

## Chapter 4

### ANALYSIS OF DATA

The present chapter discusses in detail different techniques used for analysis of quantitative and qualitative data and the outcome of the analysis.

#### 4.1 CHANGE IN ATTITUDE TOWARDS GENDER EQUALITY

##### 4.1.1 Comparison of Adjusted Mean Attitude Towards Gender Equality of Experimental Group and of Control Group

Adjusted mean attitude towards gender equality of experimental group was compared with the control group by considering the pretest scores of the same variable as co-variate. The data were analysed using ANCOVA and the results of analysis are presented in Table 4.1.

Table 4.1

Summary of ANCOVA for Attitude towards Gender Equality  
Taking Treatment as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Treatment	1	209.260	209.260	0.283
Error	94	69624.889	740.690	

Table 4.1 shows that the adjusted F-value is 0.283 which is not significant at 0.05 level. It can, therefore, be said that the adjusted mean-attitude-towards-gender-equality scores of the control group and of the experimental group do not differ significantly. Thus, the null hypothesis (no.1) that the adjusted mean attitude-towards-gender-equality scores of the control group and of the experimental group will not differ significantly, is not rejected.

It can be concluded that the treatment had no significant effect on change of attitude towards gender equality.

To find out if the Value Discussion Model as treatment was effective in changing the attitude of the students towards gender equality, in the experimental group the null hypothesis (no.4) was tested with the help of paired samples t-test/correlational t-test. Table 4.2 shows the sample means and SE of pretest and posttest scores and the t-value for the control and the experimental groups.

Table 4.2

Testwise Mean, SE and 't' value of Attitude Towards Gender Equality in the Control Group and the Experimental Group

Control Group					:	Experimental Group				
Test	Mean	SE	r	t-value		Test	Mean	SE	r	t-value
Pre-Test	:75.82	:2.83	:	:		Pre-Test	:81.14	:1.84	:	:
	:	:	:0.75	0.31	:		:	:	:0.36	1.76
Post-Test	:76.48	:3.19	:	:		Post-Test	:84.86	:1.91	:	:
	:	:	:	:			:	:	:	:

From Table 4.2 it can be seen that for the control group the correlated t-value is 0.31 which is not significant at 0.05 level. For the experimental group the correlated t-value is 1.76 which is also not significant at 0.05 level. This indicates that mean pretest-attitude-towards-gender-equality score does not differ significantly from posttest score in control as well as experimental group. Thus the null hypothesis that the pretest and posttest attitude-towards-gender-equality scores will not differ significantly in the experimental group is not rejected. It may be said that the treatment of Value Discussion Model did not significantly affect attitude towards gender equality.

#### 4.2 CHANGE IN GENDER STEREOTYPING

##### Comparison of Adjusted Mean Gender-Stereotyping by Experimental Group and by Control Group

Adjusted mean gender-stereotyping by the experimental group and by the control group were compared by considering the pretest scores on the same variable as co-variate. The results of the ANCOVA are summarised in Table 4.3.

Table 4.3

##### Summary of ANCOVA for Gender-Stereotyping taking Treatment as a Source of Variance

Source of Variance:	df	:	SSy.x	:	MSSy.x	:	Fy.x
Treatment	1	:	962.939	:	962.939	:	22.68**
Error	61	:	2589.909	:	42.458	:	
		:		:		:	

\*\* Significant at 0.01 level.

It can be seen from Table 4.3 that the adjusted F-value is 22.68 which is significant at 0.05 as well as 0.01 levels. It shows that the adjusted mean gender stereotype scores of the control group and the experimental group differ significantly. Thus, the null hypothesis (no.2) that the adjusted mean gender stereotype scores of the control group and of the experimental group will not differ significantly is rejected.

To find out if the Value Discussion Model as treatment was effective in changing gender stereotyping in the experimental group the null hypothesis (no.5) was tested with the help of paired samples t-test/correlated t-test.

Table 4.4

Testwise Mean, SE and 't' Value of Gender-Stereotyping  
(vis-a-vis Professions) in the Control Group  
and the Experimental Group

Control Group					Experimental Group				
Test	Mean	SE	r	t-value	Test	Mean	SE	r	t-value
Pre-Test	31.68	1.60			Pre-Test	37.33	0.79		
			0.70	1.00				0.05	4.08**
Post-Test	30.36	1.78			Post-Test	41.40	.65		

\*\* Significant at 0.01 level.

Table 4.4 shows that the correlated t-value for the control group is 1.00 which is not significant at 0.05 level. It indicates that mean pretest gender stereotyping score does not differ significantly from mean posttest score in the control group.

The correlated t-value for the experimental group is 4.08 which is significant at 0.01 level. It indicates that mean pretest gender-stereotyping score does not differ significantly from mean posttest score in the experimental group. Thus, the null hypothesis (no.5) that the pretest and posttest gender-stereotyping scores will not differ significantly is rejected. Hence, it may be said that Value Discussion Model as treatment significantly affected the gender-stereotyping with respect to professions. The mean pretest scores and mean posttest scores of the experimental group also reveal that the change occurred in the positive direction because the extent of gender non-stereotyping increased.

Correlated t-tests were carried out for the experimental group to further understand the change in gender-stereotyping with respect to professions labeled as 'appropriate only for women' and 'appropriate only for men'. Tables 4.5 and 4.6 present the outcome of the analysis.

Table 4.5

Testwise Mean, SE and 't' Value of Gender-Stereotyping  
in the Experimental Group With Respect to  
Professions Labeled as 'Appropriate Only for Women'

Test	Mean	SE	r	t-value
Pretest	4.67	0.277	0.105	3.66**
Posttest	3.10	0.357		

\*\* Significant at 0.01 level.

Table 4.5 shows that the correlated t-value is 3.66 which is significant at 0.01 level. The mean pretest and posttest scores show that the mean posttest score is lower than the mean pretest score for professions labeled as 'appropriate only for women'. Hence it may be said that in the experimental group, Value Discussion Model was effective in bringing down gender-stereotyping with respect to professions labeled as 'appropriate only for women'.

Table 4.6

Testwise Mean, SE and 't' Value of Gender-Stereotyping  
in the Experimental Group With Respect to  
Professions Labeled as 'Appropriate only for Men'

Test	Mean	SE	r	t-value
Pretest	7.67	0.640	0.001	2.60**
Posttest	5.43	0.573		

\*\* Significant at 0.01 level.

Table 4.6 shows that the correlated t-value is 2.60 which is significant at 0.05 level. The mean pretest and posttest scores show that the mean posttest score is lower than the mean pretest score for professions labeled as 'appropriate only for men'. Hence it may be said that in the experimental group, Value Discussion Model was effective in bringing down gender-stereotyping with respect to professions labeled as 'appropriate only for men'.

The change in gender stereotypes with respect to professions was further analysed with the help of frequencies and percentage of T, F and M scores :

T = Profession is appropriate for both, men and women;	Higher the T score, lower the level of gender-stereotyping
F = Profession is appropriate only for women; and	Higher the M and F scores, higher the level of gender-stereotyping
M = Profession is appropriate only for men.	

The frequencies and percentages of each type of score on pretests and posttests were compared to reveal more information on change with respect to each profession. This analysis was carried out for the experimental group only. Several questions were raised to gain more insight. These were :

Which professions are considered appropriate for both, men and women, by students even before they participated in the Value Discussion sessions?

Which professions were considered predominantly 'male' or predominantly 'female' and in which of these change was observed after the treatment?

Which were the professions in which no change was observed after the treatment?

The responses of students were categorised on the basis of the above questions and the following criteria based on the pretest scores were used for categorisation of professions :

- i) When the T score (which is actually an indication of gender-non-stereotyping) on any profession is above 80% (i.e. more than 80% of students considered the profession appropriate for both genders) the profession was categorised as 'Appropriate for both, men and women'.
- ii) When the T score on any profession was 60% to 80% and the scores for both F and M less than 20% but the inclination towards any one gender (shown by F or M score) was more than the other, the profession was categorised as 'Appropriate for both genders but with a slight inclination towards men or women', as the case may be.
- iii) When the T score on any profession was 60% to 80% and the percentage of students inclining towards any one gender for a given profession was at least 20% (shown by F or M scores on a profession), the profession was categorised as 'more appropriate for women' or 'more appropriate for men'.
- iv) When the percentage of students inclining towards any one gender on a given profession was higher than the percentage of students considering the profession



appropriate for both genders, the profession was categorised as 'predominantly masculine' or 'predominantly feminine'.

For evaluating the change in gender-stereotyping about a particular profession the following criteria were observed :

- i) When after the treatment the T score went up by more than 20% on a given profession (showing reduction in gender-stereotyping and increase in non-stereotyping) and there was a reduction in F and M scores the change was considered 'Noteworthy'.
- ii) When after the treatment the T score went up by more than 5% and upto 20%, the change was considered 'up to some extent'.
- iii) When after the treatment the T score went up by 5% or less, the change was considered 'negligible'.

The results of the analysis are presented in the tabular summary (Tables 4.7 to 4.13) that follows:

Table 4.7

## Professions Considered Appropriate for Both, Men and Women

Professions Included:		Change After Treatment		
in the Category				
Before Treatment	:	Noteworthy:	Upto Some:	Negligible
	:	Extent	:	
Doctor	:	:	:	Doctor
Lawyer	:	:	:	Lawyer
Accountant	:	:	:	Accountant
Musician	:	:	:	Musician
Computer Engineer	:	:	:	Computer Engineer
Librarian	:	:	:	Librarian
Telephone Operator	:	:	:	Telephone Operator
Journalist	:	:	:	Journalist
Scientist	:	:	:	Scientist
Mathematician	:	:	:	Mathematician
Linguist	:	:	:	Linguist
Sports-person	:	:	:	Sports-person
Sales person	:	:	:	Sales person

Table 4.7 shows a list of professions considered appropriate for both genders. Even before the treatment gender-stereotyping was not observed in all these professions and after the treatment also they remained in the same category.

Table 4.8

Professions Considered Appropriate for Both Genders  
But With a Slight Inclination Towards Women

Professions Included:		Change After Treatment		
in the Category				
Before Treatment	:	Noteworthy:	Upto Some Extent:	Negligible
Dancer	:	:	Social Worker	:
	:	:		Dancer
Typist	:	:		:
	:	:		Typist
Social Worker	:	:		:

Table 4.8 shows that before the treatment a majority of students (more than 60%) considered the professions of dancer, typist and social worker appropriate for both genders. There were, however, some students (6% in case of typist and social worker and 14.6% in case of dancer) who considered these professions appropriate only for women. After the treatment Dancer and Typist remained in the same category whereas the T score for Social Worker went up from 77% to 83.6% and the F score came down from 6% to 0. The M score was 0 on pre as well as posttest. Thus after the treatment the profession of Social Worker moved in the category 'appropriate for both, men and women'.

Table 4.9

**Professions Considered Appropriate for Both Genders  
But With a Slight Inclination Towards Men**

Professions Included: in the Category Before Treatment		Change After Treatment :-----:-----:----- :Noteworthy:Upto Some Extent: Negligible		
Announcer	:	:	:	:
Computer Programmer	:	:	:	:
Bank-tellar	:	: * Announcer	:	: Bank-tellar
Ad Executive	:	: Computer	:	:
Corporate Officer	:	: Programmer	:	: Police
Police Officer	:	: * Ad Executive	:	: Officer
Film Director	:	: * Corporate	:	:
Minister	:	: Officer	:	: Minister
Politician	:	: * Film Director	:	:
Film Producer	:	: Politician	:	: Photographer
Photographer	:	: * Film Producer	:	:
Finance and Tax-	:	: Finance and Tax:	:	:
Consultant	:	: Consultant	:	:
Acting	:	: Acting	:	:
	:	:	:	:

Before the treatment there were 13 professions (listed in Table 4.9) which were considered appropriate for both genders by a majority (more than 60%) of students. There were, however, some students (ranging from 8% to 17%) who considered these professions appropriate only for men. Out of these 13 professions, negligible change was observed with regard to the professions of Bank-tellar, Police officer, Minister and Photographer. They continued to remain in the same category. For the rest of the nine professions the T score went up by more than 5% and up to 19% and the M score came down. Despite the change the professions of Computer programmer, Politician, Finance & tax consultant and Actor remained in the same category as their T score did not rise above 80%. Five professions starred in the Table 4.9, however, moved to the category 'appropriate for both, men and women' because their T score rose above 80%. These professions were :

Announcer	(T score rose from 77.6% on pretest to 83.6% on posttest and M score came down from 7.2% to 0);
Ad Executive	(T score rose from 77.6% on pretest to 83.6% on posttest and M score came down from 7.2% to 1.5%);
Corporate Officer	(T score rose from 77.6% on pretest to 83.6% on posttest and M score came down from 7.2% to 0);
Film Director	(T score rose from 72.8% on pretest to 80.6% on posttest and M score came down from 12.16% to 3.00%);
Film Producer	(T score rose from 67.64% on pretest to 80.1% on posttest and M score came down from 14.56% to 3.00%).

Table 4.10

## Professions Considered More Appropriate for Women

Professions included: in the Category		Change after Treatment		
Before Treatment	:	Noteworthy	: Upto Some Extent	:Negligible
Fashion Model	:	Fashion Model	:	:
Dress Designer	:	Dress Designer	:	:

Table 4.10 shows two professions which were considered 'more appropriate for women' before the treatment. 43.28% students considered the profession of Fashion Model appropriate only for women while 40.28% considered it 'appropriate for both genders'. 2.4% students considered it 'appropriate only for men'. After the treatment the percentage of students considering Fashion Modelling appropriate for both genders (T score) rose from 43.28% to 61.2% and the F score came down from 40.28% to 17.9%. The M score went up from 2.4% to 7.2%. Thus, after the treatment the profession of Fashion Model moved to category 'appropriate for both genders with slight inclination towards women'.

The profession of Dress Designer was considered 'appropriate only for women' by 36.32% before the treatment while 48.48% students considered it 'appropriate for both genders'. Not a single student considered it appropriate only for men. After the treatment the percentage of students

considering Dress Designing 'appropriate for both genders' went up from 48.48% to 73.1% while the F score came down from 36.2% to 9%. The M score remained 0. Thus, after the treatment the profession of Dress Designer moved to the category 'appropriate for both but with a slight inclination towards women'.

**Table 4.11**

**Professions Considered More Appropriate for Men**

Professions included: in the Category		Change after Treatment			
Before Treatment		: Noteworthy:Upto Some Extent: Negligible			
Chef	:	:	:	:	:
Shopkeeper	:	:	:	:	:
Electrician	:	:	:	:	:
Collector	:	:	:	:	:
Industrialist	:	:	:	:	:
Manager	:	:	:	:	:
Architect	:	:	:	:	:
	:	:	:	:	:

As shown in Table 4.11 seven professions were considered more appropriate for men. Before the treatment, at least 20% students considered them 'appropriate only for men'. The F score was 0 for all seven professions. After the treatment negligible change was observed in two professions - Chef and Electrician. In fact, in the case of Electrician the T score came down by 4% and M score went up by 3%.

The professions for which the change was observed to some extent included : Shopkeeper (T score went up from 50.88%

before treatment to 58.2% after treatment and M score came down from 33.9% to 25.4%); Industrialist (T score went up from 59.6% before treatment to 76.1% after treatment and M score came down from 21.76% to 6%); Manager (T score went up from 59.6% before treatment to 77.6% after treatment and M score came down from 19.4% to 4.5%); and Architect (T score went up from 58.4% to 79.1% and M score came down from 19.4% to 4.5%). Despite the change the profession of Shopkeeper remained in the same category after treatment while Industrialist, Manager and Architect moved to the category 'appropriate for both genders but with a slight inclination towards men', but the extent of change was negligible.

Collector was the only profession on which noteworthy change was observed after treatment. The T score went up from 58.6% before treatment to 83.6% after treatment and the M score came down from 21.76% to 0. The F score remained 0 before and after treatment. Thus, after treatment the profession of Collector moved to the category 'appropriate for both, men and women'.

Table 4.12

**Professions Considered Predominantly Feminine**

Professions included :		Change after Treatment	
in the Category			
Before Treatment		Noteworthy:	Upto Some Extent: Negligible
Baby-sitter	:	:	:
Nurse	:	:	:
Housework	:	:	:
Pre-school Teacher	:	:	:
	:	:	:

Table 4.12 shows four professions falling in the category of predominantly feminine professions before treatment. For these professions the percentages of students considering these professions 'appropriate only for women' were higher than of those considering them appropriate for both genders.

After the treatment change up to some extent was observed on three professions - Baby-sitter (T score went up from 2.4% before treatment to 9.0% after treatment and F score came down from 82.4% to 74.6%); Nurse (T score went up from 12.16% before treatment to 20.9% after treatment and F score came down from 70.24% to 62.7%); and Pre-school teacher (T score went up from 40.3% before treatment to 52.2% after treatment and F score came down from 43.68% to 31.3%). In all three cases M score was 0 before as well as after treatment. Despite the change all three professions remained in the category of 'professions considered predominantly feminine'.

Housework was the only profession which registered noteworthy change after treatment. The T score went up from 14.6% before treatment to 38% after treatment and F score came down from 70.2% to 43.3%. Housework, however, remained in the same category (that is, predominantly Feminine) even after the change.



Table 4.13

## Professions Considered Predominantly Masculine

Professions included: in the Category		Change after Treatment	
Before Treatment		Noteworthy	Upto Some Extent: Negligible
Taxi Driver	: Waiter	: Taxi Driver	: Mechanic
Farmer	: Pilot	: Farmer	:
Waiter	:	:	:
Mechanic	:	:	:
Pilot	:	:	:
	:	:	:

As shown in Table 4.13 five professions were in the category 'predominantly masculine' before treatment. For these professions the percentages of students considering them appropriate only for men were higher than those considering them appropriate for both genders.

After the treatment the change registered on the profession of Mechanic was negligible; the T score went up from 29.1% before treatment to 29.9% after treatment and the M score came down from 55.7% to 53.7%.

Taxi Driver and Farmer were two professions on which change up to some extent was observed. In case of Taxi Driver the T score rose from 7.2% before treatment to 19.4% after treatment while M score came down from 77.6% to 64.2%. In case of Farmer the T score rose from 7.2% before treatment to 25.4% after treatment and the M score came down from 75.2% to 58.2%. Despite the change both the professions remained in the same category - 'predominantly masculine'.

Noteworthy change was observed on two professions - Waiter and Pilot. In case of Pilot the T score went up from 38.7% before treatment to 67.2% after treatment and the M score came down from 46.1% to 16.4%. In case of Waiter the T score rose from 16.9% before treatment to 43.3% and the M score came down from 63.04% to 40.3%. Thus, after treatment the profession of Pilot shifted from the category 'predominantly masculine' to the category 'appropriate for both but with slight inclination towards men' that of Waiter moved to the category 'more appropriate for men'.

For all the five professions in this category the F score was 0 before as well as after treatment.

#### **4.3 REASONS GIVEN FOR GENDER-STEREOTYPING PROFESSIONS**

4.3.1 The gender-stereotype test required the respondents to give a reason when they marked a profession appropriate only for men or only for women.

Qualitative analysis revealed that all the reasons given by students fell into eight broad categories. There were several students who did not give any reason for their choice.

The categories are described below with examples (translated into English) from the response sheets.

(1) Category A

Reasons stating that a profession is appropriate for only men or only women because conventionally or traditionally they have been doing it.

Examples:

- i) Traditionally it is women's job.
- ii) Usually this job is handled by men.
- iii) This is women's duty.
- iv) This job is more suitable for men.
- v) Never saw a woman doing this job.
- vi) Not appropriate for males.
- vii) Only women have been doing this job.
- viii) The name of the job (e.g. 'nurse') itself suggests that it is meant for women.

(2) Category B

Reasons stating that only men or only women have the necessary knowledge, skills or art for a particular profession.

Examples:

- i) Women lack the knowledge required for this job.
- ii) Men do not have the appropriate skill for this job.
- iii) Women lack the know-how required for this job.
- iv) Only women possess the art of doing this.

(3) Category C

Reasons stating physical strength as a key factor in a particular profession (predominantly used in 'male' professions).

Examples:

- i) This job requires a strong physique.
- ii) Women lack the necessary strength.
- iii) Women are delicate.
- iv) Women cannot work under inclement weather conditions.
- v) This job requires hard work.

(4) Category D

Reasons stating that only men or only women have the innate qualities required for a particular profession.

Examples:

- i) This job is not suitable to male temperament.
- ii) A woman would be scared of doing such a job.
- iii) Women are more affectionate and caring.
- iv) Women lack the level of intelligence required.
- v) Women lack the necessary will-power.
- vi) Men lack the patience required.
- vii) Men are temperamentally harsh.

(5) Category E

Reasons stating socio-cultural factors (more frequently used in a negative way to show why a profession is not suitable for men or women).

Examples:

- i) Such a job will defame a woman.
- ii) This job is not befitting a man.
- iii) This job is below the dignity of men.
- iv) One's family would not permit taking up such a job
- v) In such a job there is risk of molestation.
- vi) People may consider a holder of such a job a woman of easy virtue.
- vii) The society will not accept a man/a woman in this job.
- viii) The person will be ridiculed by people.

(6) Category F

Reasons stating that men or women have other responsibilities which makes it difficult for them to take up a particular profession.

Examples:

- i) They have other responsibilities.
- ii) They are busy otherwise.

(7) Category G

Stating low income as a reason (chiefly used negatively to show why a profession is not appropriate for men).

Examples:

- i) This is a low paid job.
- ii) The remuneration is not adequate.

(8) Category H

Stating lack of opportunity as reason.

Examples:

- i) Women do not get opportunity to get this job.
- ii) Men are not chosen for this job.

Tables 4.14 to 4.17 present quantitative analysis of reasons given for different categories of professions.

Table 4.14

Reasons Given for the Professions Considered More Appropriate for Women  
(in percentages of respondents)

Reason	Tradition	Knowledge	Physical	Innate	Social	Other Respon-	Low	Lack of
	Convention	Skill	Strength	Quality	Reasons	sibilities	Income	Opportu-
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	nity (H)
Test	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
Profession:								
Fashion Model	12.2 7.6	19.4 6.0	- -	19.4 1.5	12.2 9.1	- -	- -	- -
Dress Designer	19.4 3.0	17.0 7.6	- -	2.4 -	- -	- -	2.4 -	- -
	31.6 10.6	36.4 13.6	0 0	21.8 1.5	12.2 9.1	0 0	2.4 0	0 0

Table 4.15

Reasons Given for the Professions Considered Predominantly Feminine  
(in percentages of respondents)

Reason	: Tradition :		: Knowledge :		: Physical :		: Innate :		: Social :		: Other Respon- :		: Low :		: Lack of :	
	: Convention :		: Skill :		: Strength :		: Quality :		: Reasons :		: sibilities :		: Income :		: Opportu- :	
	: (A) :		: (B) :		: (C) :		: (D) :		: (E) :		: (F) :		: (G) :		: nity (H) :	
Test	: Pre	: Post	: Pre	: Post	: Pre	: Post	: Pre	: Post	: Pre	: Post	: Pre	: Post	: Pre	: Post	: Pre	: Post
Profession:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Baby-sitter	:14.0	9.1:	48.3	24.2:	-	-	:21.8	39.4:	2.4	3.0:	2.4	-	-	-	-	-
Nurse	:31.5	30.3:	7.2	9.1:	-	-	:17.0	15.2:	12.2	6.1:	-	-	2.4	-	-	1.5
Housework	:19.0	22.7:	36.3	3.0:	-	-	: -	-	:21.8	13.6:	4.8	3.0	-	-	-	-
Preschool Teacher	: 7.2	4.5:	19.4	6.0:	-	-	:19.4	19.7:	-	-	-	-	-	-	-	-
	:71.7	66.6:	111.2	42.3:	0	0	:58.2	74.3:	36.4	22.7:	7.2	3.0	2.4	0	0	1.5

Table 4.16

Reasons Given for the Professions Considered More Appropriate for Men  
(in percentages of respondents)

Reason	Tradition	Knowledge	Physical	Innate	Social	Other Respon-	Low	Lack of
	Convention	Skill	Strength	Quality	Reasons	sibilities	Income	Opportu-
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	nity (H)
Test	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
Profession								
Chef	14.0 16.7	11.8 1.5	7.2 3.0	- -	4.8 12.1	- -	2.3 -	- -
Shop-keeper	7.2 7.6	14.6 7.6	- -	- -	12.2 10.6	- -	- -	- -
Electrician	9.8 10.6	4.8 6.1	2.4 6.1	7.2 10.6	4.8 4.5	- -	- -	- -
Collector	4.8 -	9.8 -	- -	2.4 -	- -	- -	- -	- -



Table 4.17

Reasons Given for the Professions Considered Predominantly Masculine  
(in percentages of respondents)

Reason	Tradition		Knowledge		Physical		Innate		Social		Other Respon-		Low		Lack of	
	Convention		Skill		Strength		Quality		Reasons		sibilities		Income		Opportu-	
	(A)		(B)		(C)		(D)		(E)		(F)		(G)		nity (H)	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Profession:																
Taxi Driver	19.4	10.6	7.2	4.5	2.4	6.1	7.2	19.7	34.0	21.2	2.4	-	2.4	-	-	1.5
Farmer	7.2	6.1	19.4	4.5	53.4	42.4	-	1.5	2.4	3.0	2.4	1.5	-	-	-	-
Waiter	12.2	12.1	12.2	-	2.3	-	-	1.5	36.3	24.2	-	-	4.8	-	-	1.5
Mechanic	12.2	18.2	24.2	9.0	17.0	16.7	-	3.0	2.4	7.6	-	-	-	-	-	-
Pilot	21.8	7.6	9.8	-	-	-	14.6	9.1	-	-	-	-	-	-	-	-
	72.8	54.6	72.8	18.0	75.1	65.2	21.8	34.8	75.1	56.0	4.8	1.5	7.2	0	0	3.0

### Difference in Frequency of Reason Categories Before and After Treatments




<sup>a</sup> Percentage of the frequency before treatment.

#### 4.3.2 Comments on Reasons Given for Gender-Stereotyping Professions

(1) Before the treatment Knowledge, Skill, Art; Tradition/Convention; Social Reasons; and Innate Qualities were the most frequently stated reasons (in descending order) for a profession being considered appropriate for only one gender. Also, the same categories of reasons were cited for majority of professions. After treatment also they remained the most frequently stated reasons but the order changed : Tradition/Convention; Innate Qualities; Social Reasons; and Knowledge, Skill, Art in descending order.

(2) When the reasons given before-treatment and after-treatment were compared, for every reason category except 'lack of opportunity' (the score increased from 0 to 4.5) the after-treatment frequency was lower than the before treatment frequency. The difference in frequencies was observed as shown in Table 4.18.

For professions considered predominantly feminine and masculine the after-treatment frequencies were higher than the before-treatment frequencies for the reason - Category D innate qualities.

(3) The maximum difference in before-treatment and after-treatment frequencies was observed for the reason - Category B 'knowledge, skill and art' (reduction by

68.3%). Compared to that the difference is much less for categories 'tradition/convention (reduction by 23.2%) and social reasons' (reduction by 26.3%) and the difference is the least for the category 'innate qualities' (reduction by 0.01%).

- (4) Before the treatment and after the treatment (reduction by 13.5%) 'requirement of physical strength' was predominantly cited as a reason for the profession of farmer and to some extent for mechanic to explain why these professions are considered appropriate only for men. Understandably, the justification of physical strength was given for only those professions having a masculine inclination.
- (5) Other responsibilities at home are in reality a factor which discourage many women from taking up certain professions which demand long hours or very high responsibility at a job. Remarkably, negligible percentage of students thought of this factor. A very small percentage considered it while saying why men can not do baby sitting or housework.
- (6) Lack of opportunity is also a major constraint for both genders in taking up unconventional professions. But students considering this factor were again negligible in percentage. None of the students gave this reason before the treatment and only 4.5% after the treatment.

#### 4.4 CHANGE IN VALUE JUDGEMENT

The Value Test was in two parts : Part - I was scored quantitatively and analysed statistically while Part-II was subjected to qualitative analysis.

##### 4.4.1 Comparison of Adjusted Mean Value Judgement of Experimental Group and of Control Group

Adjusted mean value judgement of the experimental group was compared with that of the control group. Comparison was made by considering the pretest scores of the same variable as Co-variate and data were analysed using ANCOVA. Table 4.19 summarises the results of ANCOVA.

Table 4.19

Summary of ANCOVA for Value Judgement taking Treatment as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Treatment	1	133.903	133.903	5.020*
Error	89	2374.206	26.676	

\* Significant at 0.05 level.

Table 4.19 shows that the adjusted F-value is significant at 0.05 level. It can, therefore, be said that the adjusted mean value judgement scores of the control group and of the experimental group differ significantly. Thus, the null hypothesis (no.3) that the adjusted-mean-value-

judgement scores of the control group and of the experimental group will not differ significantly is rejected.

Table 4.20 shows the sample means and SE of the pretest and posttest scores and the t-value for the control and the experimental groups.

Table 4.20

Testwise Mean, SE and t-Value of Value Judgement in the Control Group and in the Experimental Group

Control Group					Experimental Group				
Test	Mean	SE	r	t-value	Test	Mean	SE	r	t-value
Pre-Test	27.71	0.93			Pre-Test	28.02	0.65		
			0.896	1.03				0.58	4.52**
Post-Test	28.32	1.25			Post-Test	30.55	0.57		

\*\* Significant at 0.01 level.

Table 4.20 shows that the correlated t-value for the control group is 1.03 which is not significant at .05 level. This indicates that mean pretest value judgement score does not differ significantly from the mean posttest score in the control group.

The correlated t-value for the experimental group is 4.52 which is significant at .05 as well as .01 levels. This indicates that the mean pretest value judgement score differs

significantly from the mean posttest score in the experimental group. Thus the null hypothesis (no.6) that the pretest and posttest value judgement scores will not differ significantly is rejected. Hence it may be said that Value Discussion Model as treatment significantly affected Value Judgement of students. The mean posttest score in the experimental group is higher than the mean pretest score and hence the effect was in the positive direction.

The value test contained twelve situations (Appendix 4). Correlated t-test/paired samples t-test was carried out for the experimental group taking the mean pretest score and mean posttest score on each of the twelve situations.

Table 4.21 shows the testwise mean, SE and t-value of Value Judgement for the seven situations on which the mean posttest scores significantly differed from the mean pretest scores.

Table 4.21

Testwise Mean, SE and t-Value of Value Judgement for  
Situations on Which Value Discussion Model was Found Effective

Situation on Value Test:	Test	Mean	SE	r	t-value
Situation - 2	Pretest	1.53	0.124		
A boy applying for Home Science	Posttest	1.98	0.129	0.459	3.45**
Situation - 3	Pretest	2.26	0.135		
Husband of a working woman sharing household work	Posttest	2.50	0.113	0.573	2.08*
Situation - 4	Pretest	1.88	0.117		
Who to entertain guests - brother watching television or sister doing school lessons?	Posttest	2.15	0.111	0.363	2.12*
Situation - 5	Pretest	2.14	0.138		
Brothers sharing home-chores with sisters after school	Posttest	2.42	0.112	0.303	1.93*
Situation - 8	Pretest	1.76	0.137		
Dress-code for daughter-in-law	Posttest	2.33	0.119	0.349	3.93*
Situation - 9	Pretest	2.21	0.137		
Partiality in punishment to boys and girls	Posttest	2.55	0.113	0.201	2.09*

\* Significant at 0.05 level.

\*\* Significant at 0.01 level.



Table 4.22 shows the testwise Mean, SE and t-value of Value Judgement for the five situations on which the mean pretest and posttest scores did not differ significantly.

Table 4.22

Testwise Mean, SE and t-Value of Value Judgement  
for Situations on Which Value Discussion Model  
Had No Significant Effect

Situation on Value Test:	Test	Mean	SE	r	t-value
Situation - 1	Pretest	1.65	0.132		
-----				0.435	1.18
Girls expected to cook for the group on a picnic	Posttest	1.81	0.133		
Situation - 6	Pretest	2.37	0.131		
-----				0.354	1.00
Priority for a bright girl student-betrothal or advanced education	Posttest	2.52	0.106		
Situation - 7	Pretest	2.27	0.137		
-----				0.260	0.56
Cooking classes for girls and Karate classes for boys in summer vacation	Posttest	2.36	0.127		
Situation - 10	Pretest	2.53	0.128		
-----				0.236	1.27
Taking part in the crusade against social evils	Posttest	2.71	0.101		
Situation - 11	Pretest	2.77	0.396		
-----				0.110	0.08
Special bus for working women	Posttest	2.74	0.097		

Except Situation No.1, the pretest scores were already high on all situations especially on nos. 10 and 11. The maximum Mean Score possible on the pre and posttests on any situation being 3, one can see why the statistical analysis shows no significant change in the posttest.

4.2.2 The second part of the response on value test required students to give justifications for their choice of a particular alternative. The different reasons given for each choice under every situation were summarised and tabulated in terms of the frequency of their citation before treatment and after treatment to see if there was any shift due to the treatment.

Situationwise tabular summaries are given below.

# Situation 1

I. You have gone for mountaineering with your friends. After reaching your destination you come to know that the organisers have not hired a cook. The organisers argue that in the group there are many girls who can cook after completing the day's mountaineering which would help cut down the expenditure and the group members will have to bear less costs per head.

## Choice-1

You agree with the organisers and you will support their argument.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 1.1	6	4
* At home it is girls' job to cook, why then should they have objection to cook when on outing? (boys and girls)	_/	_/
* If the girls are not to cook, who will? (boys and girls)	_/	_/
* Girls need not feel ashamed in cooking, need they? (boys and girls)	_/	_/
* If the hiker group has some girls as members, where is the need of engaging a cook? (boys and girls)	_/	_/
Category 1.2	4	3
* Boys are no match to girls in preparing tasty dishes. (boys and girls)	-	_/
* Cooking will afford the girls training for the future. (girls)	-	_/
* Such an arrangement will be convenient to all. (boys and girls)	_/	-

\_/ shows whether the reasoning was given before or after the treatment or at both the times.

Situation 1 (contd..)

	Frequency	
	Before	After
	treatment	treatment
Category 1.3	10	15
* Expenditure will be less. The resulting savings (if a cook is not engaged) will enable the group to have extended sight seeing. (boys and girls)	_/	_/
* From the savings the girls can prepare additional tasty dishes which should be a delight to the boys. (boys)	_/	_/
Category 1.4	5	9
* Self-cooking is a pleasant activity which can give tasty dishes. (boys and girls)	_/	_/
* It is our duty to give co-operation. (girls)	_/	_/
* We shall remain hungry if we indulge in this sort of argumentation. (girls)	_/	-
* We must help our team-mates and cooperate with friends. (girls)	-	_/
* Working with and for friends is more pleasant than even mountaineering. (girls)	_/	_/
* We have to listen to the organizers who are in control. (boys)	_/	-
Category 1.5	0	1
* Let the girls cook for the group, but we shall compel the organizers to monetarily compensate the group for not engaging a cook. (boy)	-	_/

Situation 1 (contd..)

Choice-2

You do not agree with the organizers but you will keep quiet.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	11	2
* Protesting will spoil the atmosphere; better to do the assigned job remaining silent. (girls)	_/	-
* Anyway it is we who cook at home; we are prepared to take up cooking here also. (girls)	_/	-
* We shall protest a little bit and thereafter cook for the group after resting for a while. (girls)	_/	-
* (If we do not cook) are we going to remain hungry? (girls)	_/	-
* Protesting will not get us a cook. (girl)	-	_/
* Why argue as if we can go back to the base to get a cook? (girl)	-	_/

Choice-3

You do not agree with the organizers and you will openly oppose their decision.

Category 3.1	16	12
* The girls have paid for the tour as much as the boys; if they are required to undertake cooking, their money would go waste. (boys and girls)	_/	_/
* The girls have joined the group for sight seeing, pleasure and relaxation, what pleasure will they get if cooking is forced on them? (boys and girls)	_/	_/

Situation 1 (contd..)

	Frequency	
	Before treat- ment	After treat- ment
* The girls have to cook at home. If they have to take up the same duty here also, how can they feel the pleasure of changing the routine? (boys and girls)	—/	—/
* Girls are not bound to accept cooking as a permanent duty. (boys and girls)	-	—/
* Why should the girls be expected to accept drudgery to bring down the tour expenses for the whole group? (girls)	—/	—/
Category 3.2	2	0
* After practising mountain-climbing we shall be tired and hungry as wolves. If the girls are to cook after coming down, they will take time in cooking. We might, then feel inclined to engage in destructive activities: driven by pangs of hunger. (boys)	—/	-
Choice-4 Any other option.		
Category 4.1	3	1
* If the girls are expected to cook, the boys must be assigned other duties. (girls)	—/	—/
* If the girls have to cook, the boys must be assigned the job of cleaning utensils. (girls)	—/	-
Category 4.2	8	20
* Now that it is not possible to get a cook we boys will help the girls in cooking. (boys)	—/	—/

## Situation 1 (contd..)

		Frequency	
		Before	After
		treatment	treatment
* In mountain-climbing the girls get tired as much as the boys. It would be injustice to girls if they alone have to cook for the group. The boys and girls should cooperate with each other in cooking. (boys and girls)		—/	—/
Category 4.3		0	1
* It is the organizers who are at fault and it is they who shall help the girls in cooking. (boy)			

## Observations

The reasons given in support of various choices vary from low level (favouring status-quo, blindly respecting the authority or motivated by personal benefit) to higher levels demanding logical justice and a practical but just way out. Even though a large number of respondents continued favouring the status-quo reflecting gender bias (resulting in the change being statistically insignificant), the rise (from 8 before the treatment to 20 after treatment in Category 4.2) in the number of respondents insisting for justice without gender bias and, at the same time, for working out a practical way out of the unfavourable situation, indicates an encouraging influence of the treatment on some students.

## Situation 2

II. Your younger brother has just passed his H.S.C. examination with good marks. He wants to join the Home Science College but the College refuses to accept boys. Your brother wants to take action against such a policy but does not receive much support at home or from friends. Under the circumstances -

### Choice-1

You will tell your brother that his choice is inappropriate and will advise him to choose some other discipline.

	: Frequency	
	:Before:	:After:
	Treat-ment	Treat-ment
Category 1.1	: 35	: 15
* Home Science is not an appropriate choice for boys. (boys and girls)	: _/	: _/
* What is there for a boy to learn in Home Science? (boys and girls)	: _/	: _/
* Home Science is meant for girls. (boys and girls)	: _/	: _/
* In Home Science they teach only household chores. (boys and girls)	: _/	: _/
* What job can a boy get after getting a degree in Home Science? (boys and girls)	: _/	: -
* As adults the boys are expected to earn and maintain parents, not to help in the kitchen. (girls)	: _/	: -
* A boy should go in for a paying line (like Chartered Accountancy) for a bright future. (boys and girls)	: _/	: _/
* Why should the boys poke their noses in a college meant only for girls? (girls)	: -	: _/
* Our Government is not entirely senseless. It must have felt that Home Science is not for boys and deny boys admission to Home Science. (girls)	: _/	: -



Situation-2 (contd..)

	Frequency	
	Before	After
	Treatment	Treatment
* These days even girls do not prefer Home Science. Why should then boys take up Home Science? (girls)	—/	—/
* If admission to Home Science is made open for boys also, the chance of admission for girls will come down. (girls)	-	—/
* Boys will be discredited if they take up jobs meant for girls. (boys and girls)	—/	—/

Choice-2

You do not mind your brother's choice but you will not involve yourself in his crusade against the college.

	Frequency	
	Before	After
	Treatment	Treatment
Category 2.1	4	2
* My brother's crusade against the college will harm the education of other college students. (boys and girls)	—/	-
* How can we take steps against the college without knowing their difficulties? (girl)	—/	—/
* How can a college be expected to change rules just for a solitary boy? (boy)	-	—/
Category 2.2	10	13
* We would not like to involve ourselves in a court case. (boys and girls)	—/	—/
* There is no end to disputes. (boys and girls)	—/	—/
* I can't help my brother, but his friends can. (boys)	—/	—/

Situation 2 (contd..)

	Frequency	
	Before	After
	Treatment	Treatment
* Even if my brother's choice is correct, what can be done against the rules? (boys and girls)	—/	—/
* It is no use taking up a fight against powers. (boys and girls)	—/	—
* The fight against the college will result only in waste of time. (boys and girls)	—/	—/
* My brother should try for admission to Home Science in another city. (boys and girls)	—/	—/

Choice-3

You support your brother's choice and will help him take action against the college.

	Frequency	
	Before	After
	Treatment	Treatment
Category 3.1	6	11
* Which scripture restricts Home Science to only girls? (girls)	—	—/
* Either keep reserved seats for boys in Home Science Colleges or open Home Science Colleges for boys. (boys)	—	—/
* The word 'Home' in Home Science does not necessarily restrict admission to girls only. (boys and girls)	—/	—/
* This is injustice. I am prepared to support my brother even if we have to approach a High Court. (boy)	—/	—/

## Situation 2 (contd..)

	Frequency	
	Before	After
	Treatment	Treatment
* No work should be considered inferior. My brother will give lead to others by taking up Home Science. (girl)	-	_/
* The management should know that boys cannot harrass girls if admitted to Home Science. These days girls are bold. (girls)	_/	_/
Category 3.2	12	20
* If girls can take up Engineering, why should the boys be denied Home Science? (boys and girls).	_/	_/
* If girls are permitted to select lines meant for boys, boys also should have similar right in selecting a career. (boys and girls)	-	_/
* In these days of equality of genders the rules for admission also must be the same for them. (boys and girls)	_/	_/
* Every individual should enjoy the right of going for education according to one's interest. (boys and girls)	_/	_/

## Observations

There is an overall drift in the position of the respondents vis-a-vis gender-bias from conventional acceptance of separate male and female domains to the acceptance, may be to varying degrees, of gender-equality and logical justice.

The noteworthy point is that with respect to the Category 3.2 (showing higher quality of the justification for acceptance of gender-equality) the change in frequency is from 12 (before the treatment) to 20 (after the treatment).

### Situation 3

III. You live with your parents and two elder brothers. One of your brothers is married. He and your *bhabhi* (sister-in-law) work in the same office. They have a small daughter. Your *bhabhi* does the household work before leaving for office and also cooks dinner after she comes back. She expects that your brother should share the childcare and household responsibilities but your parents do not like this at all as they think men are not expected to attend to such work.

#### Choice-1

You believe that the stand taken by your brother and parents is appropriate and you will support them.

	Frequency	
	Before	After
	treatment	treatment
Category 1.1	4	1
* If the sister-in-law shows understanding and leaves her job the parents-in-law will be pleased. (boys and girls)	—/	—
* The Bhabhi (brother's wife) should finish home chores before going for her job or leave her job if she cannot manage. If I have my way I would make my Bhabhi leave her job. (boy)	—/	—/
Category 1.2	8	6
* My brother will be put to ridicule by the society if he attends to the household chores. (boys)	—/	—/
* Household chores are women's job. (boys and girls)	—/	—/
* These days no man will be ready to do household chores. (boy)	—/	—
* It is a shame that men have to attend to household chores when women are around. The Bhabhi should elicit help from mother-in-law and sister-in-law by love and tact. (boys and girls)	—/	—/

Situation-3 (contd..)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
* In society there are many women who attend to both the household duties and outside job. (boys and girls)	___/	___/
* Someone has to cook in a home. (boys and girls)	-	___/
* A woman compels her husband to do household work just to satisfy her ego. (boy)	___/	___/

Choice-2

You agree with your Bhabhi but will keep quiet in the matter.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
* The brother has to attend his office work. How can he be expected to help in household chores? My mother and I will help Bhabhi if she feels tired. (girl)	4	6
* Even if I am in agreement with my Bhabhi, no one in the family will listen to me. My intervention will result only in loss of peace at home. (boy and girl)	___/	___/
* We juniors can't say anything to elders. (boys and girls)	-	___/
* My brother will be displeased if I express my views. (boy)	___/	___/
* My brother and Bhabhi should have considered such matters before marriage. (boy)	___/	-
* I don't like this tussel, but what can we do in this matter when God has ordained that women are to do household chores? (girl)	___/	___/

Situation-3 (contd..)

Choice-3

You will take your Bhabhi's side and try to convince your brother and parents that your Bhabhi's expectations are reasonable.

	Frequency	
	Before	After
	treatment	treatment
Category 3.1	20	23
* It is injustice to impose a double burden on Bhabhi. (boys and girls)	_/	_/
* Bhabhi is a human being, not a machine. (boys and girls)	_/	_/
* Bhabhi will get tired with the double burden. (boys and girls)	_/	_/
* Bhabhi will have mental tension. (boys and girls)	_/	_/
Category 3.2	8	11
* These days a man should not feel ashamed in taking up household chores. (boys and girls)	-	_/
* If men can cook in hotels, why not at home? (girl)	-	_/
* The parents are old-fashioned, but what about the brother? He belongs to the modern times. (girls)	-	_/
* If the women do not feel ashamed in working outside, why should the men be ashamed of household work? (boys and girls)	_/	_/
Category 3.3	23	29
* Husband and wife are called 'life-partners'. The word itself suggests that they should support and co-operate with each other in every aspect. (boy)	-	_/

Situation 3 (contd..)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
* By earning Bhabhi is reducing my brother's financial burden; he should also reciprocate (boys and girls)	—/	—/
* Bhabhi understands her own responsibility towards the family so all other family members should understand theirs and do their own work. (boys and girls)	—/	—/
* They both work equally hard at their jobs so they should do equal work at home also. (boys and girls)	—/	—/
Category 3.4	4	2
* How would we feel if we have to face similar situation in future? (girls)	—/	—/
* If your own daughter is given such a treatment, how would you feel? (girls)	—/	—/

Choice-4

Any other option.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	7	7
* I understand Bhabhi's difficulty but I may not be able to argue so if no one helps, I will offer all the possible help to my Bhabhi. (boy)	—/	—/
* It is true that Bhabhi gets tired so other women (mother/sister) in the family should help her. (boy and girl)	—/	—/

### Situation 3 (contd..)

		Frequency	
		Before	After
		treatment	treatment
* Brother should not work in the kitchen but he can help in cleaning the house or fetching milk. (girl)		—/	—/
* If brother has no skill in household chores one cannot force him, but he can look after the child. (girl)		-	—/
* We will hire a servant or a housemaid. (boy)		-	—/
* I will tell my brother that either he helps or ask Bhabhi to quit her job. I do not want quarrels in my house. (boy)		—/	-
* Brother should help Bhabhi but he should not help too much. (boy)		—/	-

### Observations

The number of respondents choosing Choice-1 (more or less hardliners steeped in traditional gender bias) decreased after treatment. Also, as response to Choice-3 shows the number of respondents opting for gender equality and natural justice increased after treatment, as confirmed also by statistical analysis (Table 4.21).

The number of respondents choosing Choice-3.3 should be noted. Here the respondents have accepted gender equality and considered husband and wife as equal partners. The number of respondents which was 23 before treatment increased to 29 after treatment.



#### Situation 4

IV. Your parents have gone out leaving the charge of the house with you. In the evening some guests drop-in. You have to carry on conversation with the guests. Your younger sister is doing her home-work while your younger brother is watching television. Whom would you ask to prepare tea and offer snacks to the guests?

##### Choice-1

Ask younger sister to prepare tea and offer snacks to the guests.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 1.1	7	5
* Brother would not know how to make tea. (boys and girls)	—/	—/
* If my brother makes tea and does not do a proper job of it, the guests would carry bad impression about our family. (girl)	—/	—/
* Brother is too young. (boys and girls)	—/	—/
Category 1.2	5	3
* I just don't like the idea that boys do household work. (girl)	—/	—/
* Homework can wait. (boys and girls)	—/	—/
* If the girl sits in the drawing room and the boy makes tea in the kitchen, what would the guests think? (girl)	—/	—/
Category 2.1	12	27
* Homework can not be disturbed; TV watching can wait. (boys and girls)	—/	—/
* Homework is more important. (boys and girls)	—/	—/

Situation 4 (contd..)

		Frequency	
		Before	After
		treat-	treat-
		ment	ment
Category 2.2		1	3
* If girls can do boy's work, boys can do girl's work. (girls)		_/	_/
* Boys should be trained in chores like preparing tea. (girls)		-	_/
Choice-3			
You will not offer tea or snacks to the guests under the pretext that parents are not at home.			
		Frequency	
		Before	After
		treat-	treat-
		ment	ment
		2	2
Choice-4			
Any other alternative.			
Category 4.1		2	5
* Younger brother will make tea but if he needs help, we sisters would go in the kitchen now and then to help him. (girls)		_/	_/
Category 4.2		1	1
* I will order readymade snacks. (boy)		_/	_/
Category 4.3			
* I will prepare tea myself		24	7
- because I am elder and responsible. (boys and girls)		_/	_/

#### Situation 4 (contd..)

		Frequency	
		Before	After
		treatment	treatment
-	because my parents have left the charge of the house to me. (boys and girls)	_/	_/
-	guests can watch TV. (boys and girls)	_/	_/
-	brother and sister will continue conversation with guests. (boys and girls)	_/	_/

#### Observations

There is a general tendency towards decrease in gender-bias, which is especially seen in the case of Choice 2.1 where the number of respondents standing for equal and equitable treatment of girls and boys jumps from 12 (before treatment) to 27 (after treatment). Also the escapist tendency seen in the respondents opting for Category 4.3 the frequency after the treatment has dropped from 24 to 7.

### Situation 5

V. You live in a joint family. In your family there is a tradition that after coming back from school girls have to help in house-work, while boys go out to play.

Choice-1

You will oppose the tradition and will try to change it (how?)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 1.1	32	27
* Today girls are equal to boys in every field (Slogan!) (boys and girls)	_/	_/
* Girls should have equal right to play (general) (boys and girls)	_/	_/
* Even we girls like to play after school (personal) (girls)	_/	_/
* It is not a crime to be born as a girl (boys)	_/	_/
* We sisters study as well as our brothers (girls)	_/	_/
* We girls also get tired and we also need to relax after school (girls)	_/	_/
* Should the boys be pampered just because they are born males? (girls)	_/	_/
* If my brother is supposed to work and earn when he grows up; so am I, so why should I help in housework? (girls)	_/	_/
* When girls grow up and get married they have to do housework. At least let them play now. (boys and girls)	_/	_/
* If boys do not help in housework, girls also won't help. (boys and girls)	_/	_/
* This is a gross injustice. (boys and girls)	-	_/

Situation 5 (contd..)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
* Girls are also human. (boys and girls)	-	_/
* Housework hampers a girls development and progress in studies. (boys and girls)	_/	_/
Category 1.2	2	2
* If girls do not play, boys also should not be allowed to play. (girls)	_/	_/
* Both should not play. (girls)	_/	_/
Category 1.3	8	20
* Boys and girls should study equally, play equally and offer equal help in housework. (girls)	-	_/
* I do not say that you reverse the rules but both boys and girls should play a little and help at home. (boys and girls)	_/	_/
* Helping in housework is also a boy's duty as much as a girl's. (boys and girls)	-	_/
* Training in household chores should be a a part of training for girls as well as boys. (boys and girls)	_/	_/
* We boys will help our sisters. (M) (boys)	-	_/
Category 1.4	5	4
* Girls should be allowed to play a little after school. After that they should help in housework. (boys)		

Situation 5 (contd..)

Choice-2

You do not like the tradition but you will keep quiet about it.

	Frequency	
	Before :treat- :ment	After : treat- : ment
Category 2.1	5	2
* Nobody will listen to us so better keep quiet. (boys and girls)	_/	-
* Youngers in the family have to respect elders' wishes. (boys and girls)	-	_/
* When I protest against such things I always get scolded by my parents and grandparents. (girls)	_/	-
* We have to keep quiet now but when we grow up we will change this tradition. (boys and girls)	_/	_/
Category 2.2	5	2
* Better keep quiet to please parents. (girls)	_/	-
* There is no point in arguing because parents always take brother's side. (girls)	-	_/
* Parents will be on my brother's side because when they grow old he is going to support and take care of them. (girls)	_/	-
* If I protest my parents would think that I am not obedient and I do not like to work. (girls)	-	_/
* If I protest, all the elders would say, "He is a boy after all but what will be your plight when you go to your in-laws? (girls)	_/	-

Situation 5 (contd..)

Choice-3

You do not find anything wrong with the tradition and will let it continue.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	12	6
* In future girls will have to take care of housework; not boys. (girls)	_/	_/
* Girls' jobs are to be done by girls. (boys and girls)	_/	_/
* When sisters are at home, why should brothers work? (girls)	_/	-
* It would not be good if a girl is not trained in housework. Besides, girls get tired if they play. (boys)	_/	-
* It is the accepted social norm that only girls do housework. (boys and girls)	_/	_/
* Girls in our family never object to doing housework. (boys)	-	_/
* When they grow up girls are going to do housework whereas brother is going to earn and support parents. (girls)	_/	_/
* It is our duty to help our mother. (girls)	_/	_/

Choice-4

Any other alternative.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	3	3
* Girls should help in housework after school and boys should sit down to study. No one needs to play. (girls)	-	_/

#### Situation 5 (contd..)

	Frequency	
	Before	After
	treatment	treatment
* Elders should do all the housework and not bother children. (boys)	—/	—/
* Boys can help in jobs like shopping. (girls)	—/	—/
* Boys should not be forced to help in housework but if they have some sense they would offer help. (girls)	—/	-

#### Observations

In case of Choice 1, the respondents offering Category 1.1 are apparently influenced by cliches or show emotional outburst against an existing social situation based on gender-bias. Here the frequency (after treatment) changes to 27 from 32. Maybe some of the respondents opted for more rational choice after the treatment and moved to Category 1.3, which is based on equitable and practical considerations. (In Category 1.3 the frequency jumped to 20 after treatment from 8 before treatment.)

There is also a decrease in the number of boys and girls who accept gender-equality but are too timid to stand up against tradition.

Responses opting for Choice-3 also show decrease in number from 12 to 6 after treatment.



## Situation 6

VI. Your elder sister is a very bright student. She graduated this year and she has been engaged to a graduate young man from your community. Your sister desires to study for a post-graduate degree but the boy's family is not in favour of it. If your sister studies further, the betrothal may be terminated. Under the circumstances -

### Choice-1

You will support your sister's wish for further studies.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 1.1	9	9
* If boys can study further after marriage, girls can too. (girls)	-	—/
* A girl should be free to make her own decision. (boys and girls)	—/	—/
* If a bright girl wants to study further, she should fulfil her desire. (boys and girls)	—/	—/
Category 1.2	20	32
* Studies are more important than marriage. (boys and girls)	—/	—/
* In today's world those who do not study repent. (boys and girls)	—/	—/
* Uneducated people have no place in today's world. (boys and girls)	—/	—/
* If a girl is educated her future is bright. (boys and girls)	—/	—/
* If my sister will study well, she will be able to face life independently. (boys and girls)	—/	—/
* If she is educated she can solve problems in future. (boys and girls)	—/	—/

Situation 6 (contd..)

		Frequency	
		Before	After
		treat-	treat-
		ment	ment
* Education will develop her potential. (boys and girls)		-	_/
* If she studies she can take up a job in future and earn; whereas if she gets married: she will do housework all her life. (boys and girls)		_/	_/
Category 1.3		12	24
* If my sister is well-educated and capable of earning she will get another, perhaps a better proposal in future. (boys and girls)		_/	_/
* My sister should not worry about broken engagement and concentrate on studies. (boys and girls)		_/	_/
Category 1.4		3	3
* In-laws have no right to stop a girl's education. (boys and girls)		_/	_/
* If her in-laws break engagement, it proves that in future they can not make my sister happy. (boys and girls)		_/	_/
Category 1.5		1	1
* It is a wrong notion that the husband has to be more educated than wife. (girl)		_/	_/
Category 1.6		0	1
* One should study to one's hearts desire in young age. It is difficult to study later. (girl)		-	_/

Situation 6 (contd..)

Choice-2

You will persuade your sister to take-up something like tailoring or dress-design instead of going for a Master's degree.

	Frequency	
	Before	After
	treat-ment	treat-ment
	10	10
* She can do something interesting without displeasing her in-laws. (boys and girls)	_/	_/
* A broken engagement can be disastrous for her. (boys and girls)	_/	_/
* A broken engagement brings bad name to the girl and also to her family. (boys and girls)	_/	_/
* If the boy is good, a middle way is better. (boys and girls)	_/	_/
* It is not easy to find a good match again. (boys and girls)	_/	_/
* If she cultivates some other interest, parents would be happy and also her in-laws. (boys and girls)	_/	_/

Choice-3

You will persuade your sister to abandon her idea of studying further and get married.

	Frequency	
	Before	After
	treat-ment	treat-ment
	4	4
* My sister should get married and obey her in-laws' wishes. (boy)	_/	-
* Getting a good husband is more important than education for a happy life. (girl)	_/	_/

# Situation 6 (contd..)

	Frequency	
	Before	After
	treatment	treatment
* Later her in-laws might understand and let her study. (girl)	—/	—/
* If her in-laws are not in favour of further education, it is obvious that they will not let her take-up a job in future. What is the use of getting a Master's degree in such a situation? (boy and girl)	-	—/
* One has to obey elders. (boys and girls)	—/	—/

## Observations

The number of the conservatives, rigid (Choice-3) or a bit liberal (Choice-2) has remained relatively small. The change opting for gender-equality is seen in far greater number of cases (Choice-1, Categories 1.2 and 1.3) 32 against 20 and 24 against 12 after the treatment. This shows the trend, though statistical analysis does not show significance (Table 4.22).

### Situation 7

VII. You are a member of the Youth Club of your community. The Club has planned to organise summer vacation courses for members. With a large majority it has been decided to conduct Cookery classes for girls and Karate classes for boys. Parents also wholeheartedly support the plan.

Choice-1

You agree with the club's plan.

	Frequency	
	Before	After
	treatment	treatment
Category 1.1	11	9
* The classes are planned according to natural interests of boys and girls. (boys and girls)	_/	_/
* Boys will need Karate skills in future and girls would need cooking skills. (boys and girls)	_/	_/
* Cooking classes will improve girls' cooking; they will get more respect from their in-laws. (boys)	_/	_/
Category 1.2	4	0
* One has to respect the decision of the majority. (boy and girl)	_/	-
* Whatever elders decide is for our good. (boy and girl)	_/	-

Situation 7 (contd..)

Choice-2

You do not agree with the club's plan and will be vocal about it.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 2.1	9	17
* Girls can be interested in cooking as well as Karate. (boys and girls)	_/	_/
* Girls should also learn Karate for self-protection. (boys and girls)	_/	_/
* I like Karate so I will not let myself be forced to join cooking classes. (girl)	-	_/
Category 2.2	38	40
* There should be no discrimination between boys and girls. (boys and girls)	_/	_/
* Both boys and girls should be allowed to pursue their interest for their better development. (boys and girls)	_/	_/
* Both, cooking and Karate, can be useful to boys as well as girls. (boys and girls)	_/	_/
* Today you see instances that wife goes out to work and husband looks after home. (boys and girls)	_/	_/
* If you take my example, I like cooking and Karate equally. (boy)	_/	_/
* If girls learn Karate it can be useful for self-protection and when a boy works abroad or when he is alone at home he can benefit from the skills learnt in cooking classes. (boys and girls)	_/	-
* Today we see in Zee TV that Men cook in programs like "Khana Khazana" whereas girls are seen on many Karate programs. (boy)	-	_/

### Observations

Though there is a definite change resulting in decreased number with marked gender bias (Choice-1), a noteworthy point is that the change to decreased number showing gender bias took place at lower level (Choice-2; Category 2.1), the higher level response (Choice-2; Category 2.2) not increasing its numerical strength substantially (only 40 from 38) after treatment; probably because it was already high.

### Situation 8

VIII. Your elder brother has recently got married. Your *bhabhi* likes to wear Salwar-Kameez, midi-skirt etc which are in current fashion. In your family daughters are allowed to wear such dresses but the daughter-in-law is supposed to wear only the traditional *Sari*. The elders in the family are very strict about the dress code. Under the circumstances -

Choice-1

You will support the elders.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	28	14
* It is the tradition of our society. (boys and girls)	_/	_/
* The daughter-in-law is the custodian of the family honour. (boys and girls)		
* The new daughter-in-law has to form good impression on her in-laws so it is better to wear Sari. (girls)	_/	_/
* Only Sari is the proper dress for the daughter-in-law. (boys and girls)		
* If some elders visit, the daughter-in-law should present an easily identifiable respectable image. (boys and girls)	_/	_/
* People will talk about it and it will bring bad name to family. (boys and girls)	_/	_/
* There are young boys/men in the family who may not form a flippant image of the daughter-in-law. (boy)	_/	-
* Even if a girl is a daughter of our family, I would insist that she should wear only Sari if she is at her in-laws' place. (girl)	_/	-
* It would have been a different matter if the daughter-in-law were living in U.S.A. (boys and girls)	_/	-



Situation 8 (contd..)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
* Wearing Sari is a duty of every married Hindu woman. (boys and girls)	_/	-
* A married woman can not present herself in front of elders in any other dress but Sari. (boys and girls)	_/	-
* A married woman must observe the behaviour code set by her society. (boys and girls)	_/	-
* A daughter-in-law should obey and respect the elders of the family. (boys and girls)	_/	_/
* When a girl is allowed all sorts of freedom of wearing dresses when young, why should she crave for something against the social norms after marriage? (girl)	-	_/

Choice-2

You feel that the elders are being unfair but would prefer to keep quiet.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	6	3
* Orthodox elders will not listen to a youngster like me. (boys)	_/	_/
* It does not look proper if youngsters poke their noses in such affairs. (boys and girls)	_/	_/

Situation 8 (contd..)

Choice-3

You will take your Bhabhi's side and pressurise the elders to change.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 3.1	13	25
* Mummy's time was different. Old customs must change. (boys and girls)	_/	_/
* Times have changed today. (boys and girls)	_/	_/
* In other countries and even in some families in our country everyone wears all kinds of dresses. (boys and girls)	_/	_/
* Everyone should have right to dress according to one's choice. (boys and girls)	_/	_/
* This is an injustice. (boys and girls)	-	_/
* Impropriety lies in the eyes of the observer, not in the dress. (boy)	-	_/
Category 3.2	12	27
* If a daughter can wear all kinds of dresses why not a daughter-in-law? (boys and girls)	_/	_/
* The daughter-in-law should be treated like a daughter. (boys and girls)	_/	_/
* If our sister gets married and her in-laws force her to wear only Sari, won't she feel bad? (boys and girls)	_/	_/
* If a married daughter comes to stay with parents people don't force her to wear Sari. (boys and girls)	_/	_/

Situation 8 (contd..)

	Frequency	
	Before	After
	treat-ment	treat-ment
Category 3.3	1	6
* I am a modern girl and I like to wear and I would like to continue wearing all kinds of dresses. (girl)	—/	—/
* Bhabhi is just like us. She used to wear such dresses before marriage, so why not now? (girls)	-	—/
* If I do not protest today, the tradition will continue and in future we will also have to suffer. (girls)	-	—/

Choice-4

Any other alternative.

	Frequency	
	Before	After
	treat-ment	treat-ment
	8	10
* I will explain to Bhabhi that she can not have such demands immediately after marriage. First she should please the elders by doing housework and offering her services and then expect favours. (boy)	—/	-
* Bhabhi should be allowed to wear a gown while sleeping. (girl)	—/	—/
* Bhabhi should be allowed to wear Salwar-Kameez but skirts do not look proper on a married woman. (boys and girls)	—/	—/
* Bhabhi should not wear dresses which would expose her body. (boys and girls)	—/	—/

## Situation 8 (contd..)

	Frequency	
	Before	After
	treatment	treatment
* I will reason out with Bhabhi so that she does not feel bad; she is after all, new to the family. (boy)	—/	—/
* A daughter-in-law should not cross limits in her dress. (boys and girls)	—/	—/
* Bhabhi or for that matter, any woman should not be allowed too much liberty. (boy)	—/	—/
* I will explain to elders that Salwar-Kameez is a safer and more comfortable dress for working in the house. (girl)	-	—/
* A daughter-in-law cannot be allowed liberty in dressing which would invite adverse criticism from society. (boys and girls)	—/	—/

## Observations

The response in general after treatment definitely shows change resulting into a more liberal outlook vis-a-vis dress code for married women as shown by the decreased number for Choice-1 and also for Choice-2 (of those who lack courage to stand up in support of their belief). The response in case of Choice-3 indicates marked change in favour of a liberal dress code for all women (frequency changed from 26 before treatment to 58 after treatment). The views given under Choice-4, however, show a mixture of conservative and change-prone views, but the number is much smaller than for Choice-3.

A remarkable point to note is that no respondent challenged the liberty of dress given to males (married or unmarried). Also it is quite apparent that the majority of respondents were not familiar with the variety of dresses accepted as social norms by different societies in different parts of India.

### Situation 9

IX. A group of boys and girls in your class planned mischief against a new teacher but got caught. You are not in this group. The Principal gives very harsh punishment to the boys in the group but gives just a verbal scolding to the girls.

#### Choice-1

You do not agree with the Principal's action but since you are not part of the group you will keep quiet.

	Frequency	
	Before	After
	treat-ment	treat-ment
	3	3
* I would have protested if I were a boy.		
I am a girl and girls did not get harsh punishment so why should I protest? (girl)	—/	—/
* I am not among those punished so why should I protest? (boy and girl)	—/	—/
* Girls are like our sisters. It is not proper to oppose any leniency extended to them. (boy)	-	—/

#### Choice-2

You will openly say that the action shows partiality and oppose it.

	Frequency	
	Before	After
	treat-ment	treat-ment
	40	44
* If boys and girls are to be considered equal and are equally involved in mischief, punishment has to be equal. (boys and girls)	—/	—/
* I will go on strike till girls are given equal punishment. (boy)	—/	—/

Situation 9 (contd..)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
* I will go on fast till girls are given equal punishment. (boy)	_/	_/
* Girls won't come to their senses if you simply scold them. (boys and girls)	_/	_/
* Girls are bold enough to take any harsh punishment. (girls)		
* Girls want all the privileges of equality then why not equal punishment? (boy)	_/	_/
* Beating girls is not a sin. (girl)	-	_/

Choice-3

You agree with the Principal's action.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 3.1	8	3
* Boys can tolerate beating because their bodies are stronger. (boys and girls)	_/	_/
* If boys do not take the initiative girls never venture to play mischief. (girls)	_/	_/
* Scolding would have strong enough impact on girls but boys would behave badly again if you don't beat them. (boys and girls)	_/	-
* Boys are usually responsible for initiating mischief. (girls)	_/	-
* This is how it is done usually. (boy)	_/	-

## Situation 9 (contd..)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 3.2	1	0
* In no other field, girls are really given equal treatment. Why support equal treatment: only when it comes to punishment? (girl)	_/	-

## Choice-4 Any other alternative.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 4.1	-	1
* Girls can be given some other punishment if not beating. (boy)		
Category 4.2	1	5
* It is not proper to beat girls. But even boys should not be beaten. Both should be scolded or given some other suitable punishment. (boys and girls)		

## Observations

Here we may note that this is a school situation and not a family situation like other situations under discussion. Even before the treatment there was absence of gender bias with most of the respondents as can be judged from responses in case of Choice-2. There is emphasis on equality and

radical egalitarianism rather than on equity, which has not been affected by the treatment. This is a relatively rare situation wherein boys are the victims of gender bias.

Choice-3, Category 2 is a response from a girl who is apparently disturbed at the superficial support to gender-eugality.

Choice-4, Category 4.2 may be judged as a rational response of those accepting genuine gender-equality. The number of respondents after treatment has gone up to 5 from just 1 before treatment.



## Situation 10

-----  
X. You are a member of a youth organisation which decides to launch a crusade against social evils. A procession is planned to generate social awareness against dowry. The procession is going to pass through your neighbourhood. Your past experience has shown that if you participate in the procession your neighbours are going to ridicule you later. Many of them have taken dowry so it is quite likely that relations with them could get strained. Under the circumstances -  
-----

### Choice-1

To avoid any conflict with neighbours you will question the effectiveness of such an action and persuade your fellow members to cancel the procession.

	Frequency	
	Before	After
	treatment	treatment
	3	1
* This program will not achieve anything. (boys)		

### Choice-2

You will participate in the procession.

	Frequency	
	Before	After
	treatment	treatment
Category 2.1	20	18
* Because dowry is a very bad (gruesome) social evil. (boys and girls)	___/	___/
* Because dowry is a legal offense. (boys and girls)	-	___/
Category 2.2	1	4
* My father is very rich and he can afford to give me dowry but still I will join the procession. (girl)	___/	___/

Situation 10 (contd..)

	Frequency	
	Before treat- ment	After treat- ment
* People forget that if you take dowry today, you give double tomorrow. (boy)	-	_/
* Even if my parents had demanded dowry in past, I will join the procession. (boy)	_/	_/
* Neighbours may laugh today but tomorrow when they will have to give dowry, they will cry. (boy)	-	_/
Category 2.3	24	27
* Not to participate in such programs is an act of a traitor. (boys and girls)	-	_/
* One must make sacrifices for social reforms. (boys and girls)	_/	_/
* One has to be bold and not pay any attention: to ridicule when you are fighting for a good cause. (boys and girls)	_/	_/
* One must fight on the side of justice and truth. (boy)	_/	_/
* One must actively fight against social evils. (boys and girls)	_/	_/
* If youth of India won't fight against dowry, who would? (boys and girls)	_/	_/
* I believe in action and not just lip- sympathy. (boy)	_/	_/
* We must go ahead and fight for what we believe in. (boys and girls)	_/	_/

Situation 10 (contd..)

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 2.4	2	7
* I will not only join the procession but convince my critics of its benefits. (boy)	_/	_/
* I will join and bring my neighbours also to join. (boys and girls)	_/	_/
* My neighbours should also realise that I belong to the new generation. (boy)	-	_/
* I will join and also make efforts to create public awareness. (boys and girls)	-	_/
Category 2.4	5	7
* Unless dowry is abolished, girls will not be happy. (girls)	_/	_/
* Women are burnt alive because of dowry. (boys and girls)	_/	_/
Category 2.5	1	0
* I will protest because in our caste they demand dowry. (girl)	_/	-
Choice-3		
You will not try to cancel the procession but will find an excuse at the last minute to slip away from the procession.		
	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	2	2
* I am worried about facing ridicule. (boy and girl)	_/	_/
* I do not want my neighbours to look down upon me. (boy and girl)	_/	_/

### Observations

Apparently the word "*dowry*" has influenced the response even before the treatment. Most of the respondents were against dowry from the beginning. This fact probably explains the statistical test showing no significant change. After treatment, however, there is a sharp increase of those who were prepared to act for the cause (Choice-2 and particularly Choice-2, Categories 2.2 and 2.3).

### Situation 11

XI. In Mumbai, they run special "Women's Trains" at the time when most offices finish work. There is a proposal for "Women's Buses" on similar lines in your city. The decision about the proposal will be taken by referendum. In your family there is no working women.

#### Choice-1

You will vote for "women's buses".

	Frequency	
	Before treat- ment	After treat- ment
Category 1.1	9	15
* Women have to go home and cook. (boys and girls)	_/	_/
* Women have to rush to job and then rush back: home to shoulder other responsibilities and they get tired. (boys and girls)	_/	_/
* Women work for a better life for their families. (boys and girls)	_/	_/
* Women work as much as men do. (girls)	_/	_/
* Women deserve as much respect as men do. (girls)	_/	_/
Category 1.2	2	10
* I am a girl and I would like to work in future. (girl)	_/	_/
* If today we show concern about somebody's problems, tomorrow someone will understand our problems. (boys and girls)	-	_/
* Tomorrow we may also face this issue. (girl)	-	_/
Category 1.3	5	11
* If someone benefits from our support, we should offer support. (boys and girls)	-	_/

Situation 11 (contd..)

		Frequency	
		Before	After
		treat-	treat-
		ment	ment
		:	:
* Even if no woman from our family works, we should think about others. (boys)		_/	_/
* This will encourage more women to work. (girls)		-	_/
* The whole world is our family. (boy)		-	_/
Category 1.4		16	35
* Women have to face eve-teasing. (boys and girls)		_/	_/
* I won't like any man eve-tease my sister. (boy)		_/	-
* Women find it difficult to catch train with men pushing around. (boys and girls)		_/	_/
* Women may die if accidentally pushed out of train. (boy)		-	_/
* Separate train will be convenient because women can travel without any tensions. (boys and girls)		_/	_/
* Today because of impact of films and television you find 'road-romeos' everywhere. (boys and girls)		_/	_/
* There is a risk of purse or jewellery getting stolen. (boys and girls)		_/	_/
Category 1.5		1	1
* Because such trains have proven successful in Mumbai. (boy)		_/	_/

Situation-11 (contd..)

Choice-2

You will vote against "women's buses".

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 2.1	3	0
* We will not permit girls to work. (boy)	_/	-
* It is our Indian tradition that girls should not work outside home. (boys)	_/	-
Category 2.2	2	2
* Everyone should get equal benefits. (boy)	_/	_/
* More number of men work compared to women. (boy)	_/	_/
Category 2.3	0	2
* Women show better awareness and they can protect themselves. They do not need any such help. (girls)	-	_/

Choice-3

You will not vote.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	2	1
* Voting is not going to benefit us in any way. (boys)		

# Situation 11 (contd..)

## Choice-4

Any other alternative.

	Frequency	
	Before treat- ment	After treat- ment
	3	3
* I would propose that you have separate "Men's Trains" also because these days men and women are equal. (girls)	—/	—/
* Men also face difficulties in catching trains/buses. (boys and girls)	-	—/

## Observations

Even before the treatment there were only a few (only five boys) who were against the proposal for starting a Women's Bus, but many were apathetic about it. After treatment many more boys and girls were in favour of the proposal and their reasoning was based on equity. Another interesting point was that some girls appreciated that men also faced similar difficulties (Choice-4). There is a good feature showing influence of the treatment (Choice-2, Category 2.1); here the die-hard gender-bias existing before the treatment is not seen after the treatment. Thus a positive trend in favour of gender equity is seen though statistically the change is not significant (Table 4.22).



## Situation 12

-----  
 XII. You support gender equality and therefore you frequently become victim of jabs and ridicule. Sometimes you have to face strong opposition in your family and peer group and at times you also get scolded for advocating gender equality.  
 -----

### Choice-1

You will change your stand on gender equality because it creates problems for you.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	0	2
* Sometimes you have to change. You can not obstinately hold to your views all the time. (girl)	-	_/
* You may have to change your views based on your experiences. (girl)	-	_/

### Choice-2

You will stick to your views but will not let them be reflected in your public behaviour.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
	4	2
* I won't like people ridiculing me. (boy)	_/	_/
* I would end up quarreling if someone would pass an adverse comment. (boy)	_/	-
* I won't like people adversely commenting upon my ideas. (boy)	_/	-
* I am scared of facing opposition from friends and family. (girl)	_/	-

Situation 12 (contd..)

Choice-3

You will stick to your stand and continue to think and behave the way you do now.

	Frequency	
	Before	After
	treat-	treat-
	ment	ment
Category 3.1	13	30
* I am a staunch believer in equality of sexes. (boys and girls)	_/	_/
* I am confident that if not today, in future people will believe in equality. (boys and girls)	_/	_/
* Only gender equality can help women. (girls)	_/	_/
* The number of people believing in gender equality is on the rise. (boys and girls)	-	_/
* Government also supports gender equality. (boy)	-	_/
* My values are appropriate to time and are also just. (boy)	_/	_/
Category 3.2	13	19
* To pay attention to ridicule and comments is a sign of stupidity and cowardice. (girls)	-	_/
* Gradually I will turn my opponents into supporters. (boys)	_/	_/
* Your action should match your ideas. (boy)	_/	_/
* If you take a stand you should be ready to face all odds. (boys and girls)	_/	_/
* I believe that God is on the side of truth - I will stick to truth and fight injustice without being daunted by any odds. (boy)	-	_/

Situation 12 (contd..)

	:Before :treat- :ment	: After : treat- : ment
* People who ridicule the idea today may suffer tomorrow and then they will realise.	-	_/
* I don't usually change my views as I am very firm temperamentally. (girl)	-	_/
* From my childhood I have confidence in myself; if my opinion is right, I do not give it up. (boy)	-	_/
* If you create public awareness people will automatically stop making fun of the issue and activists. (boys and girls)	-	_/
Category 3.3	1	8
* Only when more and more people will believe in gender equality, our country/society will progress. (boys and girls)	_/	_/
* Our country is independent and we have freedom of thought. (boy)	-	_/
* We want our country to be at par with other countries. (boys and girls)	-	_/

Choice-4

Any other alternative.

	Frequency	
	:Before :treat- :ment	: After : treat- : ment
Category 4.1	0	1
* I will stick to my stand but I will not impose it on any one else. (girl)	-	_/
Category 4.2	2	0
* Men and women are not equal so the question does not arise. (boys)	_/	-

## Observations

After treatment, as responses to Choice-3 indicate, the number of respondents supporting gender equality and ready to act accordingly increased to a remarkable extent, but as the categories of responses show, for different reasons. In Choice-4, the response under Category 4.2 deserves our notice. Here two staunch holders of gender-bias did not take the same stand after treatment.

#### 4.4.3 General Observations Based on Qualitative Analysis of Justifications

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- (1) It was interesting to see the wide range of justifications given by students in support of the same choice (e.g. reasons given for various categories of choices) on the twelve situations on value-test.
  - (2) When asked to give reason for a choice many students just repeated the option instead of giving a reason for selecting it, or gave a totally irrelevant statement.
  - (3) Overall command over language and expression of ideas was found to be poor. Many students lacked the skill for choice of proper words and clarity was low in their answers.
  - (4) Justifications/Reasons given in the posttest showed more cases of multiple arguments to support a choice of option showing that many aspects of a situation were considered while forming opinion or making value judgement which may be considered a positive influence of treatment.
  - (5) Even many girls have strong gender bias, which in many cases is unfavourable for females.
-

#### 4.5 INFLUENCE OF INDEPENDENT VARIABLES

One of the objectives of the present study was to study influence of sex of the subject, education of mother, education of father, profession of mother, profession of father and type of family on effectiveness of Value Discussion Model in terms of change in attitude towards gender equality, gender-stereotyping and value judgement. Results of ANCOVA are presented in Tables 4.23 to 4.40.

##### 4.5.1 Comparison of Adjusted Mean Attitude Towards Gender-Equality of Males and Females

Adjusted mean attitude towards-Gender-Equality of males and females was compared by considering pretest scores of the same variable as co-variate. The data were analysed through ANCOVA and results are given in Table 4.23.

Table 4.23

Summary of ANCOVA for Attitude Towards Gender-Equality taking Sex as Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Sex	1	1107.808	1107.808	1.312
Error	55	46448.251	844.514	

In Table 4.23 the adjusted F-value is not significant at 0.05 level. It shows that the adjusted mean-attitude-

towards-gender-equality scores of males and females do not differ significantly. Thus, the null hypothesis (no. 7) that the adjusted mean attitude towards gender equality scores of males and females will not differ significantly is not rejected.

It may therefore be concluded that sex of the student had no significant influence on the effect of treatment in case of attitude towards gender equality.

#### 4.5.2 Comparison of Adjusted Mean Gender-Stereotyping by Males and Females

Comparison of adjusted mean gender-stereotyping of males and females was done considering pretest scores of the same variable as co-variate. The results of ANCOVA are summarised in Table 4.24.

Table 4.24

Summary of ANCOVA for Gender-Stereotyping taking Sex as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Sex	1	4.007	4.007	0.346
Error	32	370.788	11.587	

In Table 4.24 the adjusted F-value is not significant at 0.05 level. It shows that the adjusted mean-gender-stereotype scores of males and females do not differ

significantly. Thus, the null hypothesis (no. 8) that the adjusted mean-gender-stereotype scores of males and females will not differ significantly is not rejected.

It may therefore be concluded that sex of the student did not significantly influence the effect of treatment with respect to gender-stereotyping.

#### 4.5.3 Comparison of Adjusted Mean-Value-Judgement of Males and Females

Adjusted mean value judgement of males and females was compared considering pretest scores of the same variable as co-variate. Table 4.25 summarises the results of ANCOVA.

Table 4.25

Summary of ANCOVA for Value-Judgement taking Sex as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Sex	1	1.683	1.683	0.096
Error	55	963.74	17.523	

In Table 4.25 the adjusted F-value is not significant at 0.05 level. It shows that the adjusted mean value judgement scores of males and females do not differ significantly. Thus, the null hypothesis (no. 9), that the adjusted mean value judgement scores of males and females will not differ significantly, is not rejected.



It may therefore be concluded that sex of the students had no significant influence on the effect of treatment with respect to value judgement.

#### 4.5.4 Comparison of Adjusted Mean-Attitude-Towards-Gender-Equality of Children of Housewives and of Employed Mothers

The comparison of adjusted mean-attitude towards gender-equality of children of housewives and those of employed mothers was carried out considering pretest scores of the same variable as co-variate. The data were analysed through ANCOVA and results are given in Table 4.26.

Table 4.26

Summary of ANCOVA for Attitude Towards Gender-Equality taking Mother's Profession as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Mother's Profession:	1	754.83	754.83	0.887
Error	55	46801.177	850.930	

In Table 4.26 the adjusted F-value is not significant at 0.05 level and therefore the adjusted mean-attitude-towards- gender-equality scores of children of housewives and those of employed mothers do not differ significantly. Thus the null hypothesis (no. 10) that the adjusted mean attitude towards gender equality scores of children of housewives and those of employed mothers will not differ significantly is not

rejected. It may therefore be concluded that mother's profession did not significantly influence the effect of treatment in case of attitude towards gender equality.

#### 4.5.5 Comparison of Adjusted Mean Gender-Stereotyping by Children of Housewives and of Employed Mothers

Adjusted mean-gender stereotyping of children of housewives and those of employed mothers was compared considering pretest scores of the same variable as co-variate. The results of ANCOVA are presented in Table 4.27 :

Table 4.27

Summary of ANCOVA for Gender-Stereotype taking  
Mother's Profession as a Source of Variance

Source of Variance	df	SSy.x	MSSy.x	Fy.x
Mother's Profession	1	7.177	7.177	0.625
Error	32	367.619	11.488	

In Table 4.27 the adjusted F-value is not significant at 0.05 level. It shows that the adjusted mean-gender-stereotype scores of children of housewives and those of employed mothers do not differ significantly. Thus the null hypothesis (no. 11) that adjusted mean gender-stereotype scores of the above two groups will not differ significantly is not rejected.

It may therefore be concluded that mother's profession did not have significant influence on the effect of treatment with respect to gender stereotyping.

#### 4.5.6 Comparison of Adjusted Mean Value Judgement of Children of Housewives and of Employed Mothers

Adjusted mean value judgement of children of housewives and those of employed mothers were compared considering pretest scores of the same variable as co-variate. Table 4.28 summarises the results of ANCOVA.

Table 4.28

Summary of ANCOVA for Value Judgement taking  
Mother's Profession as a Source of Variance

Source of Variance	:	df	:	SSy.x	:	MSSy.x	:	Fy.x
Mother's Profession:	:	1	:	0.169	:	0.169	:	0.010
Error	:	55	:	965.257	:	17.550	:	

In Table 4.28 the adjusted F-value is not significant at 0.05 level. It shows that the adjusted mean value judgement scores of children of housewives and children of employed mothers do not differ significantly. Thus, the null hypothesis (no.12) that adjusted mean value judgement scores of children of housewives and children of employed mothers will not differ significantly is not rejected.

It may therefore be concluded that mother's profession did not significantly influence the effect of treatment with respect to value judgement.

#### 4.5.7 Comparison of Adjusted Mean Attitude Towards Gender-Equality of Students Whose Fathers Belong to Different Professional Categories

One of the objectives was to compare adjusted mean attitude towards gender equality of students whose fathers belonged to three different professional categories; namely, Labour; Farming and Business; White Collar Jobs and Professionals. Comparison was made considering pre-test scores of the same variables as co-variate. The data were analysed through ANCOVA and results are given in Table 4.29.

Table 4.29

Summary of ANCOVA for Attitude Towards Gender Equality taking Father's Profession as a Source of Variance

Source of Variance	df	SSy.x	MSSy.x	Fy.x
Father's Profession:	2	5637.447	2818.723	3.564*
Error	53	41917.991	790.905	

\* Significant at 0.05 level.

Table 4.29 the adjusted F-value is significant at 0.05 level which means that the adjusted mean attitude-towards-gender-equality scores of the three groups of students differ significantly. Thus, the null hypothesis (no. 13) that adjusted mean attitude towards gender equality scores of

students whose fathers belong to different professional categories will not differ significantly is rejected.

It may therefore be concluded that father's profession had significant influence on the effect of treatment with respect to attitude towards gender equality.

#### 4.5.8 Comparison of Adjusted Mean Gender-Stereotyping by Students Whose Fathers Belong to Different Professional Categories

Comparison of adjusted mean gender-stereotyping by students whose fathers belonged to three different professional categories namely, Labour; Farming and Business; White Collar Jobs and Professionals, was made considering pretest score of the same variables as co-variate. The results of ANCOVA are summarised in Table 4.30.

Table 4.30

Summary of ANCOVA for Gender-Stereotyping taking Father's Profession as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Father's Profession:	2	52.377	26.189	2.518
Error	31	322.418	10.401	

In Table 4.30 it can be seen that adjusted F-value is not significant at 0.05 level. It shows that the adjusted mean- gender-stereotype scores of the three groups of students do not differ significantly. Thus, the null hypothesis (no.

14) that the adjusted-mean-gender-stereotype scores of students whose fathers belong to different professional categories will not differ significantly is not rejected.

It may therefore be concluded that father's profession did not have significant influence on effect of treatment with respect to gender stereotyping.

#### 4.5.9 Comparison of Adjusted Mean Value Judgement of Students Whose Fathers Belong to Different Professional Categories

Adjusted mean value judgement of students whose fathers belonged to different professional categories namely, Labour; Farming and Business; White Collar Jobs and Professionals, were compared considering pretest scores of the same variable as co-variate. Table 4.31 summarises the results of ANCOVA.

Table 4.31

Summary of ANCOVA for Value Judgement taking Father's Profession as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Father's Profession:	2	4.578	2.289	0.127
Error	53	954.737	18.014	

In Table 4.31 the adjusted F-value is not significant at 0.05 level. It shows that the adjusted-mean-value-judgement scores of students whose fathers belong to different professional categories do not differ significantly. Thus,

the null hypothesis (no. 15) that adjusted-mean-value judgement scores of students whose fathers belong to different professional categories will not differ significantly is not rejected.

It may therefore be concluded that father's profession did not have significant influence on effect of treatment with respect to value judgement.

#### 4.5.10 Comparison of Adjusted Mean Attitude Towards Gender-Equality of Students Whose Mothers Have Different Levels of Education

Comparison of adjusted mean attitude towards gender equality of students whose mothers had different levels of education (0 to Std.7; Std.8 to SSC and College education) was made considering pretest scores on the same variables as co-variate. The results of ANCOVA are shown in Table 4.32.

Table 4.32

Summary of ANCOVA for Attitude Towards Gender-Equality taking Mother's Education as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Mother's Education:	2	1122.019	561.009	0.652
Error	54	46434.040	859.890	

In Table 4.32 the adjusted F-value is not significant at 0.05 level. It can be, therefore, said that the adjusted mean-attitude-towards-gender-equality scores of students whose

mothers have different levels of education do not differ significantly. Thus, the null hypothesis (no. 16) that the adjusted mean-attitude-towards-gender-equality scores of students whose mothers have different levels of education will not differ significantly is not rejected.

It may therefore be concluded that mother's education did not significantly influence effect of treatment with respect to attitude towards gender equality.

#### 4.5.11 Comparison of Adjusted Mean Gender-Stereotyping by Students Whose Mothers Have Different Levels of Education

Adjusted mean gender-stereotyping by students whose mothers had different levels of education (0 to Std.7; Std.8 to SSC and College education) was compared considering the pretest scores of the same variable as co-variate. The data were analysed through ANCOVA and results are given in Table 4.33.

Table 4.33

Summary of ANCOVA for Gender Stereotype taking  
Mother's Education as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Mother's Education:	2	64.303	32.152	3.210
Error	31	310.492	10.016	

In Table 4.33 the adjusted t-value is not significant at 0.05 level. It shows that the adjusted mean-gender-



stereotype scores of students whose mothers had different levels of education differed significantly. Thus, the null hypothesis (no. 17) that adjusted mean-gender-stereotype scores of students whose mothers have different levels of education will not differ significantly is not rejected.

It may therefore be concluded that mother's education had no significant influence on the effect of treatment in case of gender stereotyping.

#### 4.5.12 Comparison of Adjusted Mean Value Judgement of Students Whose Mothers Had Different Levels of Education

Adjusted mean value judgement of students whose mothers had different levels of education (0 to Std.7; Std.8 to SSC and College education) was compared considering pretest scores of the same variables as co-variate. Table 4.34 summarises the results of ANCOVA.

Table 4.34

Summary of ANCOVA for Value Judgement taking Mother's Education as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Mother's Education:	2	7.305	3.652	0.206
Error	54	958.121	17.743	

Table 4.34 shows that the adjusted F-value is not significant at 0.05 level and therefore it can be said that

adjusted mean-value-judgement scores of students whose mothers had different levels of education did not differ significantly. Thus, the null hypothesis (no. 18) that adjusted mean-value-judgement scores of students whose mothers had different levels of education will not differ significantly is not rejected.

It may therefore be concluded that mother's education did not have significant influence on the effect of treatment in case of value judgement.

#### 4.5.13 Comparison of Adjusted Mean Attitude Towards Gender Equality of Students Whose Fathers Had Different Levels of Education

Adjusted mean attitude towards gender equality of students whose fathers had different levels of education (school education and college education) was compared considering pretest scores on the same variable as co-variate. The results of ANCOVA are shown in Table 4.35.

Table 4.35

Summary of ANCOVA for Attitude Toward Gender Equality taking Father's Education as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Father's Education:	1	515.713	515.713	0.603
Error	55	47040.346	855.279	

Table 4.35 shows that the adjusted F-value is not significant at 0.05 level and therefore it can be said that the adjusted mean-attitude-towards-gender-equality scores of students whose fathers had different levels of education did not differ significantly. Thus the null hypothesis (no. 19) that the adjusted mean attitude scores of students whose fathers have different levels of education will not differ significantly is not rejected.

It may therefore be concluded that father's education did not significantly influence the effect of treatment with respect to attitude towards gender equality.

#### 4.5.14 Comparison of Adjusted Mean Gender-Stereotyping by Students Whose Fathers Had Different Levels of Education

Comparison of adjusted mean gender stereotype of students whose fathers had different levels of education (school education and college education) was made considering pretest scores of the same variables as co-variate. Table 4.36 shows the results of ANCOVA.

Table 4.36

Summary of ANCOVA for Gender Stereotype taking  
Father's Education as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Father's Education:	1	0.003	0.003	0.000
Error	32	374.792	11.712	

In Table 4.36 the adjusted F-value is not significant at 0.05 level which shows that the adjusted mean-gender-stereotype scores of students whose fathers had different levels of education did not differ significantly. Thus the null hypothesis (no. 20) that the adjusted mean-gender-stereotype scores of students whose fathers had different levels of education will not differ significantly is not rejected.

It may therefore be concluded that father's education did not have significant influence on effect of treatment with respect to gender stereotype.

#### 4.5.15 Comparison of Adjusted Mean Value Judgement of Students Whose Fathers Had Different Levels of Education

Comparison of adjusted mean value judgement of students whose fathers had different levels of education (school education and College education) was made considering pretest scores of the same variable as co-variate. The data were analysed through ANCOVA and results are shown in Table 4.37.

Table 4.37

Summary of ANCOVA for Value Judgement taking Father's Education as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Father's Education:	1	0.016	0.016	0.001
Error	55	965.409	17.553	

Table 4.37 shows that the adjusted F-value is not significant at 0.05 level. It can, therefore, be said that the adjusted mean-value-judgement scores of students whose fathers had different levels of education do not differ significantly. Thus, the null hypothesis (no. 21) that the adjusted mean-value-judgement scores of students whose fathers have different levels of education will not differ significantly is not rejected.

It may therefore be concluded that father's education did not have significant influence on the effect of treatment in case of value judgement.

#### 4.5.16 Comparison of Adjusted Mean Attitude Towards Gender Equality of Students from Joint Families and Those from Nuclear Families

Adjusted mean attitude towards gender equality of students from joint families and those from nuclear families was compared by considering pretest scores of the same variable as co-variate and data were analysed through ANCOVA. The results of ANCOVA are given in Table 4.38.

Table 4.38

Summary of ANCOVA for Attitude Towards Gender Equality taking Type of Family as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Type of Family	1	250.875	250.875	0.323
Error	53	41167.368	776.743	

In Table 4.38 the adjusted F-value is not significant at 0.05 level which shows that the the adjusted mean-attitude-towards-gender-equality scores of students from joint families and those from nuclear families do not differ significantly. Thus, the null hypothesis (no. 22) that the adjusted mean-attitude-towards-gender-equality scores of students from joint families and those from nuclear families will not differ significantly is not rejected.

It may therefore be concluded that type of family did not have significant influence on the effect of treatment with respect to attitude towards gender equality.

#### 4.5.17 Comparison of Adjusted Mean Gender-Stereotyping by Students from Joint Families and Those from Nuclear Families

Comparison of adjusted mean gender stereotype of students from joint families and those from nuclear families was made considering pretest scores of the same variables as co-variate. The results of ANCOVA are summarised in Table 4.39.

Table 4.39

Summary of ANCOVA for Gender Stereotyping taking  
Type of Family as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Type of Family	1	0.364	0.364	0.030
Error	30	366.157	12.205	

Table 4.39 shows that the adjusted F-value is not significant at 0.05 level and therefore, it can be said that adjusted mean-gender-stereotype scores of students from joint families and those from nuclear families do not differ significantly. Thus, the null hypothesis (no. 23) that adjusted mean-gender-stereotype scores of students from joint families and those from nuclear families will not differ significantly, is not rejected.

It may therefore be concluded that type of family did not significantly influence the effect of treatment in case of gender-stereotyping.

#### 4.5.18 Comparison of Adjusted Mean Value Judgement of Students from Joint Families and Those from Nuclear Families

Adjusted mean value judgement of students from joint families and those from nuclear families was compared by considering pretest scores of the same variables as co-variate. Table 4.40 summarises the results of ANCOVA.

Table 4.40

Summary of ANCOVA for Value Judgement taking  
Type of Family as a Source of Variance

Source of Variance:	df	SSy.x	MSSy.x	Fy.x
Type of Family	1	32.654	32.654	1.889
Error	53	916.171	17.286	

In Table 4.40 the adjusted F-value is not significant at 0.05 level. It shows that the adjusted mean-value-judgement scores of students from joint families and those of nuclear families do not differ significantly. Thus, the null hypothesis (no. 24) that the adjusted mean-value-judgement scores of students from joint families and those of nuclear families will not differ significantly is not rejected.

It may therefore be concluded that type of family did not have significant influence on the effect of treatment with respect to value judgement.

4.6 To find out the opinion of participating students about the program, the experimental group was asked to opine whether the program was interesting and useful. Students were also encouraged to write comments. Table 4.41 summarises students' opinions about the program.

Table 4.41

**Students' Opinions About the Value Discussion  
Approach in Communication for Gender Equality**

Opinion		:	Percentage
1	Interesting	:	1.8
2	Interesting and Useful	:	80.7
3	Useful	:	5.3
4	Useful But Not Interesting	:	1.8
5	No Answer	:	10.5
		:	-----
		:	100.0



#### 4.7 QUALITATIVE OBSERVATIONS DURING THE EXPERIMENT

Gender is one of the most significant characteristics that we use for identifying an individual. Segregation by gender is a widespread norm in Indian society, be it at family functions, weddings, religious places of worship ceremonies, sitting arrangement, or pattern in schools, colleges, meetings, or in public transport.

The school to which the experimental group belonged was no different. As one entered the main gate of the building, two staircases on opposite sides led to the first floor - one marked "For Boys" and the other "For Girls". In every class, boys and girls sat in distinctly separate sections. In recess they ate snacks, talked or played with only the students of the same sex. Whatever interactions took place between boys and girls were to a large extent limited to making sly remarks or arguing.

- (1) When during the pretesting the students were responding to the self-administered questionnaire on background information, many got stuck when they came to the item "mother's profession". They were doubtful if household work could be considered a valid response. Many wrote "nothing" or "no profession" when the mother was a housewife.
- (2) On the day of the first dilemma session, girls and boys were simply not willing to sit on the same bench nor in

the seats next to one another. They refused to be part of the same small-groups even if their choice of option required it. They also avoided addressing a student of the opposite sex directly. The investigator had to resort to all kinds of techniques from requesting, coaxing and challenging to forcing to begin interaction between boys and girls.

A marked change in this tendency was observed as the sessions progressed. The change was gradual and slow. When the discussion got heated and the involvement of the students was at the peak, they seemed to forget temporarily the gender difference, asked questions directly and demanded answers.

- (3) Very few boys and girls (only two girls and one boy in the first four sessions) were ready on their own to come forward as group monitors to present the arguments constructed by their respective small groups. The number went up to about 10 students after much persuasion. More girls than boys were willing to come forward for presentation.
- (4) There was a bunch of six boys who were always up to mischief. They tried to disrupt the flow of discussion by passing comments, teasing the girls, testing the investigator's patience by asking irrelevant questions, or frequently changing groups mid-way. When asked to put down their response on a piece of paper, they

signed it with names like 'Khalnayak', 'Gumnam', 'Benam Badshah' and '420'- clearly showing influence of commercial cinema and television. This influence was also reflected in the way they framed arguments, and gave examples (e.g. changing the surname :

Divya Bharti<----->Divya Nadiadwala

Sharmila Tagore<----->Sharmila Pataudi

(5) Throughout the sessions, girls participated with more serious interest and involvement. Many boys had a rather casual attitude to the exercise and a few did not try to hide their feeling that if it were not compulsory to participate in the discussion, they would rather not. Boys and girls received the dilemma presentation with equal attention and interest but girls gave more serious thought to the discussion. Girls also showed better command over written and spoken language while making presentation and participating in discussion and had better style of expression.

(6) Girls showed interest in the issues beyond the dilemma sessions and sought out more information during recess or before and after the formal session. They narrated their personal experiences, raised doubts and expressed their eagerness for more sessions. Girls also tried to establish personal rapport with the investigator asking her personal questions about her family, marriage and work and complimenting her on a new dress or hairstyle.

They came forward with support and sympathy when some of the boys tried their best to disrupt the sessions. A significant reason could be that the investigator was of the same gender.

- (7) The language used by boys and girls is full of cliches e.g. *Stri lagna kareene saat feraa-na atut bandhan-maa bandhaai jaay chhe* (On marriage, a woman becomes honour-bound to observe vows of marriage which is indissoluble),

or

*Baalak-naa janm pacchi stri patni mati jai maa-nu mamtaabharyun mahaan roop dhaaran kare chhe* (On attainment of motherhood a woman gets transformed from the role of wife into the noble role of a loving mother),

or

*Haji aapano samaaj jive chhe. Mari nathi gayo* (Our society is still alive and kicking, not dead),

or

*Chhokri aakhare paarku dhan chhe* (A daughter really belongs to someone else -- meaning 'Parents are only temporary custodians of a daughter'),

or

*Ghar-to stri-thi-j shobhe* (It is only the woman who adorns home).

- (8) Excerpts recorded from Hindi commercial films seemed to be the mode of presentation attracting maximum attention and sustained interest, followed by skits presented by guest artists. When a film clip from 'Aandhi' was shown and students saw Sanjeevkumar on screen the murmurs of recognition were heard all over. Amitabh Bachchan in 'Abhiman' was greeted with loud claps. Both the clips were viewed in total silence and rapt attention. Role-plays presented by students themselves attracted attention but performers tended to be self-conscious and it gave the mischief-makers an opportunity for cat-calls and passing comments on their class-mates. When a dilemma was presented using puppets, it attracted attention but at times students seemed to get more engrossed in the movements of puppets which they found amusing. This could temporarily shift students' attention from the content.

Using the VCR and TV, however, was the most cumbersome exercise for the investigator. For a film clip lasting for two or three minutes, it took more than an hour to take out the TV and VCR from a locked cupboard, transporting them to the classroom or transporting almost sixty students to another room where TV/VCR could be placed. Connections and setting also took time and after all the pains taken by the principal, class teacher and peons, the final outcome could be jeopardised by sudden electricity failure.

- (9) Apart from the strength of dilemma and presentation several other incidental factors affected the discussion and final outcome. If the investigator was given an hour just before the recess, students made it a point to ensure that the session got over before recess. When the recess bell went, many did not want to stay back to cast their vote for the final choice. On the other hand if the session preceeded a class when either the teacher or the subject was not their favourite, students tried to keep a relaxed pace of discussion and took time to vote trying to see that the session spilled over to the other class. Some of them offered to make a special request to the concerned teacher to sacrifice his or her class for this 'important' project. Similarly the investigator was not quite welcome if the hour allotted to her fell during drawing or Physical Education (sports) class. She was received with great enthusiasm otherwise.
- (10) Space was the biggest constraint. No large and uncluttered room was available where small groups could form circles and work at some distance from one another. All the grouping, re-grouping and small-group discussions had to be organised in a small classroom, cluttered from wall to wall with benches. Construction work going on in the adjoining building forced everyone, including the investigator to shout and heavy traffic in the busy streets and the nearby market-place was a constant backdrop.

- (11) After about ten to twelve sessions the whole approach of Value Discussion became very predictable for students. Unless the dilemma was strong and presented in a very attractive mode, some students started showing signs of losing interest and complaining of monotony.
- (12) An incident during the experiment period demonstrates how informal socialisation in the school reinforces gender bias.

In one of the discussion sessions (following viewing of the excerpt of Hindi film 'Abhiman' on video) some of the boys (the usual mischief makers) started creating a lot of disturbance. They wanted to go and play volleyball. The disruption affected other students and as a last resort, the investigator had to call their class-teacher (who had the reputation of being 'strict' and was one of the few teachers who commanded respect from students) and also the school Principal. They came and reprimanded the mischief makers. At the end of reproof they tried to motivate boys saying "You should be ashamed that girls are getting so much ahead of you in everything. Have you ever given it a thought that if this continues, in not so far away future, they will be occupying all the important posts and you boys will be relegated to kitchen (*Saansi pakadwaano vakhat aavshe, moorkhaao!*).