are less flexible, better at writing and inclined to worries. Therefore, the different personality dimensions of students may affect the way they react to various aspects included in video films on "Women and Law".

The standardized Extroversion-Introversion Inventory developed by V.S. Shanthamani and A. Hafeez, (1974) was used for categorising the students according to their personality.

When the hypothesis that there will be no significant difference in knowledge gain in terms of pre-post scores of the students according to their personality was tested, the data revealed that all the calculated F-values for the seven video films on "Women and Law" were insignificant. Hence the null hypothesis was accepted. This F-value indicates no significant difference in the knowledge gain among the students having different personality dimensions, as seen in Table 23.

Table 23. ANCOVA, Showing Significance of Differences in the Post Scores, After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the Personality of the Students.

Source of Variation - Film	SS	DF	MSS	F Value
Introduction : Treatment	4.38	3-1=2	2.19	
Within	982.24	206-3=203	4.83	0.45
Total	1359.05	206		
Eve Teasing : Treatment	2.53	3-1=2	1.26	
Within	727.89	224-3=221	3.29	0.38
Total	762.46	224		
Inheritance : Treatment	5.46	3-1=2	2.73	
Within	576.66	183-3=180	3.20	0.85
Total	667.45	183		
Marriage : Treatment	8.55	3-1=2	4.27	
Within	797.16	216-3=213	3.74	1.14
Total	835.83	216		
Dowry : Treatment	8.38	3-1=2	4.19	
Within	730.40	236-3=233	3.13	1.33
Total	778.65	236		
Divorce : Treatment	4.98	3-1=2	2.49	
Within	1133.34	232-3=229	4.94	0.50
Total	1262.56	232		
Rape : Treatment	15.33	3-1=2	15.33	
Within	890.11	214-3=211	4.21	1.81
Total	1135.53	214		

So it can be said that personality of the student made no impact whatsoever as far as knowledge about "Women and Law" is concerned. Similar findings were reported by Kundu (1980). She reported that there was a statistically insignificant relationship between the academic achievement and the personality of the students.

As revealed in Table 24, the percentages of extrovert students were highest for all the seven films followed by ambivert and introvert. It is good that among the First Year class there are more extroverts than introverts.

Table 24. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Personality.

Video Films	Personality	\bar{X}_1 Pre- test	\bar{X}_2 Post- test	Cal. t Value	Tab.t Value 0.01
INTRODUCTION	Introvert N= 31	12.61	15.06	6.42**	2.457
	Ambivert N= 82	11.71	14.60	8.24**	2.374
	Extrovert N= 94	11.86	14.97	10.34**	2.368
EVE TEASING	Introvert N=37	11.05	15.89	11.37**	2.434
	Ambivert N=81	11.22	15.98	16.41**	2.374
	Extrovert N=107	11.07	16.14	19.96**	2.364
INHERITANCE	Introvert N=29	13.89	16.79	6.96**	2.467
	Ambivert N=67	13.32	17.00	10.98**	2.390
	Extrovert N=88	13.48	17.18	13.85**	2.374
MARRIAGE	Introvert N=35	12.00	17.22	10.55**	2.441
	Ambivert N=74	12.24	17.39	13.19**	2.381
	Extrovert N=108	12.34	17.75	18.49**	2.364
DOWRY	Introvert N=38	11.86	15.63	7.58**	2.431
	Ambivert N=87	11.41	15.97	17.14**	2.374
	Extrovert N=112	11.24	16.06	20.03**	2.364
DIVORCE	Introvert N=36	11.30	16.47	9.27**	2.438
	Ambivert N=84	11.00	16.83	19.76**	2.374
	Extrovert N=113	11.00	16.68	19.80**	2.364
RAPE	Introvert N=39	11.02	16.48	11.15**	2.429
	Ambivert N=76	11.05	17.06	21.33**	2.381
	Extrovert N=100	11.09	17.25	24.24**	2.364

** Indicates significant difference at 0.01 level

The ambivert gives evidence of behaviour that may be extrovert, in some situation and introvert in others. For example, a person may be friendly but likes to work alone. Most of the people belong to the ambivert group. The Home Science students did not show this normal trend.

The mean scores of pretest revealed that the students with Extrovert personality had better knowledge than Ambiverts and Introverts. The analysis of the post test scores also showed the similar trend. Overall difference in the achievement of students according to the personality was found to be highly significant as indicated by value of t . The video films were found to be very effective as students learnt the content on "Women and Law", irrespective of their personality. However, comparatively Extroverts have learnt better than Introverts and Ambiverts. Similar findings were reported by Kausal (1986), who studied the impact of television viewing on the respondents with varying personality dimensions in terms of gain in knowledge. Findings were that introverts learnt more about social problems like 'inequality of sexes' whereas extroverts learnt more about legal problems like 'divorce' and 'dowry'.

Although it is theorised and psychologists have found that introverts learn best but in this study reverse is true. Comparatively speaking, extroverts have learnt about laws better than the introverts. So, students should be taught and helped to be extroverts as being introvert hinders learning of laws.

4.5.12 LEVEL OF ACADEMIC ACHIEVEMENT

It can be clearly seen from Tables 25 and 26, the effectiveness of video films in relation to Academic Achievement. To find out the variation in learning of the content on "Women and Law", through video films due to the level of Academic Achievement, ANCOVA was computed. The F-value, depicts such variation in Table 25.

Table 25. ANCOVA, Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and Academic Achievement.

Source of Variation - Film	SS	DF	MSS	F Value
Introduction : Treatment	7.19	2-1=1	7.19	
Within	979.43	206-2=204	4.80	1.49
Total	1359.05	206		
Eve Teasing : Treatment	8.42	2-1=1	8.42	
Within	722.01	224-2=222	3.25	2.58
Total	762.46	224		
Inheritance : Treatment	0.02	2-1=1	0.02	
Within	582.10	183-2=181	3.21	0.01
Total	667.45	183		
Marriage : Treatment	5.97	2-1=1	5.97	
Within	799.73	216-2=214	3.73	1.59
Total	835.83	216		
Dowry : Treatment	5.70	2-1=1	5.70	
Within	733.08	236-2=234	3.13	1.82
Total	778.65	236		
Divorce : Treatment	6.27	2-1=1	6.27	
Within	1132.04	232-2=230	4.92	1.27
Total	1162.56	232		
Rape : Treatment	3.89	2-1=1	3.89	
Within	901.55	214-2=212	4.25	1.27
Total	1135.53	214		

It was surprising to note in Table 25, that the high achievers as well as low achievers earned almost similar scores. As the high achievers did not score significantly higher in comparison to the low achievers which is evident from all the seven insignificant F-values.

The hypothesis stating that no significant difference in knowledge gain in terms of pre-post scores of the students according to level of academic achievement was accepted. As it was found that effect of previous academic achievement on the overall knowledge gain was not significant as revealed in Table 25.

The researcher's main objective was to reach to the average Home Science student. That is, to teach content on "Women and Law", to the students of both the groups of high achievers as well as low achievers, in other words, all the average students. The findings of Table 25, also show that all the 7 video films have appealed to both the groups of students having high level of academic achievement as well as low level of academic achievement.

The video films were made, it seems keeping the average learner in mind, may be this could be the reason why a significant difference between the high achievers and low achievers is not found.

The data were further analysed to find out the difference in gain by applying paired t and the calculated t-values are presented in Table 26.

Table 26. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to Academic Achievement.

FILMS	Academic Achievement		\bar{X}_1 Pre-test	\bar{X}_2 Post-test	Cal t Value	Tab. t Value
INTRODUCTION	Low Achievers (N=115)		11.89	14.66	11.79**	2.364
	High Achievers (N=92)		11.94	15.06	8.91**	2.368
EVE TEASING	Low Achievers (N=120)		11.06	15.85	20.27**	2.364
	High Achievers (N=105)		11.19	16.26	19.72**	2.364
INHERITANCE	Low Achievers (N=99)		13.48	17.04	13.21**	2.364
	High Achievers (N=85)		13.50	17.07	13.57**	2.374
MARRIAGE	Low Achievers (N=120)		12.13	17.38	18.01**	2.358
	High Achievers (N=96)		12.40	17.75	17.27**	2.368
DOWRY	Low Achievers (N=128)		11.27	15.79	18.39**	2.358
	High Achievers (N=109)		11.55	16.15	19.63**	2.364
DIVORCE	Low Achievers (N=125)		11.16	16.58	19.85**	2.358
	High Achievers (N=108)		10.90	16.84	21.48**	2.364
RAPE	Low Achievers (N=114)		11.15	16.95	22.98**	2.364
	High Achievers (N=101)		10.96	17.14	24.71**	2.364

** Indicates significant difference at 0.01 level

As seen in Table 26, mean scores of pretest indicated that high achievers had slightly higher mean scores than the low achievers which was not significant.

Similar trend was found for the mean of posttest scores. The high achievers' scores were higher than the low achievers' except for films on Eve teasing, Marriage and Introduction. Low achievers gained more knowledge in the films on Eve teasing, Marriage and Introduction. These films had rich experiences like

drama and more visuals in comparison to other video films. This clearly indicates that low achievers were helped by the use of more senses, more details and more illustration to grasp the concept regarding "Women and Law".

Findings regarding academic achievement revealed that high achievers gained more knowledge when taught with simple lecture form in video i.e. film on Divorce and Rape. This clearly shows that high achievers with their high mental ability, must have been able to grasp concepts, with visual and verbal symbols. The higher mean scores of high achievers indicated that high achievers had higher gain in knowledge as compared to low achievers. The reason for this could be that students who do well academically are intellectually superior. They may be more aware and better oriented, compared to low achievers. Hence, they tend to be better motivated than the low achievers.

Table 26, further reveals that all the seven video films were found to be very effective for low achievers as well as high achievers. The difference between the pre-posttest scores of both the groups was very significant as indicated by t-value. Video teaching of law was found interesting and effective by the low as well as high achievers.

To conclude, it can be said that uniformly no significant difference between the high achievers and low achievers was established, indicating that all the 7 video films are equally good for high achievers and low achievers. As the course "Women and Law", is planned to be more knowledge oriented, it was

advisable to use persuasive method, with a lot of illustrations and real life situations as, it is done in film on Introduction, Divorce and Marriage.

The previous academic achievement did not significantly affect the gain in knowledge regarding the content on "Women and Law". It would not be proper to divide the instructional groups on the basis of achievement. If it is done, there will be no interaction between low achievers and high achievers. The low achievers may not be motivated to progress or improve because they would lack the exposure to good quality work.

The teacher must be conscious of their expectations of low achievers. The teachers must know that the less bright student can not learn all that the bright ones can learn.

Taking a realistic view and considering the preliminary level for which the course is planned, the administrators and the teachers may be satisfied with this trend of student performance. The performance indicating gain in knowledge can be considered satisfactory for the undergraduates.

4.5.13 ENGLISH COMPETENCE

In this section finding related to effectiveness of video films in relation to English competence is presented.

To find out the variation in learning due to the competence in English, ANCOVA was computed. The F-values in Table 27 shows the variation. Table 27 reveals the effect of English competence.

Table 27. ANCOVA , Showing Significance of Differences in the Post Scores After Removing the Effect of Pre Scores in the Knowledge by Learning Through the Video Films on "Women and Law", and the English Competence ,

Source of Variation - Film		SS	DF	MSS	F Value
Introduction	: Treatment	51.71	2-1=1	51.71	
	Within	934.91	206-2=204	4.58	11.28**
	Total	1359.05	206		
Eve Teasing	: Treatment	99.01	2-1=1	99.01	
	Within	631.41	224-2=222	2.84	34.81**
	Total	764.46	224		
Inheritance	: Treatment	136.93	2-1=1	136.93	
	Within	445.19	183-2=181	2.46	55.67**
	Total	665.45	183		
Marriage	: Treatment	67.61	2-1=1	67.61	
	Within	738.09	216-2=214	3.44	19.60**
	Total	835.83	216		
Dowry	: Treatment	91.76	2-1=1	91.76	
	Within	647.02	236-2=234	2.76	33.18**
	Total	778.65	236		
Divorce	: Treatment	210.36	2-1=1	210.36	
	Within	927.96	232-2=230	4.03	52.14**
	Total	1262.56	232		
Rape	: Treatment	113.42	2-1=1	113.42	
	Within	792.02	214-2=212	3.73	30.35**
	Total	1135.53	214		

** Indicates significant difference at 0.01 level.
Tab. F-value at 0.01 = 6.76

The effect of English competence was found to be maximum for the video films on Inheritance and Divorce. The respondents having high English competence gained significantly higher scores than their counterparts. The reason could be that the content of these two films were delivered through lecture method which were in English and the students having low English competence must have found it difficult to grasp and understand them.

The null hypothesis stating that there will be no significant difference in the knowledge gain, in terms of pre-post scores of the students according to the English competence was not accepted, as the effect of English competence was found to be highly significant. Table 27.

F-value being significant for competence in English showed that in all the seven films the students with high competence achieved significantly higher scores compared to the students with low competence.

Table 27, further shows that the video films on Marriage and Dowry which had some part of it in Gujarati, the F value was not as large as film on Inheritance which was completely in English. This implies that if video method is to be used for teaching, lot of visual aids, illustrations and main points should be emphasized, so that even students with low English competence can comprehend, as was done in the case of film on Rape and Eve-teasing.

The competence in English was found to be having differential impact on students' achievement in relation to the video films.

According to Bloom et al. (1971) verbal ability and language competence are significantly related to the achievement in the majority of the subjects. This finding confirms the outcome of other studies where the results were similar. Menon (1984), and Joshi (1987) found positive correlation between English competence and learning through multimedia strategy. Mandal (1992), found students with good English language

competence had better scores as compared to the respondents with poor English language competence while studying in college.

To find out the exact differences in the gain in knowledge about "Women and Law", due to the variable Competence in English, paired t-tests were computed. The differences are depicted in the form of Calculated t values in Table 28.

Table 28. Distribution of the T-Ratio, Showing Significant Differences in Pretest-Posttest Scores of Respondents on the Seven Video Films in Relation to English Competence.

Video Films	English Competence	\bar{X}_1 Pre-test	\bar{X}_2 Post-test	Cal t Value	Tab. t Value 0.01
INTRODUCTION	Low Competence (N=84)	10.44	13.67	9.11**	2.374
	High Competence (N=123)	12.92	15.64	11.32**	2.358
EVE TEASING	Low Competence (N=90)	10.88	15.20	14.25**	2.268
	High Competence (N=135)	11.28	16.61	26.44**	2.358
INHERITANCE	Low Competence (N=63)	13.11	15.76	8.75**	2.390
	High Competence (N=121)	13.69	17.72	17.65**	2.358
MARRIAGE	Low Competence (N=78)	11.91	16.75	12.56**	2.381
	High Competence (N=139)	12.44	17.98	22.25**	2.358
DOWRY	Low Competence (N=97)	11.41	15.21	14.00**	2.368
	High Competence (N=140)	11.39	16.47	24.32**	2.358
DIVORCE	Low Competence (N=99)	10.38	15.44	15.49**	2.364
	High Competence (N=134)	11.53	17.63	26.33**	2.358
RAPE	Low Competence (N=87)	10.58	15.98	18.40**	2.374
	High Competence (N=128)	11.39	17.76	29.33**	2.358

** Indicates Significant difference at 0.01 level.

Table 28 shows that there were more students in the category of High Competence in comparison to the students from Low

Competence.

The first year semester grade of English subject in the academic year (1992-93), was considered to be an indicator of their level of English competence.

The analysis of Table 28 shows that students with high competence in English, achieved higher compared to the students with low competence in English, although both the groups achieved significantly.

As evident from the Table 28, the calculated 't' value of pretest-posttest were found to be significant at 0.01 level of confidence for the respondents. This indicated that the mean scores of pretest-posttest differed significantly.

Further examination of Table revealed that, mean scores of post test were significantly higher than the mean scores of pretest, which indicated gain in knowledge due to English competence on "Women and Law". Students having high English competence gained more knowledge through video films, in comparison to the students with low English competence.

Table 28, shows that respondents gained significant knowledge through video films irrespective of their English competence (t-value). However, students from high English competence group gained significantly higher than the low English competence.

The students with low and high competence in English both learnt well through video. However, higher English competence definitely learnt better. It can be inferred that English competence allows higher level of learning through video films

which are in English. If only traditional method of lecturing is used, the students with low competence will have difficulty in learning. Therefore, every possible course at undergraduate level should be supplemented with video teaching. Most of the time teachers are worried about the students with poor English competence and if students are taught with video they can perhaps compete with good students.

According to Mandal (1992), students should be helped to acquire good English language competence at school level. The students coming from vernacular medium suffer the most and it is not possible to improve English at the college level.

4.6 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 is developed logically as a 'Model' was adopted to develop the course, and precautions were taken to assure that no psychological gaps in learning will occur. 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 in knowledge of the students after viewing the video films based on such a course outline. The trend 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 the 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 law.

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.