

CHAPTER 2

REVIEW OF LITERATURE

Issues, concerns and welfare of women have gained momentum in our country. This has resulted in a spurt of print materials. Research organizations have come up to deal with topics concerning women.

There is widespread media coverage and production of reports of Government of India and voluntary organizations monographs, research papers, reports of seminars and conferences on "Women and Law".

While reviewing the literature available for this study, the investigator reviewed the previous work related to the present investigation by evaluating research reports, observations and opinions of different authors and also of theoretical papers published by social scientists from time to time. The law books dealing with various legal provisions for women, various articles in legal and social science periodicals were read from important reports such as reports of the Law Commission towards equality - report by the Committee on Status of Women (1988). The investigator found that no study has so far been conducted or no video film has been developed on Women and Law. Therefore, in this chapter the investigator has reported those studies which are directly or somewhat related to the present study.

In this chapter an attempt has been made to conceptualise the theoretical as well as the empirical foundation of the present investigation as adequately as possible. A discussion on the conceptual foundation on the need for developing a course and producing video package on Women and Law has been presented. Empirical evidences gathered from various studies are reported and discussed under the following sections.

- 2.1 Conceptual foundation of giving Legal Education to women.
- 2.2 Empirical foundation of the need to provide Legal Education.
- 2.3 Empirical foundation of the course "Women and Law".
- 2.4 Empirical foundation of effectiveness of Educational Television.
- 2.5 Empirical foundation of the effectiveness of video films for teaching.
- 2.6 Brief resume of reviews and its relevance to the present investigation.

2.1 Conceptual Foundation of Giving Legal Education to Women

Time and again, at seminars, workshops and meetings of women academics, activists and the public, the need for 'legal education' is identified. In this section an attempt is made to discuss various problems faced by women and the underlying factors responsible for these problems.

This part carries the findings, recommendations of various workshops, seminars and conferences and highlights the need to provide legal education to women.

The Asian Women Scholar's Seminar held in May, 1978 at Ewha Women's University, Seoul, Korea on "Role of the University in Women's Movement" made the following recommendations :

Women's consciousness must be developed according to the changing times. They must be informed of their legal rights, of how they may seek redress and legal aid whenever needed. Social change is possible only by working with young generations. This can be done by raising women's consciousness and by developing a feminist perspective in all areas of academic discipline.

The Seminar on "Creative Women in Changing Societies" was held from 9th to 13th July, 1980 in Oslo, Norway, with the major objectives : (1) to identify the psychological and structural determinants that allow or prevent creativity in women and to explore the similarities and differences among creative women within the same professions in different cultures. (2) to discuss the ways in which contemporary political and other structures can be used effectively for the advancement of women and to examine alternative perspectives, structures and institutions.

Over 50 outstanding women and men from 20 countries from all regions of the world attended the Seminar.

The Seminar recommended that -

Free and equal education should be given to both girls, and boys. Research programs to identify and study barriers preventing the full participation of women in science and technology should be developed in order to determine effective strategies for reducing or eliminating these barriers. Because research and programs developed by men without the participation of women seldom involve consideration of women's concerns, men should be encouraged to concern themselves more actively with issues pertaining to women in their professional activities. Legislation prohibiting discrimination in employment and education and requiring affirmative action should be enacted.

This excellent example of efforts on behalf of women, to promote their access to decision making positions, should be followed by other United Nations Organizations.

A National Conference relating to women's studies organised in Trivendrum, in 1984, concluded that the problems of dowry can not be uprooted by legislation alone; more stringent approaches tackling the issues at the grassroot level are needed. Further the implementation of the laws and discouraging the practice of dowry should be strengthened.

In the same Conference, while discussing the issue on Women and family law, it was pointed out that contrary to common belief, women's problems related with the family do

not invariably arise out of the 'conflict' situations : instead, they often arise due to ignorance, unmethodical arrangements and procedural requirements. Further the Conference stated that Hindu women have not gained much from amended laws due to their ignorance of law, attitudinal inhibitions like fear of public opinion, unfamiliarity with formal cumbersome legal procedure and their incapacity to reach and use the legal procedure. The delegates pointed out that to make the innovative family laws a success, in improving the lot of Indian women, the procedural technicalities need to be reshaped, so that women are encouraged to take advantage of these laws. In addition, the women need to be educated to increase their awareness about their rightful claims.

Similar observations were made in a National Seminar on "Legal aid for Women - The Role of Voluntary Organizations" held in Delhi in 1986.

The participants in the Seminar were also of the view that women should be made aware of their legal rights to strengthen their position and enable them to seek promised relief under the laws. They stressed the need for propagating laws affecting women, on national media through imaginative programmes so that a larger percentage of the people are covered. In addition schools, colleges and in facts communities at large should be educated on criminal laws and social laws related to women.

A two-day Seminar on "Utilizing Law and Legal Processes for Women's Development" was held in Delhi, in 1987. It was organized in collaboration with the All India Women's Conference, Delhi Legal Aid and Advice Board and Crimes Against Women Cell of Delhi Police.

The Seminar made the following recommendations :

Audio-visual materials should be used to promote greater legal literacy. Women should understand law and legal procedures. There is great need to publicise the legal rights of women through radio, television and through formal and non-formal education system. The Department of Women and Child Development, Ministry of Human Resource Development, Government of India, should include scheme for promoting legal literacy among women through active involvement of universities, colleges and voluntary organizations. Films should be produced showing various prejudices against women starting from female birth till the old age to spread legal literacy.

Asian Women's Conference on "Women, religion and family law" was held in Bombay, from December 16 to 20, 1987. The delegates came to the conclusion that the "one common source of continuing discrimination against women is the patriarchal nature of our societies and culture which is often strengthened and institutionalised by the unequal nature of family laws". The delegates expressed concern that in almost all the countries represented in the conference, with the exception of Singapore and Laos, the State has discriminated against women by encouraging fundamentalism

and chauvinism. It was pointed out that all religions had one similarity in that none of them gave equal status to women. Religion was, in fact, being used as a weapon to "suppress" women.

The conference felt that many countries that had espoused egalitarian ideology and theoretically held men and women to be equal, stuck to laws that effectively neglected this principle. The conference observed that the women's movement had effectively challenged many of the humiliating and unfair practices in the face of State repression, religious chauvinism and patriarchal dominance.

The Central Executive Committee (CEC), of the All India Democratic Women's Association (AIDWA), held its meeting on June 25, 1988 in Delhi. Representatives from 12 States attended the meeting. They have reported "Rape is increasingly being used as a 'class weapon' by landed interests with State backing against the increasing struggles of the rural poor". The Committee noted that India is first among all nations in custodian rape, according to a UN report.

The CEC strongly condemned the growing atrocities on rural poor. It called for a countrywide struggle against divisive, communal and casteist forces in support of all the Harijan and Adivasi women. It called for joint struggle with different women's organisation's for national unity and against religious fundamentalist forces.

In a National Seminar held in Patna, in 1989, on "Women and Violence - various manifestations" the speakers highlighted several points, the major being : Illiteracy and lack of legal education of women due to which their existing situation had deteriorated. The need to make women aware of legal rights and procedures. The need for media to be geared to play a constructive and positive role in reporting the incidents of violence.

Seminar on "Women's Development and Legal Literacy" was organised by Department of Home Science, Amravati University, on 18th and 19th January, 1990. The broad objectives of the seminar were to create awareness about the status of women and use of laws and legal processes for women's development. In all 83 participants - Resource persons, women teaching staff from local post graduate Teaching Department of Home Science of the University, participated and highlighted various problems of women and child education. Various laws such as Hindu Marriage Act, 1955, Custody of Children, Maintenance to wife, Adoption Act, etc. were discussed. Atrocities against women and problems of urban educated women were highlighted. Collective and sustained actions can bring the change in the attitude of the society. It recommended the need of women's Development Programme and importance of "Legal Literacy" amongst women.

Mehta (1992) discussed Indian Penal Code Section 497 (Adultery) and Hindu Law (Inheritance) and highlighted the discrepancy in sex matters in Indian Laws.

Mehta further discussed the reforms and changes done by Government of India in the laws. The only difficulty is about the implementation of legal protection given by Indian Laws due to lack of efficient witnesses and also lack of eagerness on the part of the complainant. Mehta emphasised importance of spreading the message of justice and equality among illiterate women, as well as socially coward attitude of literate women.

The National Perspective Plan for Women 1988-2000 A.D., in the report of the core group set up by Department of Women and Child Development, Ministry of Human Resource Development, Government of India, 1988, revealed that the women in Indian society, have not fully realised the potential power that laws and legal processes hold for them in matters of development. They are ignorant of their own rights or are afraid or unable to enforce them due to expensive, complicated and long drawn out proceedings. Thus, they do not have easy access to justice. There is an urgent need for organised articulation, on the part of women and for all those who support women's development with equality and justice. This could be done by creating legal awareness amongst people and especially women, by making them aware of their legal rights.

Shah and Ojha (1990) in Baroda, reported that the social and cultural inhibitions against a woman in India are many. If women are left behind, progress will be slow. While discussing the need for legal awareness among women

they commented that :

"Since most men fear loss of control over women, they are not likely to free women and treat them with equality and justice on their own. The unjust treatment to women must be questioned by the women themselves. Education can help to create legal awareness among women. A number of women's studies centres have been established at the university level in our country. Based on their research findings, courses, such as "Women and Law" for college girls can be introduced in their core study programmes."

(Shah and Ojha,1990, p.32)

The legal education can be incorporated in the teaching programmes in the girls' colleges. There is need to spread legal education to the school drop-outs and illiterate girls and women in rural and urban poor areas. The non-formal educational media can develop legal awareness among them.

Shah and Ojha (1990) beautifully pinpointed the importance of legal education as :

"Education can be an effective instrument of change only if it can help liberate women from oppressions and exploitations. Formal and non-formal education need to educate women and others about women's plights and the role legal awareness can play in emancipation of women."

(Shah and Ojha,1990, p.35)

Mittal (1992) observed that during the past two decades, women's issues are being increasingly added to the curriculum of undergraduate and post graduate courses of Indian universities.

The promotion of new knowledge about women in development should be viewed as an instrument of social change. Inclusion of Women's issues as an integral part of teaching curriculum in various disciplines is needed. Gender disparity and women's struggle is to be viewed as multi-dimensional social problems as a hindrance in building an egalitarian society.

In different disciplines of arts, humanities, social science, pure and applied science and commerce and management, themes pertaining to socio-cultural plurality, Indian political system with reference to women, marriage and divorce rights, power leadership, family land property, socio-cultural evils, law pertaining to women, can be suitably included to develop an educational system which is not sexist.

It could be inferred from the researches reviewed in this section that it is not enough to pass a law. There has to be a continuing education of the people of the purpose behind the Acts, so that they themselves can become the watchdogs of the laws. Therefore, during the past few years there has been greatly increasing awareness and interest in making women aware of the laws. The findings, recommendations of various workshops, seminars and conferences have highlighted the need for 'legal education' for women.

In 1984, 1986, 1989, and 1990 the need to educate women about their rightful claims have been stressed. Whereas in

1989, 1990, 1992 trend changed and importance of audio-visual materials for promoting legal literacy was stressed. And for this purpose, use of Radio and Television was suggested.

Recently, in 1992, need for adding women's issues as an integral part of teaching curriculum in various disciplines is recommended. Thus, the investigator has developed course on "Women and Law", to fulfill this need. Spreading of legal education through formal and non-formal education system could help in removing legal unawareness among women.

2.2 Empirical Foundation of the Need to Provide Legal Education to Women

This part carries the articles providing statistics on crime against women, highlighting the need to provide Legal Education.

Hindustan Times, November 25, 1987, brought to the notice of the people that a record number of 1,319 dowry death cases were reported in 1986, as against 837 in the previous year, from various States. The Southern States recorded an upward trend. The figures rose from 13 to 79 in Andhra Pradesh, 35 to 54 in Karnataka and 12 to 38 in Tamil Nadu. Uttar Pradesh reported highest number of such cases - 461 in 1986 and 323 in 1985.

According to Patriot, Bombay, January 12, 1988, more and more women are coming forward to seek redressal from the menace of dowry and related demands due to growing awareness of the social evil, according to women's organisations,

social workers and police. These organisations have, however, decried the slow judicial process which has resulted in few or no convictions. They have also called for the establishment of special courts for speedy disposal of cases relating to dowry and harassment of women. In 1986, The Dowry Prohibition Act of 1961, was amended, which has enhanced the minimum punishment to five years' imprisonment and put the burden of proving that there was no demand for dowry on the accused, and the introduction of Sections 498-A relating to cruelty to a woman, and 304-B defining dowry deaths in the Indian Penal Code, have also helped women speak out on the issue.

The Centre for Social Research, New Delhi, which did an exhaustive study on dowry, said the number of deaths were astronomically higher than what was reported and that is true in other States as well. In Delhi, about 423 cases of deaths of married women were reported in the first six months of 1987, 300 of whom died of burns. In Bihar, according to reports, 6000 women died of burns in 1986 and in Bombay alone 1044 women died in 1985 and 991 in 1986. Forum Against Oppression of Women said the Government was trying to isolate the problem as a women's issue and was not recognising it as a form of violence against women.

The Times of India, November 19, 1989 reported by Rai that for years it was only the tribals; the dalits, and the women working in the fields who were subjected to sexual assaults. But now more women were working in the cities,

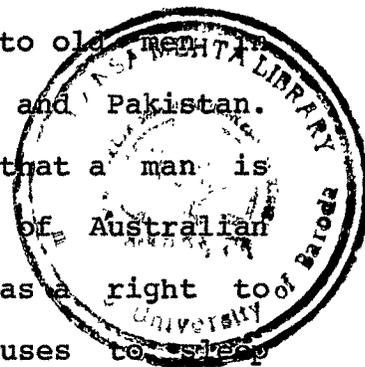
and the rate of crimes against these women has also increased. In 1983, 5298 rape cases were registered throughout the country. In 1984 it rose to 6,203 and in 1985 to 6,356 cases, a 20 per cent increase in three years' period. The number of cases of molestation shot up from 11,814 in 1983 to 15,160 in 1985, a 28 per cent increase.

Hindustan Times, December 7, 1989 made a report that a majority of women in India were unaware of their rights. The Union Minister of State for Education and Culture Mrs. Krishna Shahi revealed the fact that although Government had passed progressively revolutionary laws to bring the women of the country at par with men, a lot still remained to be done. Quoting the Constitution, Mrs. Shahi said that in India many old laws regarding legal rights of women have been modified and new ones brought into force, specially during the UN Decade for Women (1976-1985). Yet the majority of women were unaware of their legal standings. Thus, emphasised the need for spread of legal literacy.

Vikasini (1989) reported that the atrocities against women is a world wide phenomenon. Some facts showing atrocities on women :

In the U.S.A. a rape is committed every six minutes. One in five women on an average is beaten or sexually harassed in West Germany. In India, rape is committed every 2 hours. Every year there are around 4,000 rapes. Around 100 women and children every month are smuggled out of Bangladesh to be sold as prostitutes or as source material

for organ transplants. Sale of young girls to old marriage is a common practice in Baluchistan and Pakistan. About one in five Australian adults believe that a man is justified in beating his wife. 22 per cent of Australian men and 17 per cent women believe that man has a right to kick, hit his wife if she disobeys him, refuses to sleep with him or admits to sleeping with another man.

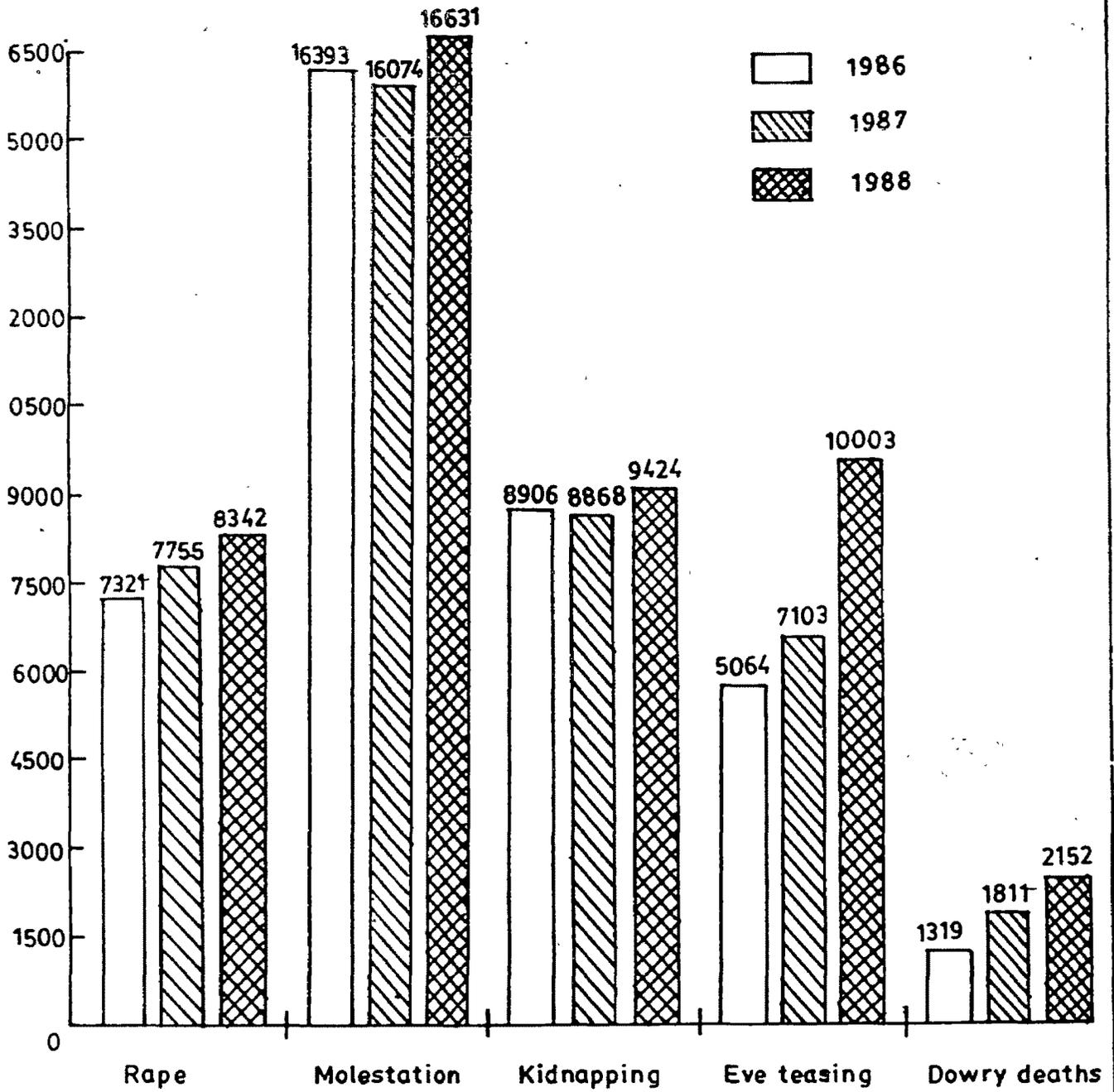


Hindustan Times, August 12, 1989, showed the statistics on dowry deaths of married women which were alarming. Between 1986 and 1988 dowry deaths showed an increase of 65 per cent, rape increased by 9 per cent, molestation by 5 per cent and kidnapping by 44 per cent in the same period. It only goes to provide one point : laws, however, stringent are alone not an answer to checking these crimes.

The Times of India, Ahmedabad, March 9, 1990, reported women demand equal rights. Various women's organisations staged an impressive rally in the city under the banner of "Nari Ekta Manch", on the occasion of International Women's Day. Posters highlighting various problems faced by women and their struggle for equal status were displayed by the students of Communication Development Centre of Gujarat University. Various groups also presented skits and songs based on the theme of rights of women.

They also demanded the removal of all discriminatory laws, which accorded women a secondary status and also made them vulnerable. Women should be given equal rights within the family and must be entitled to equal share in property.

Fig No : 1



CRIME AGAINST WOMEN

In view of the increasing number of dowry deaths, the Government should strictly implement anti-dowry laws, they demanded. The other demands included total prohibition, a ban on pre-natal sex determination tests, setting up women's co-operative banks in every district and action against makers of films, advertisements and literature degrading women.

Reviews of the articles and bulletins have established that the women are harassed, illtreated and crime against women is alarming. It can be concluded that the continuing increase in the crime rate and worsening conditions of life of women in India (Fig.1). It is time to direct educational system to contribute towards improvement of women's status in India.

2.3 Empirical Foundation of the Course "Women and Law" for Undergraduate Students

The research evidences collected by the different researches in India and in foreign countries have highlighted the need to start the course on "Women and Law".

2.3.1 RESEARCH IN INDIA TO REFLECT THE NEED OF THE COURSE "WOMEN AND LAW"

Sachidananda and Sinha in Bihar (1984) conducted a study to find out the awareness among men and women about legal rights. The population consisted of 960 male and 960 females in the age group of 18 to 50 years from Bihar.

The findings revealed that the bulk of rural and many of the urban women had not even heard of the existence of

various laws. Ignorance was less pronounced among urban women and the numerical distribution revealed that women from Gaya were more aware than those from Bhagalpur, Madhubani and Ranchi. The right to inherit parental property was among the most known rights among women from rural as well as urban areas. Among the least known rights were those relating to Medical Termination of Pregnancy (MTP).

The women favoured laws for dowry, child marriages, widow remarriages. But other laws like MTP, property rights, divorce and law raising the age at marriage had not been favoured. Largest section of women had known the rights through family members, friends and neighbours.

Noted bulk of men from urban areas of the four cultural zones had revealed their willingness for granting equality to women. Rural men still considered women subservient to men. They were ignorant about the fact that women had been granted legal rights.

Majority of the rural men had revealed their liking for widow remarriage, dowry, equal wages and property rights. Urban men had disfavoured the laws of equal wages and MTP.

Dhagamwar in Maharashtra conducted a study in 1987 to find out the awareness of law amongst women and to find out the extent of the role of educational system in creating the awareness. Sample consisted of 65 women who came to the Poona District Court, for relief under the Hindu Marriage Act during a five years (1973-1977) period.

Open ended questionnaires were used. The findings revealed that level of awareness among women was very poor regarding law. The element of ignorance was smaller with educated women. General awareness was lamentably lower regarding all aspects of law like minimum age at marriage, validity of polygamous marriage, grounds for divorce, etc.

The findings regarding the extent to which schools had anything to do with creating legal awareness among women, showed that schools seemed to do nothing to produce this awareness. Further schools did not counter or challenge the traditional upbringing the girls received in their homes.

Dhagamwar (1987) rightly suggests,

"How far can the educational system, which has so far cast its weight behind the social norms be reshaped to create an atmosphere of equality, to instill the sense of being a human being first, and then a member of either sex? This in effect is the question we are asking when we ask what the educational system can do to create that legal awareness without which people do not resort to the laws to solve their problems."

(Dhagamwar, 1987, p.110)

Srivastava (1988) reported that several legal provisions have been passed for welfare of women, yet they continue to suffer. There is a big gap in the enactment of legal provisions and the benefits reaching to women. Lack of awareness of their rights and lack of knowledge of law is the reason why women continue to be mute victims of an unjust and irrational society.

Majority of the women in the country are still receiving humiliating, oppressive and sometimes very cruel treatment. There is need to create awareness in society and change people's attitudes towards women. More so, women themselves need to develop a self identity so that they can lead a life of security and dignity. This cannot be achieved without making her aware of her rights and potentials.

Bhoite (1988) reports in India equality of women seems to be insured by constitutional and legal measures. After independence the way seemed open for a change in the status of women and for an improvement in their standing in society. This study illustrates that this picture hides the continuing oppression of women in India. The major finding of the study is that, despite legal reforms since independence, the sex ratio has, in fact, continued to decline, indicating that these measures are far from adequate and obviously not applied. Bhoite's major concern is that the world is not deceived by the false picture of sex equality in India.

2.3.2 RESEARCH IN FOREIGN COUNTRIES, TO REFLECT THE NEED OF THE COURSE "WOMEN AND LAW"

Jahan (1983) made these observations that in recent years, family violence has become an increasingly visible and important social issue in Bangladesh. Family violence directed against married women, is one of the most frequent but underreported crimes in the country.

In this context Jahan (1983) commented :

"In Bangladesh, the male dominance of women in both public and private life has been reinforced by religious sanctions favouring men i.e. polygamy; men's right to divorce unilaterally; the son's right to inherit a double share of that of a daughter, etc. Purdah values, by segregating women and sanctioning strict gender based division of labour, have made women especially subservient and economically dependent on their male relatives."

(Jahan 1983, p.42)

The following factors are obstructing the social recognition of the problem. The male dominance of women in both public and private life has been reinforced by religious sanctions favouring men. The country wide poverty and scarcity of resources further limit women's access to opportunities for economic independence from families.

However, public awareness of such violence has recently increased quite sharply, because of the notorious 'dowry' deaths. Recent development in women's stand against violence as a result several seminars are organised to articulate their thoughts on violence and publicize their stand against violence, but there is need to carry out research studies on violence. Need for public education regarding women's rights and legal measures protecting them from infringement should be more emphasized. This can be done by introducing educational programs, based on simple pamphlets elucidating various aspects of laws and legal procedures protecting women's rights.

Hilary (1987) in Milton Keynes studied 129 legal cases and medical texts, psychiatric reports and found that a woman appearing before the criminal court is about twice as likely as a man, to be dealt with by psychiatric, rather than penal means. A woman is more likely to be found unfit to plead or insane. Hilary interviewed groups of professionals like lawyers, judges, probation officers and Psychiatrists. This is a detailed study which theorises how gender is interwoven into the discourses of law and medicine, revealing some profoundly worrying practices for women and men. She identified some of most uncomfortable practices on the interface of law and medicine. Woman should give up the benefits, as well as the disadvantages of femininity. Nonetheless the author remains committed to the principle of equality in the distribution of justice.

Shehla et al (1982) conducted a research study sponsored by Women's Division Cabinet Secretariat, Government of Pakistan, Islamabad. Titled "Muslim Family Laws and their implementation in Pakistan", with the major objective to gain an insight into the factors preventing or hindering Muslim women from exercising and obtaining their legal rights under the family laws and to make practical and feasible recommendations.

Sample consisted of 150 women from Lahore. Data were collected from two family courts, three Unions Councils at Lahore. The major findings were as follows :

Non maintenance by husband appeared to affect a majority of women. Majority of the divorced women do not agitate in the legal forum, mainly because they are unaware of their entitlement to maintenance. Maintenance is not claimed through the legal forum for the children by a majority of divorced women due to the fear of the children being taken away by the husband. Lengthy legal procedure is involved in the recovery of dowry and as such majority of women feels discouraged to dowry claim it as their legal right in the court of law. Women are willing to forgo a lot of rights and tolerate hardships rather than seek dissolution.

Recommendations made by Shehla et al were :

Both, girls and boys, at college level should be taught course on "Women's Rights under Islamic Law". Elementary course on "The Rights of Women under the Family Laws" be included in Adult Educational Programmes. Cassette recording giving detailed information in rights of women in Urdu as well as in regional languages should be prepared. Regular programmes should be initiated on both television and radio concerning different aspects of women's right.

Barbro (1988) reported that in Sweden, as in most other Western countries, violence against women has become a public issue. Despite its historic occurrence in virtually every time period of human existence, it has only recently been defined as a social 'problem' and not as a private affair. Most social programmes that deal with the problem

are, therefore, quite recent so that little definitive evaluation of their impact is available as yet. This paper attempts to provide a short survey of the most important activities for countering violence against women that are currently ongoing in Sweden.

Dagg and Thompson (1988) made an inquiry on the nature and extent of sexism and sex discrimination in contemporary Canadian universities paints a familiarly depressing picture. Data drawn from official statistics, from a number of qualitative studies and from own experiences show women's disadvantage and oppression as staff, academics and students in all areas of university life.

The figures do not reveal regional/ethnic variations; most of the qualitative material is drawn from English speaking and Ontario Universities. The employment difficulties faced by women scientists; sexist curricula and pedagogy in humanities/social sciences courses; the position of traditionally 'feminine' subjects (home economics, library science, nursing) poor availability of integrated women's studies courses and the lack of adequate funding support for feminist research topics. Equal opportunities policies, where these exist nationally or at institutional level, have not moved beyond statements of (overt) intent. A harrowing catalogue of issues and incidents of sexual harassment and violence directed by men academics/students against women academics/students forms the back-cloth to the whole account.

From the overview of the reviews presented it is clearly established that women suffer ill treatment and can not protect

themselves from crime because of unawareness of laws. Atrocities on women is a common phenomenon all over the world.

From the earlier studies reviewed so far it was evident that need has been identified to teach women about law. Jahan (1983), need for public education regarding women's rights and legal measures protecting them by introducing course on "Women and Law", in educational institutions. Sachidanands and Singh (1984), found people are unaware about the law. Dhagamwar (1987), reported low level of legal awareness and educational system can play important role in creating the legal awareness. Srivastava (1988), stressed the need to create awareness in society and bring about change in people's attitude. Shehla et al suggested that that both, girls and boys, should be taught course on "Women's Rights". Cassettes recording giving detailed information about rights of women should be used to spread legal literacy.

Thus considerable evidences are present in the literature as researches are indicating unawareness of women regarding law on one hand and the need to introduce course on "Women and Law" in educational institution.

2.4 Empirical Foundation of Effectiveness of Educational T.V.

This part carries the research studies concerning the empirical foundation of effectiveness of educational television.

Lampkin Emmett Coleridge (1976) studied the adolescent Television use as a possible socialisation agent in the

Stanford University. Sample consisted of eight hundred and sixty one students from three school grades (7,9,11) with four racial ethnic sub-groups and two social status groups defined by the respondent's father's attained level of education. A questionnaire administered in classroom situation was used to obtain information (1) media use patterns and preference; (2) reasons for viewing TV, (3) perceptions of TV as it relates to real life experience, (4) programme preferences.

Assessment of social status influences suggested that education through high schools does not provide clear distinctions between socio-economic groups nor does it affect electronic media use. The overall results for electronic media use present a staggering picture. The average adolescent reports spending over eight hours each day with some form of media, at least four hours of which are used to watch TV. Racial ethnic analysis showed black adolescent to be predominant users of electronic media (11 hours per day), five hours of which are devoted to TV.

Hanrahan and Joseph (1981), carried out a study in Indiana University, to analyse the life style characteristics of viewers of selected television programmes. In study life style was defined as the measurement of people's activities, interests and opinions. This study employed life style data to find out the life style differences existed between heavy and light viewers of two television programmes (Movie and Police Programmes) and heavy viewers across these programme types; life style variables enhanced the above analysis when age and household income were separately controlled; life style

profiles revealed patterns supporting the assertion that programme choice is value expressive behaviour.

The data for the study were derived from the 1975 National Consumer Mail Panel of Market Facts (4750 adults).

The study by Hanrahan and Joseph (1981), found statistically significant differences between heavy and light viewers within programme types. For example, female heavy movie viewers were significantly more price conscious, home oriented and involved in their community than were the light viewing counterparts.

Males who frequently viewed police programmes, had more religious and moral values than the male heavy movie viewers. Such results occurred in analysing both the total male and female samples. They suggested that programme type audiences are not homogenous and life style data can enrich viewers portraits even when demography is controlled.

Cherian (1986), undertook an experimental study with the purposes - to find out the impact of TV in terms of knowledge of rural people in the fields of health and hygiene, nutrition and family planning programmes; to analyse the general content of selected health and hygiene, nutrition and family planning TV programmes.

The sample of the study consisted of 600 women and men from selected villages of the Kheda district of Gujarat. A field experiment having pre and post observations in the experimental and control group was used in the study.

A knowledge test, reaction scale, socio-economic status scale and instrument on content analysis were used to collect the data.

The findings of Cherian's study were as follows :

1. Rural women and men took interest in watching the TV programmes produced by Pij T.V.
2. T.V. viewing helped women and men to gain significant amount of knowledge about green leafy vegetables, polio vaccination and laproscopy.
3. Gain in knowledge was more among women than men.
4. Socio-economic status and age of the respondents were not associated with the gain and retention in knowledge.

Mehta (1988), studied the use of television for higher education under the countrywide classroom project of UGC in India. The study is based on review of both statistical and documentary data. It included opinions of media experts, university teachers, media critics and on debates in the educational circle in India.

While discussing the role of Television in Higher education Mehta (1988), writes :

"Educational broadcasting is generally used for extension of experience; evidence as the basis of study; explanation meaning how things happen; motivation; empathy and flight of imagination by taking the students outside the four walls of the conventional classroom to show them the world outside. It stimulates practical activity, and relates simple demonstration and experiments to their wider application, by the synthesis of specialised resources of research, illustration and dramatised presentations."

(Mehta, 1988, p.26)

Mehta recommended :

Television teaching improves the quality of the teaching and learning. It helps the specialist teachers to affect larger groups than they could without the aid. It is essential to recruit production staff young and with a good education. Training for television must take into account the limited funds, equipment and facilities with which the staff must operate. Technology can carry out its full potential for education, only in so far as, educators embrace educational technology as a system and integrate a range of human and non human resources into the total educational process. Administrators, educationists and others involved in designing for the future must take into account the changing pattern and use of technological media.

Chopra (1989) , conducted an 'Audience profile study' to know the facilities available in the Faculties of M.S. University, Baroda. Sample consisted of all the colleges and Faculties of higher education affiliated to the M.S. University of Baroda. A questionnaire was used to collect the data.

The findings revealed that :

Most of the Faculties/colleges had a colour television in one of their departments. The students and teachers watched the television set. Majority of the Faculties/ colleges had enough space for T.V. viewing. Programme Schedule of University Grants Commission was not received by any Faculty. Almost all the Faculties/colleges had some or the other audio-visual facilities.

Mehta, Desai, and Sharma (1989), carried out a study with the major objective to find out the overall effectiveness of the U.G.C. programme, "Invisible Work", on students of arts and commerce college of Idar, Gujarat.

Thirty students from arts and commerce college of Idar formed the sample of the study.

Findings revealed high majority of the respondents could understand the graphic/posters presented in the programme. Nearly equal number of the respondents found the amount of information to be too little and just enough, on the other hand ten per cent found it to too much. However, majority of the students found the language of the programme to be difficult to understand.

Seth (1983), conducted a study to check the effectiveness of educational television on the educational development of primary school children. The main aim of the research was to study the effectiveness of educational television on the educational development of primary school children in terms of language development, acquisition of knowledge related to educational television programme, and scholastic achievements. In Seth's study the sample of 40 primary schools in Delhi, which were having television was selected as experimental group and the sample of 40 primary schools which were not having television were selected as control group. Intelligence tests and test of language development were used for collecting the relevant data.

Shastri (1990), from EMRC, Gujarat University carried out a Case Study - "Visual Profile of Countrywide Classroom".

Its objective was to assess the overall effectiveness of the 'Countrywide Classroom' programmes for the undergraduate students and to find out whether they benefit from the UGC INSAT telecast. The R.R. Lalan College of Bhuj, was selected for the case study. The programme emphasised proper educational infrastructure and facilities available for the students in the college. The programme also consisted of interviews of the students and professors, reflecting their views and opinions about the countrywide classroom programmes. A group discussion was conducted in order to know the views of the students. Sample consisted of post graduate students of Gujarat University.

Findings and conclusions made by Shastri were : The programme was appreciated by most of the viewers. The programme throws light on two sides of the UGC-INSAT telecast. On one side it reflects the difficulties of the students in taking the full advantage of the countrywide classroom programmes, like : unsuitability of time, English language, more emphasis on science subjects, etc.

On the other side it shows the reach of the countrywide classroom programmes in remote areas and its effectiveness. More programmes of this kind should be made. So that, the policy makers, people involved in production, producers, content experts, script writers etc. became aware of the

changes which are needed to make the U.G.C. telecast more effective and useful.

It can be summarised from the earlier studies reviewed so far that many researches have been conducted to find out the effectiveness of educational T.V.

Lampkin (1976), Hanrahan and Joseph (1981), studied the characteristics of viewers of television and hours of viewing.

Cherian (1988), and Seth (1983), carried out an experimental study whereas Mehta (1988), Chopra (1989), Mehta and Sharma (1989), conducted survey to study the effectiveness of educational T.V.

Lampkin (1976), and Seth (1983), used school students as sample whereas many researchers Hanrahan and Josephy (1981), Mehta and Sharma (1989), Mehta (1981), EMRC (1990), Chopra (1989), studied college students as sample.

Only Cherian (1986), carried out study with rural sample.

Both Lampkin (1976), and Cherian (1986), found SES not significantly associated with learning through educational T.V.

Only one study by Chopra (1989), studied the facilities in college for educational T.V. whereas Mehta (1989), Mehta and Sharma (1988), Cherian (1989), did content analysis of educational programme.

From the aforesaid discussions and reviews of various literatures, it was clear that number of researchers have established effectiveness of educational T.V. which is an

inbuilt advantage of Audio Visual aids. Thus, the investigator was motivated to take up a research in this area, so as to get a better insight of effectiveness of video films to teach course "Women and Law", to Home Science students. Because, there was a dearth of research data pertaining to the use of video for teaching college students which the present study is taking care of.

2.5 Empirical foundation of the effectiveness of video films for teaching

In the present study video has been selected as the components for the experiment. While reviewing the studies on video, it was found that many of studies have been conducted to find the effectiveness of the video.

A few significant researches can be cited here to throw light on the potential of video.

Staton (1979), attempted to investigate comparative effectiveness of two messages (simple and complex) and three media conditions (audio, written and video) for facilitating information gain in learning. 90 undergraduates were randomly assigned to six conditions. Each treatment group received a complex or a simple message transmitted by audio cassettes, audio-visual cassette or written study sheet. A two factor analysis of variance indicated a significant effect for media and not for the messages. Scheffe tests were performed to compare audio and video, video and written, written and audio media for both simple and complex messages. It was found that

video was more effective than audio in the retention of simple information. No difference was found between the complex audio message and complex video message. The simple video message was not found effective than the simple written message. Written is more effective, than audio in the retention of simple information. No difference was found between the complex written message and the complex audio message.

Hendrix (1980), conducted an inquiry to evaluate the contribution of the video tape self viewing, role playing and counsellor feed back in learning job interview skill in Oregon. With the aim of determining the effectiveness of video tape self viewing when used alone and with role playing and with counsellor feed back in teaching job interview skills.

The sample consisted of 28 graduate and undergraduate students at the University of Oregon, U.S.A.

All students attended three video taped sessions, which consisted of either (1) role playing only, or (2) role playing plus self viewing, or (3) role playing plus self viewing plus counsellor feed back.

Findings of the study revealed that self viewing subjects improved less than either role playing or counsellor feed back subjects. Self viewing when combined with role playing without the benefit of counsellor feed back resulted in less improvement than role playing alone. Degree of social anxiety across the groups affected perceived skill levels and self confidence but was not reflected in performance. Overall video

tape self viewing were found to be effective.

Goswami (1986), undertook a study on video utilization by selected homemakers of Baroda city and their opinions regarding impact of video on family life, with the major objectives to study were : The video utilization pattern of the selected homemakers of Baroda city. The impact of video as an enhancer or an obstacle on family life.

The sample of the study comprised of 125 families of Baroda city. Interview cum questionnaire method was used for data collection. The findings of the Goswami's study revealed that - More than 90 per cent of the respondents bought video in their family to have recreation at their own convenience. There was high percentage of home makers having the impact of video as an enhancer in performing the social activities.

It was concluded that an effective, imaginative and carefully directed video viewing could help in developing a climate of acceptance of video as a medium of information, education and entertainment.

Chandra, Shah, and Thomas (1987), conducted a study on the effectiveness of video cassettes, in imparting family centered knowledge upon a selected sample of women and adolescent girls from rural and urban areas. The purpose of the study was to find out : The knowledge gain of urban and rural women and adolescent girls, when instructed through video films, on conservation and purification of water. Change in opinions, if

any, of urban and rural women and adolescent girls when exposed to the video films. Effectiveness of the video films using two approaches, that is, persuasive and informative approach.

In Chandra, Shah, Thomas (1987) study, a sample of 200 women and 200 adolescent girls was selected from urban area and 84 women and 84 adolescent girls was selected from rural area. A pre-test and post-test design was used to find out the knowledge gain and change in the opinions of the sample. The 't' test of statistical significance for dependent and independent variables was used to find out the pre and post difference in knowledge gain and change in the opinions through informative and persuasive approach of the video.

Through this study, Chandra, Shah, and Thomas, found out that majority of the respondents could improve their post test scores of knowledge significantly after viewing the films. The informative approach of video was more effective in improving the knowledge. The video films were not effective in changing the opinions of the sample positively.

Laul (1989), made study on comparison of video cassettes alone and along with handouts to teach adequate nutrition at low cost. Major objective of the study was to check the suitability of video cassettes for knowledge gain and practice change.

The sample consisted of 224 students of the VIth standard from Lal Bahadur Shastri School, Harni Road, Baroda.

Laul found that - All the respondents gained knowledge after viewing the video cassettes. Both persuasive and informative video cassettes were found to be effective for the knowledge gain of students regarding adequate nutrition at low cost.

Gupta (1990), studied the effectiveness of video films in terms of knowledge gain, on conservation and purification of water with VIth standard pupils from one urban school and one rural school of Baroda. The sample consisted of 150 students of IVth standard. All the students belonged to lower socio-economic status and were between the age group of 9-12 years.

A questionnaire of knowledge test was used in pretest and posttest. The research design used was experimental of before and after type. Opinions of teachers regarding the video films as one of the teaching media were also collected.

Gupta noted that - The informative and persuasive video films were almost equally effective in teaching the content of conservation and purification of water. Rural students learnt more than the urban students through both the video films. The teachers were also interested in teaching their students through video films. They thought that through the video films more content can be taught in a shorter period of time and students can learn effectively through the video film.

Gupta (1990), conducted a study with the aim of producing a video film on selected voluntary organisations of Baroda and of validating the film in terms of the effectiveness in imparting information.

The sample consisted of 50 women from low socio economic status from police head quarters, Baroda. Gupta came to the following conclusions :

The film was found highly effective in imparting information regarding voluntary organisations working for women in Baroda.

Majority of the respondents liked the film. Film was found suitable to the following categories of the respondents -

- Younger and older age group.
- Low and high educational level group.
- Small and large family size group.

Gupta (1991), conducted a study with the objectives of producing a video film on "Puppetry" to instruct the Home Science college students, and testing its effectiveness in terms of gain in knowledge. The sample comprised of two categories of respondents, consisting of 55 undergraduate students of Department of Education and Extension and 8 teachers of the Faculty of Home Science.

Gupta reported the following findings :

The highly significant difference in the pretest and post test mean scores confirmed the effectiveness of the film. All the respondents in high and low familiarity with puppets as well as more and less exposure to T.V. and video. Majority of the respondents reported the video film having understandable and enough information, understandable language with interesting, clear and understandable visuals.

Mandal (1992) carried out a comparative study of the effectiveness of three instructional strategies in teaching selected aspects of puppetry to Home Science students of the M.S. University, Baroda. With the major objective of studying effectiveness of three instructional strategies in teaching puppetry and helping students in developing ability in making glove puppets.

Sample comprised of 177 first year students, who were present for all the three classes (pretest, posttest and practicals).

Major findings of Mandal's study were as follows :

The gain in knowledge was more in lecture cum live demonstration and video film as compared to that of booklet. However, there was considerable gain in knowledge as well as development of ability in all the three experimental groups.

Overview of researches have shown that the studies on comparison of video film with other teaching aids are many in number. However, number of researches including use of video to college students are not substantial. Many research studies had used the experimental design to find out the effectiveness of video film.

2.6 Brief Resume of Reviews and Their Relevance to the Present Investigation

Overview of the research highlighted the fact that laws have been amended to make the legal situation more favourable for women. Stringent laws have been passed to fight the

growing crime rate. Unfortunately, all these amendments in law have yet to filter down to women's lives, in practice. One of the reasons for this is that the women have been more or less passive spectators in influencing legal processes. Even where legislation exists and could be used to their advantage, a vast majority of women are ignorant of its existence or are not in a position to have it enforced in view of its inherent complexities. The result is that the law remains an ineffective instrument of social change.

No matter how big or good amendments were made, women continue to suffer because of ignorance and unawareness. Thus the investigator was motivated to make a course on "Women and Law" to teach girl students various, simplified content related to laws.

It was further found that video being an effective medium as it can teach even the theoretical content with variety. However, there was a dearth of studies on developing video packages on "Women and Law".

Variables like exposure to TV/video, SES, medium of instruction which showed significance in some reviews are also presented in this investigation. All the researchers agree on one point that there is a need to educate women about law.

Conclusion from reviews :

1. Reviews of the studies conducted established that awareness of women regarding laws is very poor.
2. It was further revealed that a change was creeping slowly and steadily in policies of Government, women's organisations and need to spread legal education is felt.
3. More recently, renewed attention is being given to the inclusion of legal education in formal education system.
4. Reviews have shown rise in statistics on crime against women.
5. A sizeable theoretical literature was available on effectiveness of T.V. and video but very limited literature was found on teaching college students through video.

There is a need to develop systematic video film on "Women and Law". The amount of investigation, research on video film is limited which necessitated further exploration in this area. It is established that the law related course are strongly recommended for women.

Though need to educate women about law is felt, but trying out has not been done. Therefore, undertaking a study to develop the content of "Women and Law" to teach Home Science students assumes significance and should be given top priority.

Thus, it is obvious that course "Women and Law" can play a catalytic role in bringing about social change, which is also the ultimate aim of Home Science education.

No study was available on teaching "Women and Law", hence, it is felt that teaching of law is perhaps completely neglected. Today's need is to restructure the curriculum keeping in mind the change. It was further found that the video being an effective medium, as it can teach even the theoretical content with variety, however, there was still a dearth of studies on developing video package on "Women and Law".

From the overview of the review presented above, it was clear that there was a dearth of research studies pertaining to the development of course "Women and Law". Thus, the investigator was motivated to take up this study.

The effectiveness of video film for teaching have been established. Thus, it was further thought to produce different video films to teach the content on "Women and Law", to the Home Science college students.