

## CHAPTER 1

### INTRODUCTION

Women have been idolised in India and yet they have also been exploited and denied social justice. This is seen in the increasing incidents of violence on women. In recent years, violence against women has become increasingly visible and an important social issue. Police officials, lawyers, social workers, policy makers and educationists are of the opinion that only a small number of incidents, especially those involving severe injury or death, get newspaper and media coverage.

There are social, cultural and economic factors which combine to compel Indian women to play the role of silent victims of violence. All Indian laws get their sanction from the Indian Constitution which guarantees justice, liberty and equality to all citizens of India. The preamble speaks of equality of status and of opportunity for all citizens. Article 14 of the Indian Constitution states that "The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India".

The Constitution, however, is a document at a high level of abstraction. It is the guiding document of the State. The Indian Constitution is remarkable for its clear-cut emphasis towards justice and equality for all. Women in particular, are recognised by the Constitution as weak and vulnerable, therefore are to be given special protection.

The Constitution has guaranteed equality to women not only before the law, but also in education, in providing equal opportunities and in public appointments. Women have been made an integral part of the Constitution so that the goals of justice - social, economic and political equality of opportunity for all, can be achieved. Furthermore the Constitution makes special provisions for women to help them improve their social status in society.

In the Planning process, under the trickle down theory, it was expected that women will equally benefit along with men. This has been belied by actual developments. The Sixth Plan Document recognises that "in spite of the Constitutional legal equality given to women, they have lagged behind in almost all sectors". In the past decade, there have been various forces and pressures which have pushed women in to a low and inferior place. These forces have been more dominant than those which should have tried to bring up women towards growth and development.

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

continue to be mute victims of an unjust and irrational society.

In short, despite the amendments in laws over a period of time, the advantages of laws have not been used to its fullest which can be attributed to the lack of proper understanding of the law by the women. That is the reason crime rate is on an increase.

It is indeed sad that whatever changes and amendments have been made, for the improvement of the legal status of women, have not reached them. The benefits have not reached due to lack of awareness of the beneficiaries as stated in several studies.

To a lay person a law is very strange - something distant and incomprehensible. If the law says so, it is irrevocably right and just, even though apparently it may not be so. In the case of women, basically there is injustice built into the system, or justice which has not been brought out forcefully, nor often enough. It is not enough to pass a law. There should be continuous education of the people, for the real purpose behind the various laws so that they themselves can become the epitomes of law and justice.

The laws are seen to remain a dead letter until there is pressure for its implementation. There are many examples all over the country where progressive laws exist but have had no impact because they remain unimplemented.

The findings of the various studies and the observations made by the Joshi Committee on software, confirm the invisibility of women. T.V., the medium which is supposed to educate and inform, has very little information about the actual condition of women. (Shramskati 1987, p.189).

Women are provided beauty tips, but no advice is given to women who are unhappy in their marital home, on how they should take help from the law. Advice is given on how to be a good wife and a good mother by making adjustments within the family situation.

Doordarshan repeatedly portrays women as house bound engaged in homemaking entirely dependent for their existence and fulfillment on their husbands and children. The struggle that women are facing for economic and political autonomy, legal rights and identity is almost completely ignored.

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

Shramskati 1987, p.179

There is an attempt in print media to maintain the status quo, and counteract good articles on women with negative ideas and images. For example, an article on harassment of women may be subsequently trivialised by a

light-hearted account on 'eve teasing' highlighted by a cartoon !

However, lately radio, television and other mass communication media have exposed the women to information and knowledge about legal provisions. However, such exposures have not yet resulted in creating consciousness to the desired extent among women, nor have they succeeded in loosening the hold of tradition-oriented thinking of the masses.

Over the last two decades, due to the constant campaigns of women's groups and the overall impact of the women's decade, which was declared by U.N.O., there has been a steady increase of serious coverage on women's issues. This is also because women themselves are becoming articulate bold and expressive. Issues such as violence, dowry and sexual harassment, which were at one time dismissed as the problems of an individual woman, are being seen within socio-political structural context. The result is that, there is an awareness in the print media with women wishing to discuss problems such as gender insubordination, social and sexual exploitation, legal disabilities and wage discrimination. Committed individuals and groups are leaving no stone unturned to get the message to the concerned persons.

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

Shramskati 1987, p.202.

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

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

Shramskati 1987, p.293.

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

Women themselves need to develop a self identity so that they can lead a life of security and dignity. This can be achieved by making them aware of their legal rights and potentials. A number of social enactments have been put on the status books for removing various constraints which hinder women's progress. In spite of these measures, women have been lagged behind by men in different spheres.

There has been, in general, a lack of awareness among the people about various legislations and programmes being implemented for the benefit of women. United Nations sponsored "World Conference on Women" held in Nairobi, Kenya, July, 1985, declared :

Legal education is essential, for the full realisation of equality among women and men. Obstacles to equality should be eliminated by introducing general knowledge of the law in curriculum.

### 1.1 Importance of Video

In the 20th century, communication technology has made tremendous strides. It is now theoretically possible to reach the remotest corners of the earth. The importance of video as an alternate medium has been greatly realised in recent years. Many grass root organisations, academic institutions and individuals are using video cassettes to provide information to make the viewers aware of the rights and opportunities. SEWA video, health groups like CHETNA, CENDIT (Centre for the Development of Instructional Technology), ASTHA, St. Xaviers communications group, are a few illustrative names which are involved in producing theme-based purposeful video programmes which are shown to the women groups to create awareness.

The communication technology for development ranges from the simple to the most complicated forms. One such form which has the potential to reach at individual and family levels and act with full force, appeal and

flexibility is video.

Gupta (1983) explained that one of the major features of informational society is video technology. It has become more popular than other media due to easy mobility and increased accessibility. Video cassette recorder and player, being a hand tool is simple to operate. It has the potential to educate, inform and entertain each individual member in the family. Therefore, it has become very visible and all pervasive in the lives of a large number of people.

According to Bhagat (1988) there are mechanical advantages of modern communication technology, to transmit the latest information at low cost to a very large number of people of all ages, even in remote areas where general communication and educational facilities do not exist.

In the last few decades of the current century, technology has influenced human life greatly. For the fast and overall development of India, there is an immediate need to identify the use of the latest technologies on one hand and identification of the role of software on the other.

Tiwari (1985) writes

The challenge, therefore, is really for the artists, poets, writers, thinkers, humanists, sociologists, art historians and culture critics, who must join together and provide a vision and insight for ushering in a new life in our country by providing relevant software for the latest communication technology.

Tiwari 1985, p.2



Seymour (1973) adopted video cassette as a standard output format for audio-visuals for Research and Development Centre for Teacher Education and Major Educational Research Centres of University of Texas, Austin, considering the following advantages.

- User Convenience : Video cassettes cannot be erased accidentally. The video cassettes may be stopped, rewound, replayed or even removed at any point in the playing cycle.
- Input Versatility : With input formats duplicate VC, cost substantially less than duplicates of the product made in the original medium.
- Room light viewing : High quality T.V. picture produced by a cassette player can be watched by the teacher and students in full room light in day-time. They may take legible notes.
- Viewing habits : Students are accustomed to watching T.V., it is their familiar habit.
- Reuse of material : Video cassettes can be reused over and over again with a view to futuristic perspectives.

Considering these advantages investigator selected video cassettes as the teaching aids.

According to P.O.A. (1986), education requires media support which is related to the curriculum. Video technology offers considerable potential for improvement of the quality of education.

Video has the potential to educate. The education can only be effective, if the medium is utilized more imaginatively. Advantage of video are many as it has the facility of reviewing cassettes makes it cheap and cost effective if video film and programme needs to be viewed again and again. The rewinding and forwarding mechanisms in video are assets, that add to critical viewing for full understanding and enjoyment of the programme.

As far as ease in operation is concerned, video has easy handling and functional mechanism which any one will feel confident to do. Furthermore, its portability is another advantageous factor.

Video is an ideal medium to convey information to both illiterate and literate urban and rural viewers.

Video can cater to the needs of a variety of groups, and hence, its wise use can uplift the standard of the neglected groups. One such neglected group in India is that of women, although basically in the family or home the key figure is the woman.

In the past, society has recognized their unique contribution as wives and mothers. Women's role and status in the society should not be neglected, as they are

significant pointers to the level of culture of the society and they could be the most powerful channel for development. Therefore, it is time to help them understand their role as citizens. They are amongst the most underdeveloped, illiterate and exploited segments of Indian society though they constitute half of India's population. Moreover, they also face the problem of illiteracy and ignorance.

Due to higher education, the outlook of the college educated homemakers would in turn result to increase in alertness towards the rights of the women and children. Furthermore, there would be drastic changes in their attitudes and they may become more alert about the laws and legislation affecting women's rights and privileges and thus emancipation of women, which will help in improving the status of women. Another possibility that is the college educated women will become conscious of themselves and potentials which they have. Hence, they will participate in national development as informed, participating citizens.

## **1.2 Justification For The Study**

### **1.2.1 NEED FOR LEGAL EDUCATION IN HOME SCIENCE**

The Faculty of Home Science imparts education in five major areas viz. Child Development, Clothing and Textiles, Home Management, Home Science Education and Extension and Food and Nutrition. There are lot of preconceived notions and prejudices regarding Home Science. To many it connotes the preparation of a girl to "run a home in an ideal manner

and be a good housewife". However, this is not the only objective, because as a discipline it encompasses a wide range of subjects. Home Science promotes the overall development of an individual. Despite its broad outreach and vast scope it does not deal at all with any aspect of legal education specially pertaining to women. The field of Home Science can be more meaningful and strong and relevant if it incorporates new body of knowledge in its curriculum.

The objectives of Home Science is to develop attitudes and behaviour competency in keeping with the needs of the society. Hence women's education should be planned according to the felt needs of the society.

Home Science as a discipline of higher education needs to meet the challenges related to improving its academic quality, and secondly, the challenges related to home, family, and individual in the national context.

Chandra 1978, p. 53

Legal education in Home Science should be considered more seriously than anything else because in recent years crime against women has assumed giant shape. Even facts related to figures on crime serve as an eye opener for Home Scientists whose activities are geared towards betterment of family, community and nation, keeping the women as their focus.

Among the need which the individual is facing, the need of acquiring legal protection in times of crisis, is a great one. The role of women has become wider and complex and a

satisfying role enactment requires knowledge of law. Home Science, today is inadequate without inclusion of legal knowledge in its curricula.

The University Grants Commission has also emphatically recommended guidelines for restructuring and reviewing courses so that new ideas, concepts, content and structure can be incorporated. It has suggested that the courses at college should have more application-oriented components.

The National Policy of Education (1986) has also laid special emphasis on the education of women and suggested reviewing and reorganizing the educational activities to ensure that it makes a substantial contribution towards women's equality. Therefore, by introducing a course on women and law, which will make students aware of their legal rights.

The investigator reviewed the literature in the form of reports of Government of India, Seminar and workshop reports, research reports, books, journals and newspaper articles. All these confirm the fact that there are various laws for the benefit of women but because of lack of their awareness, women are victimized.

Today's girls are going to be future women and they may have to face the world where the crime rates are progressively increasing. It, therefore, becomes very important to educate these young girls about their legal rights. This would also help to create awareness, understanding and

sensitivity among them. Moreover, the home scientists must use their foresight to prepare women for the time of crises. The general observation and practical experiences of the investigator is that the legal knowledge and awareness among Home Science students is very poor.

The results of the feasibility study conducted by the investigator with a sample of first year Home Science students in March 1990, revealed that students have a positive opinion towards legal education as a course in Home Science. More than 90 per cent respondents agreed that legal education is desirable for Home Science students. Further, the findings showed that, there were only about 40 per cent girls who had correct awareness of the different laws concerning women. The remaining 60 per cent either did not have any awareness or had incorrect awareness.

The feasibility study also supports the need for legal education to be given to Home Science students, because only 10 per cent of the respondents had formal legal education. Majority of the respondents never had a course on legal education in school or outside the school by any other agency. This highlights the need for a formal education system to impart legal education to the girls so that it could be of some help at the time of distress.

Generally one avoids reading about the laws as it is assumed that legal jargon is too difficult to understand and that laws are not pertinent to our lives. Therefore, an introductory course could be planned in simple and

understandable language, highlighting the issues relevant to women. Such a course should be introduced elucidating various aspects of laws and legal procedures protecting women's right. It need to be started in Home Science Institutes which has majority of female students. Finally, the investigator feels that the lead for breaking new ground in curriculum matters must come from the group whom it concerns the most. This means the Home Science colleges should address themselves to particular needs of women.

Women's issues have assumed tremendous importance and have been attracting a lot of attention in recent years.

"There is an imperative need for a concerted move on the part of both the Central and State governments as well as bodies which seek to organise and activate women to realise their rights and opportunities for development and mobilise them for social change to tap this vast potentiality of human power for gainful utilisation for the good of the family, society and country as a whole by imparting work oriented training with some basic education, hearing in mind that this may have to be taken to the doorsteps of their houses which now feasible, that with the growth of mass media such as Radio, T.V., Tape Recorder, Video, etc.".

K. Vasanthi Devi 1985, p.3

#### **1.2.2 NEED TO DEVELOP A VIDEO PACKAGE TO TEACH PARTS OF THE COURSE ON "WOMEN AND LAW"**

Different research studies have proved that the video is an effective medium for teaching. The investigator has selected the video to teach the course "Women and Law" because of the following reasons :

## 1. Information

The laws contain lot of information on facts. For example, if a girl is molested by a man and it is proved, then he can be punished. This is an information for a specific situation and similarly other laws have information. Thus, informative video film could be used in imparting such legal education.

## 2. Figures

Many figures are available on rate of crime against women are available. To highlight some of the facts related to the study of law these figures can be used instead of giving simple lecture. These figures can be more impressive and can be effective if used in the form of video film.

## 3. Pictorial Form

The investigator has found that Haksar (1986) has already put forth the idea of using pictorial forms in imparting information on laws. Now if this information is put in the form of video film containing pictures related to law, it may become still more effective.

## 4. Conversation

Direct discussion and dialogues form is more effective than traditional lecture form. One teacher alone cannot use all these methods in a class room, whereas this is possible through video film. This is the reason why video film is produced and used by the investigator.



Video is a powerful medium in the hands of teacher to facilitate the teaching. It would enhance the effectiveness of the learning and be as effective as any other projected aids. It will be an aid to supplement the teaching and not to substitute the teacher.

The mass media are looked upon as an essential element of the production and development process. Video is the newest addition to the already available several powerful media for mass communication. Research studies support the advantages of video.

Video as compared to other audio visual aids is more effective in enhancing understanding and clarifying concepts.

Chandra, Shah and Thomas, 1987,

Video has several advantages over other conventional methods of communication. Video increases motivation and thereby its use can improve the teaching situation. The investigator is confident that video films can be very useful as an effective medium for introducing the course on "Women and Law" to the first year students of Faculty of Home Science.

It is, therefore, necessary that the course content on "Women and Law" is developed and a video film documenting various laws pertinent to women be used to impart legal education to first year Home Science students.

The need for making a video film is very well expressed in Hopkinson's words (1971), p.32

The viewing screen, in one form or another, is becoming as normal and dependable a source of learning as the book. It may be more expensive but is also more often flexible more stimulating and more effective.

Mass Media being no exception with the advent of modern technology available indigenously, all type of media especially the audio visual type have become more popular than any other media due to their easy mobility and increased accessibility. Among the most popular are T.V. and V.C.R. These media are considered very effective tools for mass communication. They provide not only entertainment but also are widely used to disseminate educational information.

They have, therefore, become very visible and all pervasive in the lives of large section of the population. Video has the potential to educate. The education can only be effective, if the medium is utilized more imaginatively. In order to cater to the needs of the women. The content of the Home Science courses to be imparted should be current and pertinent to our lives. Video is the most potent medium for covering such message effectively.

Educational Television can play an important role in the instruction of students where an effective teacher may not be available.

There are a few specialised agencies set up for the development of software for the educational T.V. programmes.

They are :

1. Educational Media Research Centre, (EMRC), Gujarat University, Ahmedabad.
2. E.M.R.C. Poona University, Poona.
3. E.M.R.C. Osmania University, Hyderabad.

There is need for teacher-made Video Instructional Packages, The teachers are the best judges of what experiences are to be provided and how they should be sequentially organised. It is not enough that the teacher makes such packages but the try out of these programmes are very essential, so that the teacher can provide feedback about the programmes and improve upon the succeeding ones.

Undertaking a study to develop the content of course "Women and Law" in relation to the curriculum of Home Science assumes significance and should be given appropriate priority.

Keeping the above justifications in mind, a study on "Women and Law" is undertaken.

### 1.3 Statement of the Problem

Developing a course and a video instructional package on "Women and Law" and measuring the effectiveness of package with the students of Faculty of Home Science, Baroda.

## 1.4 Objectives of the Study

### 1.4.1 MAJOR OBJECTIVES

1. To develop an effective introductory course on "Women and Law".
2. To develop video instructional package on "Women and Law".
3. To study the effectiveness of video package to teach "Women and Law" to the first year Home Science students in terms of performance of students on knowledge test.

### 1.4.2 SPECIFIC OBJECTIVES

1. To develop an introductory course on "Women and Law" including laws pertaining to women.
2. To study the effectiveness of video package for teaching selected units.
3. To study the effectiveness of video films in terms of students' achievement according to the stream of study at higher secondary school.
4. To study the effectiveness of video films in terms of students' achievement according to the medium of instruction at school.
5. To study the effectiveness of video films in terms of students' achievement according to the place of

6. To study the effectiveness of video films in terms of students' achievement according to their inclination towards social sciences.
7. To study the effectiveness of video films in terms of students' achievement according to their family's legal exposure.
8. To study the effectiveness of video films in terms of students' achievement according to the social work background.
9. To study the effectiveness of video films in terms of students' achievement according to their mother's occupation.
10. To study the effectiveness of video films in terms of students' achievement according to their exposure to TV and video.
11. To study the effectiveness of video films in terms of students' achievement according to the socio-economic status.
12. To study the effectiveness of video films in terms of students' achievement according to the overall modernity.
13. To study the effectiveness of video films in terms of students' achievement according to their personality.

14. To study the effectiveness of video films in terms of students' achievement according to the level of academic achievement.
15. To study the effectiveness of video films in terms of students' achievement according to their English competence.

### 1.5 Assumptions

The basic assumptions underlying the present study were as follows.

- 1.5.1 The theoretical content for developing outline and video instructional package on "Women and Law" is available in literature like books, journals, periodicals and magazines.
- 1.5.2 The students will take interest in the video instructional package on "Women and Law".
- 1.5.3 Video is being used as an instructional strategy for formal teaching.
- 1.5.4 The group size of the class is suitable enough to conduct the experiment.
- 1.5.5 The students will be able to respond to structured questionnaire on "Women and Law".
- 1.5.6 The effect of learning can be measured in terms of knowledge after teaching experimental units of the course "Women and Law".

## 1.6 Null Hypotheses

- 1.6.1 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.
- 1.6.2 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the medium of instruction at school level.
- 1.6.3 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the place of residence.
- 1.6.4 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to their inclination towards social science.
- 1.6.5 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to their family's legal exposure.
- 1.6.6 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the social work background.
- 1.6.7 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to their mother's occupation.
- 1.6.8 There will be no significant difference in knowledge gain in terms of pre-post scores of the

students according to their exposure to TV and video.

- 1.6.9 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the socio-economic status.
- 1.6.10 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the overall modernity.
- 1.6.11 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to their personality.
- 1.6.12 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to the level of academic achievement.
- 1.6.13 There will be no significant difference in knowledge gain in terms of pre-post scores of the students according to their English competence.

## 1.7 Limitations of the Study

The present study was limited to :

- 1.7.1 The study is limited to the first year Home Science students enrolled in the year 1992-93 in the Faculty of Home Science, M.S. University, Baroda.
- 1.7.2 The experiment is limited to teaching only selected units of the outline of the course "Women and Law".