CONCEPTUAL FRAMEWORK

Gone are the days when the disabled were treated with pity, ridicule, sympathy, rejection and hatred. This spectrum of attitudes of general public towards them made them suffer from low morale, guilt, loss of hope and faith. Above all, it resulted in loss of self-esteem and frustration. However, over a period of time not only have the attitudes undergone a change but the approach to dealing with disability has also undergone a transition from charity and welfare to provision of equal rights to the disabled. This has further been strengthened with the enactment of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. The need to create awareness caught momentum as early as in 1981 with the declaration of 1981 as International Year of the Disabled persons (IYDP). This was followed by declaration of 1983-1993 as the International Decade for the Disabled by the United Nations. The emphasis on disability issues has further been strengthened by Economic and Social Commission for Asia and Pacific region (ESCAP), which declared 1993-2003 as Decade for the Disabled in Asia and Pacific region and further extended it by another ten years to 2013.

It is believed that in order to create a positive attitude and to mitigate the misunderstanding concerning disabling conditions, it is very pertinent to generate a platform to educate the public regarding the capabilities of the disabled.

India is a country predominantly dominated by a rural economy. Thus, it becomes all the more important to educate the public living in remote areas about the capabilities of people living with disability. The most important
way to reach them is through the media. The power of media has been felt across all sections of the society-rich or poor, urban or rural, young or old and male or female as well as educated and uneducated. Further, the message sent by the electronic media is believed to have greater impact as compared to print media i.e. newspapers, magazines etc. Television and cinema are thus, considered as the best media to bring an attitudinal change towards the disabled in society. The unique feature of cinema is that a message can be conveyed with much ease even to uneducated people living at distant places.

It is a commonly held theory that one cannot legislate attitude change. One can legislate behavioral change and hopefully changes in attitude will follow. Attitudes, beliefs, and misconceptions of society constitute a major barrier in the acceptance and development of people with disabilities. Attitude change can follow on heightened awareness, increased contact, and increased meaningful communication between disabled and non-disabled people. Although personal interaction is the most effective medium for conveying the personal experience of disability, the mass media can be an effective vehicle for bringing about greater understanding, and a consequent gradual change in public perceptions of people with disabilities.

Films are more than entertainment. Movies can inform or confuse, influencing public attitudes and expectations for better or worse. Research shows that media messages can have strong effects on public perceptions. People with disabilities are often presented in negative, restricted ways-as pitiful, needy, and general unattractive, or occasionally as heroes who surmount all odds. More realistic, positive portrayals could promote respect, understanding, and awareness of the need for social change.
Exploration of ‘disability portrayals’ in film and other media can enhance awareness to promote dialogue that could set the stage for inclusive community and social participation.

Although there are no specific data showing attitude change in response to media communication, people tend to believe that the manner in which characters are portrayed is important. Characters presented on screen are socio cultural stereotypes designed to appeal to the majority of viewers, and reflect widely held values. It seems apparent that the repeated presentation of images in an acceptable and palatable manner will result in those images becoming a typification of everyday existence. The media are efficient in implanting new information and contributing new ideas and values, where they are not in conflict with strongly held views. The effect of mass communication on society is often more a contributory than a sole effect. Media images can help to shape the meanings we find directly in the situation.

While cinema remains a powerful medium to reflect the happenings in society, it has also been a medium which is caught between the real and the surreal. And therefore, fact and fiction, reality and imagination or real life and reel life move about in films as characters entertaining people, educating them or transporting them to a different world together. So, we have a reason to believe in the power of cinema to change the world, beside entertaining people- There have been many filmmakers across the globe who have used films to highlight the reality of the disability experience and the diversity it brings to the world, how coping-up mechanisms highlight the triumph of spirit over the body and so on.

The imagery surrounding disability in films swings between two extremes—pity, fun, caricaturing, sympathy, lampooning and awesome heroism are at
one end of the spectrum while, coping-up, emotional swings and aspirations of the human soul are the other end. And the world over, cinema has either been charitable towards people with disabilities, pitying or laughing at them or portraying their concerns with real sensitivity.

Whether Hollywood or Bollywood, the trend is very much the same. In films that revolve around disability as a theme, there are efforts to portray the problem and potential of persons with disability but in countless other films, disability is a tool to enhance the appeal of the script, to dramatize it and to build up the heroic image of the lead character of the film. And therefore, the hero becomes a champion of the downtrodden.

India too has been part and parcel of this film-making extreme that disability is subject to. There are more than 30 such films in Indian cinema. Indian cinema from the 1960s onwards had made interventions in portraying disability as part of its mission of socially committed cinema, with a bias for portraying clearly identifiable disabilities such as vision, hearing or speech impairment. Dosti (1964), Koshish (1972), Sparsh (1984), Nache Mayuri (1986) and Khamoshi (1996) were committed approaches in mainstream cinema, drawing attention to the day-to-day struggles of people with disabilities, their sensitivities, the difficulties they face in procuring jobs, as well as their loneliness and need for companionship, friendship and marriage.

In some films like Guide made in the sixties, a blind man is portrayed as a saint reflecting a worldwide trend of equating blindness with sainthood, a person on a wheel-chair attracts sympathy for a variety of reasons including the fact that he is more human than the others in society.

However, the portrayal of disability in such films is hardly realistic. For example, a lady wearing a saree and seated on a wheel-chair is shown in
such a manner that the sari hardly looks crumpled—the daily struggle of a lady sitting on a wheel-chair and wearing a saree is different. And then there are films where the wheel-chair is actually a pretense on part of the hero. In fact, a physically challenged person is shown as getting cured using natural medicine in a Hindi film made in the eighties.

Enhancing the appeal of the film by over-dramatizing the disabled character is a flaw that almost all film-makers seem to have perfected. And so, in a film like *Shaan*, there is Abdul in a heroic role moving about on the streets singing a song or for that matter, a film like *Aankhen* actually revolved around three blind men robbing a bank.

The attempt on the part of film-makers to look at the position of persons with disabilities in society started with *Deedar*, though it too had an element of sensationalism, with Dilip Kumar preferring to lose his eyes rather than see his beloved in the arms of another man. But then Dilip Kumar’s acting and the plot of the film which used disability cautiously ensured that the film became a hit.

And came *Dosti* and this too was very well appreciated by the audience. However a real attempt to give a glimpse into the complex world of the hearing impaired and their relationships in society was attempted by Gulzar in *Koshish* who wanted to advance the concept of inclusive society. Sanjeev Kumar and Jaya Badhuri in the lead roles did an excellent job and the film to this day is a landmark in the history of disability cinema in India.

*Sparsh*, another film made with a great deal of sensitivity looked into the complex world of a visually impaired person and it too was a hit with the audience. Another landmark film was *Anjali* revolving around the treatment that society meets out to a mentally challenged girl and how even...
the family members have to undergo a great deal of trauma because of rejection. Then came films like *Khamoshi* and *Tera Mera Saath Rahe* which were marketed differently. In fact, *Khamoshi* made by Sanjay Leela Bhansali was branded as a musical though the storyline revolved around the two main characters – Nana Patekar and Seema Biswas – both of whom are hearing impaired.

Thus, it can be said that there have been two trends in film-making in so far as Bollywood films are concerned. While film-makers have used disability as a comic interlude or as giving a dramatic twist to their script with scant regard for the rights of a large group of people who are ostracized by society because of their handicap, there have been some film-makers who have been able to build a tale around the insensitivity of society towards people with disabilities. However, not many film-makers are successful in telling it with poignancy and sensitivity.

The following are some of the stereotypes that films have been perpetuating over the years:

*Disability as a comic interlude* – The characters in the film who are disabled just because the audience can enjoy at his or her expense. A classic example of this is the recent Bollywood release, *Mujhse Shaadi Karoge* in which Kader Khan appears with a new disability everyday and regales the audience. He even puts up a board outside his house saying he is blind today; he is deaf and so on.

*Disability as an object of pity* – There are innumerable films which reinforce the pity element. This is the most common emotion surrounding a disabled character in a film.

*Disability as requiring a patronizing attitude* – The hero patronizes the disabled character in the film. While it shows the disabled person in
poor light, it enhances the former’s heroism.

**Disability as dramatic convenience** – Sometimes, disability is used to give a twist to the script and storyline as in the film *Koyla* where Shah Rukh Khan loses his speech only to regain his voice in the end when burning coal istrust into his mouth and this introduces a twist in the film as he goes all out to avenge his enemies.

**Disability as heroism** – There are some films which project persons with disabilities as heroes and super-heroes. This too is an unrealistic portrayal.

**Disability as a liability** – Use of terms like “bechara”, “andha”, “langda” are found aplenty in films designating a person with disability as a liability and as an unproductive member of society.

**Disability as a burden** – This too reinforces the stereotype that they are unproductive members of society.

**Disability as medical problem** – Many films reinforce this stereotype and hence even suggest miracle or quick fix solutions. This too is fraught with danger as disability is an irreversible condition and can be reversed only if there is early intervention.

**Disability as science fiction** – In *Koi Mil Gaya*, Hrithik Roshan plays a mentally challenged character who is cured by an alien world. While this may be entertaining to the audience, it can send a wrong message to children.

Like films, Documentaries also can have strong effects on public perceptions. Many documentaries are made with disability as a theme; efforts are put to show the problem and potential of persons with disability. These are a potent force in countering stigma and misinformation and a
powerful ally in changing perceptions, eliminating discrimination, and raising public awareness. Films and documentaries influence thinking of viewers and helps in establishing social norms. There is a long list of such documentaries viz. **Impossible** a documentary on the struggle of a man suffering from cerebral palsy, **Dark** on Visually Impaired by Indranil Goswami of Mumbai, **Chal** (Come…) on inclusion by Jayesh S Pillai and Haveesh Vemuri of Kanpur, **Sonal** on Disability Awareness and Cerebral Palsy by Arjna Gaurisaria of Mumbai, **Girl Star: Anuradha the Medical student** on Physical disability by Pallavi Arora of Delhi, **Sparsh** on Cross disability by Vrishnika of Delhi, **Shri Rakum School for the Blind** on Visually Impaired by Miditech of Delhi, **Believe Me** on the Down Syndrome by Rajani Ratnaparkhi of Pune, **Nobody's Perfect** on Cerebral Palsy by Bhaskar Hazarika of Delhi, **Bullets and Butterflies** on Physical Impairment by Sushmit Ghosh of Delhi, **To Whom I am Concerned** on the mentally challenged by Somya Sharma of Delhi, etc.

So, what is needed is a close analysis of films and documentaries to see whether they advance the cause of persons with disability or denigrate their position in society and also to evaluate the content of documentaries in educating people about disability concerns. The present work is an attempt in this direction.

The present study investigates the impact of these films and documentaries to assess whether they serve their purpose i.e. to educate and make people aware about disability issues, dispelling myths, stereotypes and misconceptions about persons with disabilities and promoting a new approach to disability which guarantees equal rights and opportunities and equal access, in drawing attention to the day to day struggles of people with disabilities, their sensitivities and the difficulties they face in procuring jobs.
EMPIRICAL BACKGROUND

The Literature in any field forms the foundation upon which all future work will be build. The related literature works as a guide post not only in regards to the quantum of work done in the field but also enables the researcher to perceive the gap and the lacuna in the concerned field of research. It is a crucial aspect of planning of the study and the time spent in survey is invariably a wise investment. The task calls for a deep insight and clear cut perspectives of overall field which invariably minimize the risk of dead ends, rejected topics, rejected studies, wasted efforts, trails and error activity. It serves as a source of guidelines for the study taken by the researcher.

A few research studies conducted earlier are reported here to reflect the research trends in the area. These studies have a direct or indirect bearing upon the present work.

Fenrick and Peterson (1984) carried out a study on “Developing positive changes in attitudes towards moderately/ severely handicapped students through a peer tutoring programme.” They found the peer tutoring programme effective to lessen negative attitudes towards moderately and severely handicapped students. In a study conducted by Kmanth and Dhote (1989) to examine the efficiency of changing perceptions of school children through workshop module of disability, simulation activities and experiences, it was found that workshop as intervention has greater role in changing the perceptions of young learners. Madhavan et al. (1990) investigated the level of awareness about mental retardation in rural areas near Hyderabad. The results called for proper public awareness materials on the nature, identification and management of persons with disabilities. Munk (1990) emphasized that intervention plays a significant role in
reduction of inappropriate behavior and high treatment acceptability of staff implementers. Gash (1996) in his study “Changing attitudes towards children with special needs” reported that changes in children’s responses which occurred between pre–test and post-test were primarily due to the lessons given to promote awareness about students with special needs.

RATIONALE OF THE STUDY

The People with Disabilities Act was passed in 1995 and for the first time, people with disabilities came out of their shell, asking for their rights, asking for equal participation. The media occasionally blow up the achievements of the disabled persons as super human beings or always give the attribute or the idea that the disabled person is a special person – a person with special needs, everything special. So segregation i.e. the belief that the disabled person is never part of the mainstream society is the result of the projection of disabled in media to some extent. By changing the perspective, by looking at the disabled person as a potential rather than a problem, not special but ordinary in every way–that’s where the media can step in. That’s a very important aspect. This message has to reach the masses through electronic and print media.

Although there are no specific data showing attitude change in response to media communication, people tend to believe that the manner in which characters are portrayed is important. Characters presented on screen are socio cultural stereotypes designed to appeal to the majority of viewers, and reflect widely held values. It seems apparent that the repeated presentation of images becoming a typification of everyday existence. The media are efficient in implanting new information and contributing new ideas and values, where they are not in conflict with strongly held views. The effect of mass communication on society is often more contributory
than a sole effect. Media images, however, can help to shape the meanings we find directly in the situation and what we discover in the actual situation can influence the way we look at the media.

In film media, for instance, the portrayal of people with disabilities has been very poor. If one limps, he is a villain; if one can’t hear, he/she is a comedienne. Film, as a media means, is a very powerful tool and influences a lot of people. So, there is a need that films are directed and produced which portray the disabled persons in the right light.

But, do they serve the purpose to make people aware about different aspects of disability viz. the problems faced by individuals with disability, dispelling myths, stereotypes and misconceptions about persons with disability? These questions give rise to the proposed study……that to assess as to what extent the films and documentaries have impact on people’s psyche.

**STATEMENT OF THE PROBLEM**

With this conceptual and empirical background, the topic of the research is precisely stated as-

**IMPACT OF AN INTERVENTION PROGRAMME BASED ON ‘DISABILITY RELATED FILMS AND DOCUMENTARIES’ IN EDUCATING STUDENTS ABOUT DISABILITY ISSUES.**

**OPERATIONAL DEFINITIONS**

1. **Impact**

The term means the result produced by the intervention programme. Specifically, it refers to the effectiveness of the intervention programme in making students aware about disability and moulding their attitudes towards the disabled and various disability issues.
2. Intervention programme based on ‘Disability Related Films and Documentaries’

The term Intervention, here is used to describe the efforts made in the form of designing and presenting a programme based mainly on electronic media in an attempt to enhance students’ level of awareness and moulding attitudes concerning disability issues. In this study, films and documentaries are based on themes related to various disability issues and disabled individuals. Precisely, the term, here, includes a few landmark films from mainstream Indian cinema which deal with disability in a sensitive manner and a few short duration films that revolve around disability as a theme and depict disabled in a realistic manner. and the documentaries which are specifically prepared by Ministry of Social Justice and Empowerment, National Council of Educational Research and Training and Non Governmental Organizations for the purpose of disseminating information about disability concerns.

3. Education About Disability Issues

In its broad sense, education refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society, through schools, colleges, universities, and other institutions, deliberately transmits its cultural heritage—its accumulated knowledge, values, and skill—from one generation to another. In the present study, education about disability issues precisely includes-

(i) Awareness

Awareness, in the present study, is the ability in which the individuals have the capacity to recognize the disability, problems related to it, know the potential of disabled, achievements of persons with disabilities, existing legislations, facilities and concessions for them and so on.
(ii) Attitudes
An attitude is a hypothetical construct that represents an individual’s degree of liking or disliking for an item. Attitudes are generally positive or negative views of a person about a place, thing, or event. Attitudes are judgments or orientation of mind. In the present study, attitudes refer to the feelings, opinions, beliefs of high school students towards disability concerns.

4. Students
In the present study, ‘students’ refer to able bodied students of class VIII and IX studying in Haryana Police Schools and Public schools of Haryana.

OBJECTIVES
The study has been planned with the following objectives –

1. To gauge students’ level of awareness about disability issues.
2. To gauge students’ level of attitude towards disability issues.
3. To design an intervention programme comprising of ‘Films and Documentaries on disabilities’ to enhance the level of awareness and to change attitudes of students about the disabled and disability issues.
4. To administer the intervention package on students to enhance their level of awareness and change attitudes concerning disabled and disability issues.
5. To measure the impact of intervention programme on the level of awareness and change in attitude among students towards the disabled and disability issues.
6. To carry out a content analysis of ‘Films and Documentaries on disability’.

HYPOTHESES
It was hypothesized that-
(a) ‘Disability related Films and Documentaries’ based intervention programme is likely to have a positive impact on awareness of students regarding various disability issues.

(b) ‘Disability related Films and Documentaries’ based intervention programme is likely to have a positive impact on attitudes of students regarding various disability issues.

METHODOLOGY, RESEARCH DESIGN AND SAMPLE OF THE STUDY

One group, pre-test post-test experimental design was used in the present study to find out the impact of films and documentaries based intervention programme on disability issues on students. Locale of study was Haryana state. Only four districts- Karnal, Ambala, Kurukshetra and Hissar were purposively taken for the study. Multistage Sampling was used to draw the sample from the given population. Senior Secondary schools were selected randomly and purposive sampling technique was used for selecting Haryana Police schools. Then the sample of 50 students from VIII and IX class of each school were drawn by using random sampling technique. The sample compromised of 400 students.

The graphical representation of the design is as follows:
TOOLS

The data was collected by administering appropriate research tools. Following tools were used in the study-

- **MEASURING TOOLS**
  - Self developed ‘Awareness about Disability’ Questionnaire to assess the awareness level of students towards disabled and disability.
  - Self developed ‘Attitude towards Disability’ Scale to assess the attitudes of students towards disabled and disability.

- **INTERVENTION TOOLS**
  - Intervention Programme based on ‘Films and Documentaries’ to educate students about disability issues was developed by the researcher.

STATISTICAL TECHNIQUES USED

Keeping in view the objectives of the study following statistical techniques were used.

- Mean
- S.D
- t-test

DELIMITATIONS OF THE STUDY

The study was delimited to –

- Four districts of Haryana only i.e. Karnal, Kurukshtera, Ambala and Hisar.
- Haryana Police schools and Public schools only.
- Students of VIII and IX class only.
MAIN FINDINGS

On the basis of the analysis and interpretation as given in previous chapter, the following main findings regarding the effect of the intervention programme based on ‘Disability related films and documentaries’ on the awareness and attitudes of students about disability have emerged out from the study.

• **Findings Related to Level of Awareness among Students about Disability Issues (Pre and Post Intervention Programme)**

  (i) A vast majority (60%) of students were found to have low level of awareness about disabilities and related issues before the Intervention Programme, with only 26 percent students having high level of awareness about disability.

  (ii) When the pre-test and post-test scores of students on the ‘Awareness about Disability’ Questionnaire were calculated and analyzed, it was found that the intervention programme has had a significant positive impact on the awareness level of students about the disability issues. The awareness level enhanced from low to high. Percentage of score rose from 26 to 58, that clearly shows an increase in overall awareness level of students.

  (iii) Decrease in percentage from 60 to 23 of students having low level of awareness shows the increase in awareness level of students post Intervention Programme.

• **Findings Related to Attitude of Students towards Disability Issues (Pre and Post Intervention Programme)**

  (i) Students were found to have negative attitude towards disabilities and related issues before the Intervention Programme, with only 24 percent students having positive attitude towards disability.
(ii) The intervention programme has been found to have a positive effect in changing the attitude of students towards disabilities. An increase in percentage of positive attitude of students from 24 to 63 percent post intervention proves it.

(iii) Decrease in percentage from 57 to 15 of students having negative attitude shows the positive change in attitude of students post Intervention Programme.

- **Findings Related to Awareness of Students about Disability Issues (Dimension-Wise)**

(i) Students were found to have a low level of awareness about disabilities before the intervention programme with mean score 28.26.

(ii) The Intervention Programme has had a significant positive impact in enhancing awareness among students about ‘Identification, Causes and Prevention of Disability’. Improvement of mean score from 7.37 to 19.99 clearly shows a magnificent improvement in awareness level of students.

(iii) Rise in mean score from 8.20 to 19.54 shows that Intervention Programme made students more aware about ‘Myths about Disability Issues’.

(iv) Students became more aware about ‘Constitutional and Legal Safeguards for Persons with Disability’ as is evidently shown by increase in their mean awareness score from 3.48 to 7.79.

(v) Students’ awareness level became significantly higher for persons with disability after the exposure to intervention programme as their mean score improved from 2.66 to 5.31 w.r.t. the issue of ‘Facilities for Persons with Disabilities’.

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(vi) Improvement in the mean scores of students from 4.89 to 10.46 clearly proved that Intervention programme has enhanced their awareness about ‘Education, Training and Employment of Persons with Disabilities’.

(vii) A rise in mean scores of students from 1.65 to 2.61 showed their enhanced level of awareness on items of ‘Miscellaneous’ nature related to disability issues.

• **Findings Related to Attitude of Students about Disability Issues**

**(Dimension-Wise)**

(i) The intervention programme has been found to enhance the positivity w.r.t. ‘Basic courtesies/etiquettes when interacting with people with disability’ in students by showing an improvement in mean score from 4.81 to 10.46 after the intervention programme.

(ii) The difference in mean scores of students in pre-test and post-test, 2.68 and 6.02 respectively, with regard to their attitude on ‘Inclusion of persons with disability in society’ indicates that student’s attitudes changed from neutral or negative to positive and healthy.

(iii) Students’ attitudes towards ‘Facilities for people with disabilities’ before the intervention programme were somewhat negative as the mean score was found to be 3.86. There was a positive significant change in their attitudes after exposure to the intervention programme by a rise in the mean score to 7.32.

(iv) The impact of the intervention programme on the attitudes of students was seen when it was observed that students’ ‘Perception with regard to abilities of people with disabilities’ changed significantly in positive direction after the application of the intervention programme. Improvement in mean score from 3.80 to 7.80 proves it.
(v) With regard to students’ ‘Attitudes towards behavioral/disciplinary outcomes of persons with disabilities’, the impact of intervention was found to be healthy with an increase in mean score to 4.99 from 2.17.

EDUCATIONAL IMPLICATIONS

The present study gives evidence that the intervention programme is an impressive and effective tool to generate awareness about disability issues and in redirecting or changing the attitudes of respondents about persons with disabilities in favorable directions.

Hence, in many ways the findings of the present study can be beneficial for students, teachers, social workers, media personnel, administrators and policy makers. The study implicates following suggestions:

(i) Films and Documentaries based on disability should be shown to students to enhance awareness about not discriminating with persons with disabilities.

(ii) Social workers should plan and run rehabilitation and awareness programme thereby enhancing the amalgamation of the disabled into the society at large in a favorable direction.

(iii) Media personnel can make people aware about the problem and enhance the awareness about the disabled amongst the masses.

(iv) Media should plan more informative and interesting media based interventions for all segments of the society in a favorable direction.

(v) Policy makers should allocate sufficient funds for evolution and execution of the intervention strategies for creating awareness about disability issues.

(vi) Teachers can create an awakening in students about legal rights of persons with disabilities as well as about the services and facilities provided by government to these persons.
(vii) Generating awareness among the policy makers about the magnitude
of the problem and inspiring them to allocate larger funds for the
development and execution of the intervention strategies.

(viii) Inspiring the media to give a right platform to persons with
disabilities to raise their problems before the authorities and society.

(ix) School administration can make more ‘Media based on Disability’
available to enhance the knowledge of students about the issue.

(x) Media should promote more films and documentaries based on
disability for making easy access to masses.

(xi) More entertainment quotients should be added to such movies to
attract more viewers.

(xii) More intervention programmes should be planned to enhance the
awareness level of students towards disability and related issues.

(xiii) Enabling the media to plan and produce more informative and
interesting intervention strategies for all segments of the society,
helping in eradication of deep rooted misconceptions and myths
about disability in society.

SUGGESTIONS FOR FURTHER RESEARCH

Keeping in view the findings of the study, the following
recommendations are made:

(i) The present study is based on a sample drawn from a limited
geographical and socio cultural strata. For better generalization of
results, a study can be undertaken covering wider geographical area
and different socio-cultural contexts.

(ii) In the present study, the sampled schools were police schools and
private schools. A study can be undertaken covering a variety of
schools like Government- Aided schools, urban schools, rural
schools, girls’ schools, boys’ schools, colleges, teachers’ training institutions, polytechnics and other educational institutions.

(iii) The media have a powerful/profound impact upon societal views. In the present study, films and documentaries were used. A comparative study of print and electronic media can be undertaken to assess their relative positive/negative impact on society’s belief and attitudes about people with disabilities.

(iv) In the present study students of class VIII and IX were selected. Subjects from other levels of education could be sampled.

(v) In the present study, students of urban schools were studied. A comparative study of urban and rural school students can be undertaken.

(vi) Parents can also be included for further study.

(vii) Some follow up studies may be conducted to know about the retention and usefulness of the information given during the intervention programme to the respondents.