

CHAPTER 3

METHODS OF PROCEDURE

This chapter deals with the research procedure adopted for the present investigation. The present investigation aims at 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.

The very nature of investigation necessitated undertaking multidimensional study revolving around those aspects of "Women and Law", which were not investigated in the past. The study was carried out using content analysis, experimentation and survey methods.

Developing course, producing video films, experimentation with the video films on "Women and Law", formed the nucleus of the study.

The chapter is discussed under the following sections :

- 3.1 Feasibility study
- 3.2 Population of the study
- 3.3 Operational definitions
- 3.4 Variables and their relationships
- 3.5 Model of curriculum planning
- 3.6 Preparation of scripts
- 3.7 Preparation of video films
- 3.8 Research tools
- 3.9 Validation of the research tools
- 3.10 Planning for experiment
- 3.11 Data collection
- 3.12 Conducting the experiment
- 3.13 Scoring and categorization
- 3.14 Analysis of data

3.1 Feasibility Study

The investigator conducted a feasibility study in March 1990 in the Faculty of Home Science, M.S. University, Baroda. Sixty First Year students were selected in such a way that there were twenty students, each representing Arts, Commerce, Science streams. Such a selection permitted a comparison between the awareness of students regarding laws pertaining to women and enabled the investigator to know whether the type of school education and characteristics of the students affected the awareness and opinions of the students.

The purpose of the feasibility study was to find out the data on background information of the students, source of legal information, their opinion about legal education being given to the girls and the correct knowledge about laws related to women like age for marriage, divorce, dowry, rape, eve teasing, inheritance, maintenance, etc.

It was intended that the findings of the feasibility study will help the investigator to crystalize her problem, to determine the feasibility of the doctoral study, to draw a meaningful sample and to select the relevant variables.

The data were collected with the help of questionnaire.

3.1.1 IMPLICATION OF THE FINDINGS OF FEASIBILITY STUDY FOR THE PRESENT STUDY

The feasibility study showed that there is a lack of awareness among Home Science students regarding laws related to women. Findings showed that there were only 30 per cent girls

who had correct awareness of the different laws concerning women. The remaining 70 per cent did not have any awareness or had incorrect awareness. This implies that corrective measures need to be taken and education on this aspect need to be provided.

The feasibility study also supported the need for legal education to be given to Home Science students because only 10 per cent of the respondents have had formal legal education, and rest had never been offered a course on legal education in either school or college.

An encouraging observation of the feasibility study was that the girls had very favourable opinions about the need for imparting legal education. Thus, if a course on "Women and Law", is initiated it would be well received.

The variability of different characteristics of Home Science students confirmed certain assumptions and helped the investigator to formulate hypotheses like relationship between personal and demographic variables with awareness regarding laws and opinions about legal education to be given to Home science students.

3.2 Population of the Study

The population of the present experimental study consisted of 306 First Year students of the Faculty of Home Science, M.S. University of Baroda, in the year 1992-93. However, in reality only 279 students were attending the classes and the others dropped out. In other words, the population consisted of 279 students.

3.2.1 SAMPLE

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

Summary of numbers of viewers and absentees for seven video films.

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

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

3.3 Operational Definitions

3.3.1 EFFECTIVENESS

Effectiveness is the actual gain in legal awareness of the respondents, it is denoted by the difference between pre and post scores obtained by the respondents on a test regarding legal awareness.

3.3.2 PREVIOUS ACADEMIC ACHIEVEMENT

It refers to the percentage of the marks achieved in the Board examination of twelfth standard.

3.3.3 EXTROVERSION

People with this personality trait are socially adaptable like to co-operate and work with others, and are carefree in nature.

3.3.4 INTROVERSION

People with this kind of personality are shy, timid, inflexible, like to work alone and tendency of worrying.

3.3.5 AMBIVERSION

People with this kind of personality have mixed characteristics of extroverts and introverts i.e. low extroversion and low introversion.

3.3.6 WOMEN AND LAW

This course "Women and Law" will deal with laws concerning women, particularly laws related to eve teasing, dowry, divorce, inheritance, marriage, and rape.

3.3.7 VIDEO INSTRUCTIONAL PACKAGE

A set of seven video films of 12-30 minutes each giving information on laws related to women made by the investigator. Each covering a single unit of the course "Women and Law".

3.4 Variables and their Relationship

3.4.1 SOCIAL WORK BACKGROUND OF RESPONDENTS

It is commonly presumed that environment at home affects individual's personality. In other words, it exerts impact on the mental horizon of the person. His or her world view is shaped to some extent by the background at home. Students coming from families having social work background may or may not differ from the students who do not have any social work background at home.

3.4.2 TYPE OF PERSONALITY

The behaviour of the students is likely to be governed by their personality. Thus, there may exist some type of relationship between student's personality and their learning about "Women and Law", through video film.

Students who are shy, timid or introvert may find the video films novel and may learn with interest. The students whose personalities are extrovert, socially adaptable, outgoing, and carefree in nature will learn through video films as they will be motivated to learn more about laws.

So the type of personality may be associated with the gain in knowledge which is directly related to the effectiveness of the video films. Thus, the investigator wanted to find out the

effectiveness of the video films, if any, with the students having different type of personality.

3.4.3 PREVIOUS ACADEMIC ACHIEVEMENT

The academic performance of the students can affect the impact of the teaching of the course taught through video films. The high achievers already possessing knowledge about various topics, as revealed in the feasibility study. They may not have as much to learn from video films as the low achievers whose knowledge may not be complete. Also the former may be better able to grasp the contents of the video films on "Women and Law", than the later.

3.4.4 SOCIO-ECONOMIC STATUS

The students coming from different socio-economic background may have different opinions and awareness regarding laws related to women. Thus, their perception of the same thing shown in video film may have same or different impact on them. Which may also affect the learning of the course "Women and Law".

3.4.5 EXPOSURE TO TELEVISION AND VIDEO

Students having different level of exposure to television and video will be learning through video films about "Women and Law". Students having more exposure to video films and television may gain high knowledge as they are used to the media.

However, students who are less or not exposed to television and video may get carried away by the medium itself

and, thus, there may be no increase their knowledge.

Thus, exposure to television and video may have relationship with the gain in knowledge directly imparted by the video film. Thus, the investigator wanted to find out the effectiveness of the video films, if any, with the students having different level of exposure to television and video.

3.4.6 MODERNITY

The women of today, seek equality in all spheres of life, seeking and getting this equality depends on their own values, mental framework, familial and social context in which they function. Students in First Year Home Science are heterogeneous in their level of modernity.

Students who are modern may gain high knowledge on "Women and Law". As the content may be in their line of thinking and thus get motivated to see video film and gain high knowledge through it. Whereas, the students who are traditional may find the content very different and novel. To them also video film may be interesting.

So, the modernity may be associated with the gain in knowledge which is directly related to the effectiveness of the video films. Thus, the investigator wanted to find out effectiveness of the video films, if any, with the student having different levels of modernity.

3.4.7 MOTHER'S OCCUPATION

Mother's participation in the world of work may bring about structural and functional alterations in the family. Mother's employment status may have relationship as far as the learning of course "Women and Law" is 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 educated, employed and aware of her rights and duties, she will transmit that awareness to the family members more easily. So, it would be interesting to study the effectiveness of the video films with the students having employed mothers in comparison to the students having mothers working as housewife.

3.4.8 ENGLISH COMPETENCE

The students in First Year Home Science came from different schools having different medium of instruction. So, the students coming from different background vary in their level of competence in English. If a student is unable to read, write and comprehend well in English, then she will not make appropriate progress.

The medium of instruction at Faculty of Home science, M.S. University is English. Effectiveness of the video films would depend on how well a student can understand the language. Thus, it will be interesting to know if variations in the levels of competence in English has any relationship with the effectiveness of the video films in terms of gain in knowledge.

3.4.9 STREAM OF STUDY AT HIGHER SECONDARY SCHOOL LEVEL

Students from different background are admitted to the First Year Home Science. The respondents who had offered Arts/Commerce/ Science or Home Science at school, may differ in their learning about "Women and Law", through video films.

The different background influence student's habits of studying, ways of thinking and learning the content taught. Thus, it was felt important to check the relationship between students' stream at higher secondary level and gain in knowledge which is directly related to effectiveness of the video films, if any, with the students having different stream of study at Higher secondary school level.

3.4.10 LEGAL EXPOSURE

It is well known fact that environment at home affects individuals' personality, students coming from such families where parents are in legal profession or any family member being involved in any kind of legal procedures, this kind of exposure may affect the mental make up of the students. They may be more motivated to learn laws as they may be little more familiar to the procedure and terminology of laws in comparison to those students who do not have any legal exposure. Thus, there may exist some type of relationship between students with legal exposure and without legal exposure and their learning about "Women and Law", through video film.

3.4.11 MEDIUM OF INSTRUCTION AT SCHOOL

Students from different medium of instruction are admitted to the First Year Home Science. The respondents who had their schooling from English medium may or may not differ in their learning about "Women and Law", through video films, which are mainly in English.

Thus, the medium of instruction may be associated with the gain in knowledge which is directly related to the effectiveness of the video films, if any, with the students from different medium of instruction at school.

3.4.12 SOCIAL SCIENCE INCLINATION

In the Faculty of Home Science there are five departments offering five majors. All these major have varied nature of courses and learning experiences. Therefore, it was of interest to find out whether inclination towards these different majors made any difference in the learning of laws related to women.

Students who possess science inclination generally have interest in the scientific details, procedure and principles. At the same time students having social science inclination show interest in people human relation and possess humanistic interest, that is, they like to deal with human relation and work with people.

So, the type of inclination may be associated with the gain in knowledge regarding "Women and Law". Thus, the investigator wanted to find out the effectiveness of the video films, if any, with the students having different type of inclination.

3.4.13 PLACE OF RESIDENCE

In India 80 per cent of the population resides in 568,000 villages (Mehta 1988, p.8). Girls' education is free in Gujarat it's result may be more parents are sending their daughters to schools and colleges irrespective of place of residence. Crime rate is more in cities in comparison to villages, respondents from cities may be more motivated to learn the content on "Women and Law". On the other hand the boundaries of cities are expanding and life in rural areas are influenced by life of cities to a great extent due to increased communication facilities and exposure to mass media.

So, the respondents from rural area may or may not be different from urban area. It was decided to select this variable as to know which group urban or rural will learn better the content on "Women and Law" through video films.

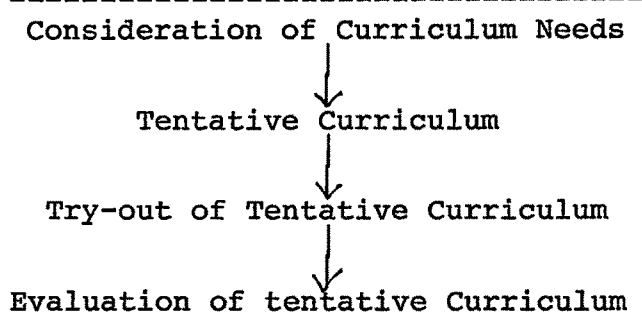
3.5 Model of Curriculum Planning

This study is in the area of curriculum development and methods of teaching in the area of "Women and Law". There are several models of curriculum planning and development given by various authors. There are some major steps which are more or less being found in all the models.

Following a model ensured that all necessary and available facts were taken into consideration while planning the course. Because of this reason, the investigator followed a model for curriculum development suggested by Chandra, Shah, and Joshi (1989).

This model is being adopted for the development of the course on "Women and Law". It has four parts which are in fact the steps to be followed in planning the course.

MODEL OF CURRICULUM PLANNING



3.5.1 CONSIDERATION OF COURSE NEEDS

The investigator reviewed the literature in the form of reports of the Government of India, Seminar and Workshop reports, research reports, books, journals and newspaper articles. All these confirmed the fact that there are various laws for the benefit of women but because of lack of awareness among women regarding these laws, they are victimised.

The general observation and practical experience of the investigator is that the legal knowledge and awareness among Home Science students is poor.

Apart from the above mentioned reasons the investigator had observed that the students at the time of joining the Faculty of Home Science have a concept that this course would prepare them for good homemaking and vocations related to their fields. But very important part of life the legal aspect, is not taken care of.

The general observation and practical experience of the investigator is that this type of course would develop interest in the students towards the legal aspects of the life. Therefore, the need was felt to teach this course through a video instructional package to create and sustain students' interest in the course and help them gain optimum knowledge.

3.5.2 TENTATIVE COURSE

The second part of the model is to make tentative course which should include the educational objectives and learning experiences. Along with this information about the text and teaching aids were decided. Reading and reviewing of literature gave an insight to the investigator about the broad outline in which the investigator planned the course.

The aim of this course was to create awareness and understanding among the students regarding laws concerning women.

3.5.2.1 Selection of content. The first step of the investigation was to select the subject matter on laws related to women. Since there was no separate course on "Women and Law", which was offered by Faculty of Home Science, M. S. University, Baroda. The outline of the legal education and laws related to women were considered as bases to develop a course "Women and Law", for Home Science students.

The subject matter was selected from different sources like law books, journals and Indian Penal Code. The investigator selected the subject matter on law related to women and laws which were least known by the students were

selected for making video. Thus, a cohesive mass of information dealing with laws related to women were selected.

In all, 5 libraries were referred they were Smt. H.M. Library, CASE Library (Baroda), Women Studies Center(Delhi), Women Studies Center (Baroda), ISRO (Ahmedabad) and EMRC (Ahmedabad).

The content for the course was divided under the following topics :

1. Introduction to law
2. Eve teasing
3. Marriage
4. Dowry
5. Inheritance
6. Divorce and maintenance
7. Rape

3.5.2.2 Organization of the Course. For better organization of the course the subject matter was divided into several units. Each unit containing major ideas and specific objectives. The concepts were arranged logically and proceeded from simple to complex. Each unit emphasizing only single topical dimension of the content.

3.5.2.3 Selection of Learning Experience. Appropriate learning experiences were decided, mainly classroom teaching through video films.

The format of the video films consisted of lecture from experts on legal aspects, presentation of case studies, and, dramatization.

3.5.2.4 Mode of Evaluation. For the measurement of the knowledge of the respondents about the various laws related to

women, knowledge tests were developed. Questions were framed on the basis of the content of video films.

3.5.3 DEVELOPING THE COURSE ON "WOMEN AND LAW"

The outline of the course "Women and Law" was developed on the basis of content analysis of the related course which were offered in Faculty of Home Science. The courses which were referred were "Marriage and family life" and "Laws and family". Although these two courses were offered but they did not touch all the important areas of laws specially related to women. Secondly, the laws which were least known by the Home Science students during feasibility study were highlighted in developing the course "Women and Law". The findings of the feasibility study also helped in developing the course. Thirdly, the investigator consulted and took guidance from lawyers who were more or less conversant with the Home Science programme. Fourthly, the investigator discussed the content of the course with the Home Science teachers.

Thus, care was taken to develop a relevant and suitable outline in light of broad objectives of Home Science education.

3.5.3.1 Content Validation. The content as well as the developed course outline on "Women and Law" was judged by 11 experts from the fields of evaluation, curriculum and law. Five of them were teaching in Faculty of Home Science, 3 in Faculty of Law, M.S. University, Baroda, and 3 were practicing lawyers in Baroda. This team of experts judged the outline for the coverage of content, organization of the topics and suitability of the objectives with reference to the interest

and comprehension of the undergraduate Home Science students.

In accordance with the suggestion of the experts a few changes were made in the organization of the topics and a unit on "Law of inheritance" was incorporated in the outline. Other suggestions were to use some simple words and to discuss real life cases for learning experience.

After making necessary changes in the outline of the course, it was checked by all the experts again and was finally approved by all of them.

3.5.4 TRYOUT OF TENTATIVE COURSE

During the tryout of the tentative course "Women and Law", the investigator tried to check the effectiveness of the developed course as well as the video package as a medium to teach laws to First Year Home Science students. The trial of the tentative course was most important and elaborate stage for this research. For trying out this course, the investigator actually conducted the experiments with the First Year students of Home Science.

3.5.5 EVALUATION OF TENTATIVE COURSE

Evaluation is essentially to find out the extent to which the educational objectives have been achieved. To check for positive changes in the students' behaviour as a result of teaching this course.

The evaluations were done by conducting knowledge tests before and after teaching the course "Women and Law". If the evaluation shows that knowledge of the students had increased,

then this course and the video films which were planned systematically by following a model, were good.

3.6 Preparation of Scripts for Videos

The following steps were used to develop scripts.

- a) Knowing the subject
Gathered all the materials, met people, went to libraries, read newspapers. Reviews on relevant documents were done. Materials were collected widely.
- b) Arranging the sentence packets as logically as possible going from familiar to unfamiliar. Ending with appropriate conclusion.
- c) Rewriting and necessary polishing was done to give the final product unity, proportion and continuity.
- d) The drafting of the full length scripts with a complete list of visual illustrations and accompanying sound

3.6.1 STEPS IN PREPARING THE SCRIPT

The following steps were followed in preparing the scripts.

1. Descriptive type of commentary was written for seven video films on Introduction to law and Law for Eve teasing, Dowry, Divorce, Marriage, Rape and Inheritance.
2. The descriptive commentary was transferred into the format of script for video films for which these three steps were followed.

- 3.6.1.1 Developing written content.
- 3.6.1.2 Developing visual content.
- 3.6.1.3 Approval from media expert.

3.6.1.1 Developing written content. The content was written with necessary headings and captions. An effort was made to use, understandable words. All the major and important points were summarised at the end of each paragraph.

Scripts for seven video films were written. As the films were to be informative, informative approach was used.

For two video films persuasive scripts were written. These were drama on marriage and dowry. The script for persuasive drama was written first in English. After finalizing, the script was converted into simple and understandable Gujarati. This was done keeping in mind the objectives, content organization, the physical appearance of the characters and scenes.

3.6.1.2 Developing visual content. After the scripts were written, the contents of the selected topics were transferred into form of visuals.

Visuals were made to be used for illustrative talk. Audio instruction, when presented with the use of visuals, it clarifies the concepts and leads to the meaningful association of ideas.

As far as the visual components were concerned, visuals/graphics such as charts, flash cards, and diagrams were made.

Rough drafts having simple and uncluttered layouts were prepared. Then these sketches were given to the artist for preparing final drawings.

Charts and diagrams were prepared initially and the films with logical sequence were shot from the visuals.

Flash cards were made for emphasizing and summarizing major points of the topic.

3.6.1.3 Approval from Media Expert. After the scripts were ready, media experts from the ISRO, Ahmedabad, and EMRC, Ahmedabad were consulted for format organization, clarity of language and communicability.

The experts comments and suggestions were obtained. Certain changes were made on the basis of the comments of the experts. Thus, an effort was made to use simple understandable words.

3.6.2 SHOOTING SCRIPT

The shooting script was made by breaking down the screen play into shots by the investigator and taking care of the details of the technical aspects.

The shooting script was the blue print of the whole film. It gave the complete picture of the final schedule. It had all the details of camera direction, lighting suggestion, music and sound.

This is how the script was transferred into film form.

3.7 Preparation of the Video Films

Preparation of video films were done in the following four separate stages.

- 3.7.1 Preproduction
- 3.7.2 Set up and rehearsal
- 3.7.3 Production
- 3.7.4 Post production

3.7.1 PRE-PRODUCTION

In pre-production stage the investigator decided about the cameraman and selected video camera (National 1000), two video cassettes, portable VCR, monitor, flash lights, stands, batteries, connecting wires, microphone, and equalizer for the production of the video films.

3.7.2 SET UP AND REHEARSAL

- (a) In this stage rehearsal of drama on marriage and dowry were supervised.
- (b) Interviews were fixed with administrators, lawyers, social worker, a feminist, Dean of Faculty of Home science, and students of Faculty of Home Science.
- (c) Took permission from the managing authorities for video shooting in hospital, Police station and Faculty of Home Science, all situated in Baroda.

3.7.3 PRODUCTION

In this stage the actual shooting was done. Shooting was done by videographer, investigator and two helpers. The investigator had visualised the complete format of the video film and she discussed as an subject matter expert with the videographer who is a technical person. During the discussion she explained the scenes, angles and the points she wanted to be highlighted in the video films. Thus, she provided all the necessary tips. Handling of video camera and shooting was done by videographer. However, investigator was present throughout the shooting giving suggestions and directions to the

videographer. The following steps were followed for actual shooting.

3.7.3.1 Making the required arrangements like making the required set ready and setting the camera according to the angles decided earlier.

3.7.3.2 Taking shots from the predecided angles. Taking shots included -

- (a) shots of the stills (graphics)
- (b) shots of the interviews
- (c) shots of drama
- (d) shots of commentator.

3.7.4 POST PRODUCTION

The unedited shots, called rushes were viewed. In this stage the shots were screened. Some were without sound and some had only dialogues.

Then editing was done. In this stage mixing and editing was done. For mixing, recording or re-recording of sound was done, so as to blend the audio with visuals.

In editing, the film was cut to make the picture of the right length. This was done by taking the counts of each shots. Then the selected shots were transferred along with the titles on the other cassette.

At last, inserting and synchronizing of commentary was done and music was provided. Finally, the computer graphics were inserted for titling.

Thus, selecting, arranging and combining scenes and sound track were done to make the final films. It created the required flow, rhythm and tempo.

PREVIEWING

This was advance showing of the films to the guide, investigator and videographer before it was shown to the formal group of students. This was done to judge the communicability of the film.

3.8 Research Tools

3.8.1 CONSTRUCTION OF THE QUESTIONNAIRE

The questionnaire for collecting the information from the respondents for the present study was developed on the basis of feasibility study conducted by the investigator, review of literature from various books, journals and papers, personal experience of the investigator and also through discussion with her colleagues. The various sections of the questionnaire were developed according to the objectives. The detail description of each section of the questionnaire is present here.

Two different research tools were used for data collection. They were : (1) Questionnaire, and (2) Knowledge Test.

1. Questionnaire : Within the questionnaire it has four parts consisting

Part 1 : Background information - This part consisted of a checklist with structured response regarding the

variables related to personal factors of the respondents. (Appendix - 14).

Part 2 : Scale for Socio-economic Status - This part consisted of a standardized socio-economic scale prepared by Desai (1987). (Appendix - 15).

Part 3 : Scale for overall modernity - This part consisted of a scale to measure level of modernity of the respondents. The scale was adapted and standardized by Mehta et al (1974) from the original 'OM' scale of Modernity for Indian conditions. The original scale was prepared by Inkles and Smith (1974). (Appendix-16).

Part 4 : Scale for personality - This part had a scale to measure the personality of the respondents. The personality inventory by A. Hafeez and V.S. Shantamani (1974) was used. (Appendix-17).

3.8.2 CONSTRUCTION OF KNOWLEDGE TEST

Seven knowledge tests were prepared to measure the gain in knowledge. One test for each of the seven videos was made. Knowledge tests involving recall and recognition items concerning laws related to women were constructed. True and false, fill in the blank and multiple choice questions were included in the test. Knowledge tests were used for pre and post tests in this experiment.

3.9 Validation of the Research Tools

The research tools were given to different experts to find out its validity. The experts were from Faculty of Home

Science, Centre of Advanced Studies, (CASE), and Faculty of Law, all from the M.S. University of Baroda. The experts were asked to check the research tools regarding :

1. the coverage of content according to the objectives of the study,
2. clarity or ambiguity in the use of language,
3. format.

According to the experts' suggestions, necessary changes were made in terms of language and sentence formation.

The research tools which were ready for final data collection were pre-coded for easy coding and quick feeding into the computer for analysis. The knowledge tests were printed in five different colours, each for different laws. (Appendix 13). The idea of using different colours in the knowledge tests was to help the respondents in breaking the monotony of taking the knowledge tests.

3.10 Planning for Experiment

The experimental treatment were assigned to the classes rather than to the individual due to the ease of administration. Thus, the nature of the study was quasi experiment which took into consideration heterogeneity of groups that exists in real teaching learning situation. Permission was taken from the Dean, Faculty of Home Science and teachers teaching First Year. Periods (time) were secured in advance with the permission of the class teacher to conduct the film shows. Time plan was made and classes were fixed accordingly.

3.11 Data Collection

The data were collected in the month of March and April 1993, from First Year students of the Faculty of Home Science, M. S. University, Baroda.

For data collection, the groups formed by the Faculty office were used. There were six groups in all viz., A, B, C, D, E and F. Each group was further divided into three sub-groups viz. A1, A2, A3, B1, B2, B3, C1, C2, C3, D1, D2, D3, E1, E2, E3, F1, F2, and F3 for attending the practical classes. Each group was exposed to the seven video films separately. Care was taken to see that there were no clashes of classes among all the groups.

Before starting the experiment, the researcher with the help of class teacher of Ist year, administered the Questionnaire and collected data on personal factors, SES, modernity and personality of the respondents.

3.12 Conducting the Experiment

The experiment was carried out from March 1993 to April 1993. This experiment consisted of pre and post-test design. Therefore, the experiment involved three distinct stages :

- (a) Pretest
- (b) Experimental teaching
- (c) Posttest

3.12.1 ADMINISTERING THE PRETEST

The pretest was conducted with the group just before teaching through video film. The pretest had knowledge test items based on the content covered in the video film.

3.12.2 EXPERIMENTAL TEACHING

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

3.12.3 ADMINISTERING THE POSTTEST

The posttest was administered immediately after the video teaching.

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

3.13 Scoring and Categorization

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

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

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

Scores were given to the students for this variable, as shown in the Appendix 14. The possible scores ranged from least (0) to maximum (37). The respondents were divided into two categories under this variable as follows.

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

Second part of the questionnaire had items to measure socio-economic status of the respondents. The scoring was done according to Desai Standardized scoring pattern, 1987.(Appendix 15-B).

The categorization was done as follows :

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

Third part of the questionnaire had items to measure level of overall modernity. The scoring was done according to the Alex Inkele's scoring pattern, 1974 (Appendix 16-B). The categorization was done as follows :

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

The fourth part of the questionnaire had items to measure personality of the respondents. The scoring was done accordingly to A. Hafeez and V.S. Shanthamani scoring pattern, 1974. (Appendix 17-B). The categorization was done as follows.

<u>Range of Score</u>	<u>Personality traits</u>
8 - 10	High extroversion
5 - 10	High intraversion
below 8	} Ambiversion
in extroversion	
below 5	
in intraversion	}

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

done as follows.

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

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

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

Knowledge Tests : As discussed before, the knowledge tests were completely objective in nature. Each correct answer was given a score of one and the incorrect answer was given zero score. The maximum obtainable score for one knowledge test was 20. A key was prepared for scoring the tests (Appendix-13). Thus, seven tests were made to check the knowledge gain from seven video films.

3.14 Analysis of Data

The data of the present investigation were analysed by employing the IBM PC/AT 386 compatible computer system.

Statistics used for analysis of data :

<u>Purpose</u>	<u>Statistics</u>
1. Distribution of the respondents in terms of personal and demographic characteristics	Percentages
2. To study the gain in knowledge through the video films regarding "Women and Law". For overall and each category of all the variables for both pre-test and post test.	Mean Values
3. To find out the significant differences in the mean scores of pre test and post test of the respondents.	Paired 't' test
4. Analysis of Covariance technique was applied to judge difference in effect due to variable. Analysis of Covariance represents an extension of analysis of variance to allow for the correlation between initial and final scores. Analysis of covariance is specially useful to the researcher when for various reasons it is impossible to equate groups on the criterion variable under study. Through covariance analysis, one is able to adjust the effect in terminal scores which will allow for differences in an initial stage.	ANCOVA

The method used for statistical analysis helped the investigator to meet the objectives and check the research hypothesis leading to conclusion based on the findings regarding effectiveness of the video films in imparting information regarding "Women and Law"; and the selected variables.