CHAPTER – I
INTRODUCTION

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.

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 mean 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 generally unattractive, or occasionally as heroes who surmount all odds. More realistic, positive portrayals can promote respect, understanding, and awareness is 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 attitudinal 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.

1.1 CONCEPT OF DISABILITY

A disability may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these.
A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an *activity limitation* is a difficulty encountered by an individual in executing a task or action; while a *participation restriction* is a problem experienced by an individual in involvement in life situations.

Thus, disability is a complex phenomenon, reflecting an interaction between features of a person’s body and features of the society in which he or she lives (World Health Organization).

An individual may also qualify as disabled if he/she has had impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, sensory, cognitive or developmental disabilities (figure 1.1). Mental disorders and various types of chronic disease may also qualify as disabilities.

A disability may occur during a person's lifetime or may be present from birth.

### 1.2 TYPES OF DISABILITY

Disability is caused by impairments to various subsystems of the body - these can be broadly sorted into the following categories-

#### 1.2.1 Physical Disability

Any impairment which limits the physical function of limbs or fine or gross motor ability is a physical disability. Other physical disabilities include impairments which limit other facets of daily living and are caused by neurological impairments or chronic illness.

#### 1.2.2 Sensory Disability

Sensory disability refers to an impairment of one of the senses. The term is used primarily to refer to vision and hearing impairment, but other senses can also be impaired.
1.2.2.3 Visual Impairment

Visual impairment (or vision impairment) is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction, medication, or surgery. This functional loss of vision is typically defined to manifest with-

1. Best corrected visual acuity of less than 20/60, or significant central field defect,
2. Significant peripheral field defect including homonymous or heteronymous bilateral visual, field defect or generalized contraction or constriction of field, or
3. Reduced peak contrast sensitivity with either of the above conditions.

1.2.2.4 Hearing Impairment

Hearing impairment refers to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by most people. Mild hearing loss may sometimes not be considered a disability.

1.2.3 Olfactory and Gustatory Impairment

Impairment of the sense of smell and taste are commonly associated with aging but can also occur in younger people due to a wide variety of causes.

There are various olfactory disorders:

- Anosmia – inability to smell
- Dysosmia – things smell different than they should
- Hyperosmia – an abnormally acute sense of smell.
- Hyposmia – decreased ability to smell
- Olfactory Reference Syndrome – psychological disorder which causes the patient to imagine he has strong body odor
- Parosmia – things smell worse than they should
- Phantosmia – "hallucinated smell," often unpleasant in nature

Complete loss of the sense of taste is known as ageusia, while dysgeusia is persistent abnormal sense of taste.

1.2.4 Somatosensory Impairment

Insensitivity to stimuli such as touch, heat, cold, and pain are often an adjunct to a more general physical impairment involving neural pathways and is very commonly associated with paralysis (in which the motor neural circuits are also affected).

1.2.5 Balance Disorder

A balance disorder is a disturbance that causes an individual to feel unsteady, for example when standing or walking. It may be accompanied by symptoms of being giddy, woozy, or have a sensation of movement, spinning, or floating. Balance is the result of several body systems working together. The eyes (visual system), ears (vestibular system) and the body's sense of where it is in space (proprioception) need to be intact. The brain, which compiles this information, needs to be functioning effectively.

1.2.6 Intellectual Disability

Intellectual disability is a broad concept that ranges from mental retardation to cognitive deficits too mild or too specific to qualify as mental retardation. Intellectual disabilities may appear at any age. Mental retardation is a subtype of intellectual disability, and the term intellectual disability is now preferred for mental retardation.
1.2.7 Mental Health and Emotional Disabilities

A mental disorder or mental illness is a psychological or behavioral pattern generally associated with subjective distress or disability that occurs in an individual, and which are not a part of normal development or culture. The recognition and understanding of mental health conditions has changed over time and across cultures, and there are still variations in the definition, assessment, and classification of mental disorders, although standard guideline criteria are widely accepted.

1.2.8 Developmental Disability

Developmental disability is any disability that results in problems with growth and development. Although the term is often used as a synonym or euphemism for intellectual disability, the term also encompasses many congenital medical conditions that have no mental or intellectual components, for example spina bifida.

1.2.9 Learning Disability

Learning Disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making). Learning Disability can be of many types; Dyslexia – a language–based disability in which a person has trouble understanding words, sentences, or paragraphs; Dyscalculia – a mathematical disability in which a person has a difficult time
solving arithmetic problems and grasping math concepts; Dysgraphia – a writing disability in which a person finds it hard to form letters or write within a defined space; Auditory and Visual Processing Disabilities – sensory disabilities in which a person has difficulty understanding language despite normal hearing and vision, etc.

1.3 DISABILITY AND CINEMA: TRENDS IN ‘FILM MAKING ON DISABILITY’ IN INDIA

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 altogether. While there are people who believe in the power of cinema to change the world, there are others who say that its chief purpose is to entertain people. And so, the disability experience too has been twisted and distorted to suit the dynamics of entertainment by many film-makers across the globe. And there have been some 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 these two extremes – pity, fun, caricaturing, sympathy, lampooning and awesome heroism at one end of the spectrum while discrimination, coping-up, emotional swings and aspirations of the human soul at the other. 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. 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.

And then there is an attempt on the part of the script writer and the film-maker to build up the heroism of the lead character in the film by portraying him as a champion of the downtrodden. So, in almost all of the films in which Amitabh Bachchan played a central role, there is a person with a disability who is intimately associated with him, whether it is Rakhee in ‘Great Gambler’ or Nirupa Roy as mother in ‘Amar, Akbar
Anthony’. In fact, the trend began much earlier – witness the young orthopaedically challenged boy in ‘Dream Girl’ or Rajesh Khanna’s handicapped sister in ‘Saccha Jhoota’.

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 then 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 metes 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 Bansali was branded as musical though the storyline revolved around the two main characters – Nana Patekar and Seema Biswas – both of whom were 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** – often there are characters in the film who are disabled just because the audience can enjoy at their 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 is thrust 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 the terms like ‘bechara’, ‘andha’, ‘langda’ are found aplenty in films denigrating 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 a 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.

This broad spectrum of attitudes of general public towards the disabled makes them suffer from low morale, guilt, loss of hope and faith. Above all, it results in loss of self-esteem and frustration. However, over a period of time the attitudes towards the disabled have undergone a change, but the approach and process is slow. The Government of India has initiated many efforts to empower the disabled viz. the enactment of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. In keeping with the changing approaches, the name of the Ministry aiming to protect the rights of the disabled also underwent a change from Ministry of Social Welfare to Ministry of Social Justice and Empowerment.
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 society - rich or poor, urban or rural, young or old and male or female as well as educated and uneducated. Further, the messages sent by the visual media is believed to have greater impact as compared to newspapers, magazines etc. Television and Cinema are thus considered as the best medium 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.

With changing times there has been a definite change in the form of disability as projected on the screen. Initially in 1950s and 1960s the films used to evoke sympathy, pity for the people with disabilities and many a time disability was used as a medium to ask for alms by professional beggars. Most of the films produced in '80s and '90s have been issue-based. The producers and directors by and large have tried to understand the disability, the nature of problem faced and communication media used for communication and then they have come out with a story, which is near to reality. However, sometimes blindness/deafness was even used as a mechanism to get entangled in anti-social activities or to win the love of a person of the opposite sex. This has even been shown in films like ‘Badshah’ and ‘Mohra’ in the '90s.
1.3.1 Visual Impairment in Cinema

Sai Paranjpai’s film ‘Sparsh’ has been one of the most critically acclaimed films of the eighties and it garnered three national and three Filmfare awards. This film was originally a teleplay written and directed by Paranjpai titled ‘Raina Beeti Jaye’ that was telecast on Doordarshan and was warmly received by the audiences. The film focuses on the sentimental story of a blind principal, Anirudh (Naseerudin Shah), who falls in love with Kavita (Shabana Azmi) whose husband had died in an accident. They are to marry but Anirudh cannot get rid of the suspicion that Kavita is marrying him out of pity. The film's message is ‘disabled persons need much more than mere sweet words’.

Similarly, a film like ‘Dosti’ which was made in the sixties centres around the close friendship of two disabled - a crippled and a blind - persons. The blind boy helps his crippled friend continue with his studies and earn money by singing on the road. The film gives a message that physically disabled persons have strong sentiments for value of friendship. But, it is significant to mention here that music has been portrayed as the only media for the blind to earn money. But keeping in view the time frame when the film was made, one can say that at least he could earn his livelihood independently. Now it is time to show other careers, which have opened wide vistas of jobs for the visually impaired.

There are some foreign films also which have focused on visual impairment in the recent past. These are ‘Blind Fury’ directed by Philip Noyce; ‘At First Sight’ directed by Irwin Winkler; ‘Butterflies are Free’ and ‘The Colour of Paradise’ directed by Majid Majidi is an Iranian film. All these four films have focused on visual impairment. It is significant to note that in the foreign films the important aspect, that is rehabilitation and
process of social adjustment has been touched well in all the four films. The negative attitude of family members has also been depicted well in ‘The Colour of Paradise’. It needs to be mentioned that other aspects like educational/vocational problems of the visually impaired should also be shown on the screen. Further, more avenues on employment must be shown on the screen since only then the potential employers will accept the blind in open employment. It has been proved scientifically that on an average the productive skills of the visually impaired are either equal or more than their sighted counterparts employed in the same nature of job.

In ‘Anuraag’, a Hindi film, the heroine Moushmi Chatterjee is a blind girl. Vinod Mehra falls in love with her. Finally, a small boy who is very fond of Moushmi donates his eyes and she is able to get back her vision. Almost the same thing has been portrayed in ‘Guddu’ in which Manisha Koirala loses her eyesight because of an accident and against all odds gets her love. The importance of eye donation has been portrayed in the film.

‘Kaasi’ is a Tamil film on visual impairment. It is the story of a blind folk singer who has a paralyzed father, weak mother and two charming young sisters. Kaasi is always cursed for not earning and supporting his family.

1.3.2 Hearing Impairment in Cinema

There have been comparatively less number of films on the hearing impaired 'Koshish' was well received film by reviewers of its time and remembered for great performances by Sanjeev Kumar and Jaya Bhaduri. This melodrama is about a deaf couple who with the aid of a blind man overcome the odds of living in a 'hostile' and 'uncaring' society. The focus is on depicting the problems faced by a couple who are both deaf. They even loose their son because both of them are unable to hear the cries of their own son due to the apparent disability. The director, Gulzar learnt
sign language for many days in order to be a successful film director.

‘Beyond Silence’ is another German film portraying the problems of the deaf. Lara's parents are both deaf. As a result the small girl has to act as an intermediary between her parents and the outside world from an early age. She was expected to 'translate' - be it a telephone call or a meeting of her parts with the teacher. Her father's fear of losing his daughter is thus more deep-rooted than in other cases. When Lara leaves her hometown after her school education and goes to Berlin to study, she is unable to shed the feeling of running away from a responsibility that bears heavily upon her. When she hears the news of death of her mother, she is concerned and feels more responsible for her father. But the father indirectly accuses her of being partly responsible for her mother's death. In frustration, she leaves her home. In the end, her father unexpectedly arrives to see his daughter perform a play on stage for the first time. This film was so powerfully made that it inspired Indian filmmaker Sanjay Leela Bhansali to make the film ‘Khamoshi’ starring Salman Khan and Manisha Koirala. In both these films again, the focus is on depicting the living conditions of a deaf couple.

Although these films depict extremely well the communication skills of the deaf and tells the public that it is possible to understand deaf people, but then it is very important for normal people to know lip reading / sign language before a communication can be built up between the hearing and hearing impaired. Otherwise a communication gap is likely to sustain between the two. Secondly, it is only in the film, ‘Children Of A Lesser God’, that a message has been sent to the general public that hearing impaired are not ‘deaf & dumb’, instead, if appropriate lip reading skills are imparted, they will only be deaf and not dumb as the general notices prevail. "It is only because they have not been able to hear that they are
unable to speak”. Thirdly, it is once again important to make Indian films to show how to rehabilitate the hearing impaired educationally, vocationally, economically and socially.

1.3.3 Locomotor Disability in Cinema

The Indian films on people with locomotor disabilities are 'Dosti' and the children's film 'Choo Lenge Aakash'. Apart from these two films, a number of films of people living with locomotor disabilities have been shown like 'Avtar', 'Sholay', 'Mann' and 'Hum Dono'. In all these films, abilities have overshadowed the disabilities to a considerable extent and the person with the disability has been able to lead a normal life or in most cases, a more successful life than the able bodied. It is true that people with disabilities can overcome their disability of a physical nature with their consistent effort, patience and hard-work. But in Indian films miracles are more common, thereby drifting the films away from reality. Thus, it is imperative that films must project the agony through which a physically challenged undergoes before really getting adjusted towards his disability.

1.3.4 Mental Challenge in Cinema

Films on mentally challenged are comparatively more in India as well as abroad. But once again, the disability has not been touched on at a reality level. There are miracles taking place in most of them. As a result of which, the mentally challenged are joining the category of normal. For example, in ‘Khilona’, Sanjeev Kumar who plays the role of a mentally challenged, rich, young man is able to save his wife from being raped by another family member and in the end is more or less cured of his disability. In this film, the persistent efforts on the part of the wife in rehabilitating her husband are praiseworthy.

‘Anjali’ directed by Mani Ratnam, a sensitive filmmaker who is known for making socially relevant films like ‘Roja’, ‘Bombay’ and ‘Dil Se’, is a
heart-touching story of a six-year old mentally challenged child unaware of her own world. She does not understand the affection of her mother and father and the feelings of her brother and sister and sportsmanship of playmates. She hates them all. She dislikes them all. She hurts all. She wounds all. She slaps all. She is aggressive. She is violent to all. But the sad part is that instead of accepting and showing empathy towards her, the society is uncaring and unfeeling towards her.

Mahesh Manjrekar has directed ‘Tera Mera Saath Rahen’. The film revolves around the life of a child living with cerebral palsy. The child is Devgan's brother and is deeply attached to him. The film does not highlight the problems of children living with cerebral palsy. Instead, it highlights the protagonist's romantic life and mental conflict. ‘Khamoshi’ is a very sensitive film made in India. In Khamoshi, Waheeda Rahman is appointed as a nurse in a psychiatric ward and is treating Dharmendra, a psychiatric patient. The nurse, with her persistent efforts is able to help the patient in getting well. But in the process of treating the patients coming to the psychiatric ward, there is an element of transference of emotions on the part of the patients as well as the nurse. In the end, the nurse is admitted in the psychiatric ward as a patient because of her inability to cope up with the situation. ‘Koi…. Mil Gaya’ is the story about Rohit Mehra (Hrithik Roshan) who shows the world that friendship is truly universal. Rohit is a mentally challenged child who befriends an alien, who is left behind on earth. His alien friend 'Jadoo' helps him in overcoming his disability, which otherwise faced ridicule and torment at every step in his life. In the end, Rohit fights everybody to safely hand over Jadoo to his space mates. The film is far from reality as children with autism can only be rehabilitated, not fully cured.
1.3.5 Learning Disability in Cinema

Many films have portrayed learning disability or used it as a backdrop for other themes. Amir Khan’s ‘Taare Zameen Par’ was one of the highly acclaimed movies based on learning Disability. The film explores the life and imagination of Ishaan, an eight-year-old dyslexic child. Although he excels in art, his poor academic performance leads his parents to send him to a boarding school. Ishaan's new art teacher suspects that he is dyslexic and helps him to overcome his disability. It shows how parents and teachers can crush a child's spirit, and how even our unique children definitely have a place in this world. The film explores the creative bent of Ishan’s mind and his imagination, which once guided blossom to great heights. Significantly, this film’s success, led to many behavioural disabilities becoming more visible on the big screen. The ways in which individuals and groups are portrayed in popular media can have a profound effect on how they are viewed by society at large. Taare Zameen Par has single-handedly created awareness at all levels – from the grassroots to policy-makers – about the existence of learning disabilities in children, the need for counselling parents and teachers on how to identify and deal with children suffering from these disabilities, and the importance of sensitising society to treat such children with greater compassion. This movie was both commercially and critically acclaimed, and it bought a general awareness amongst parents and teachers as to why some children can’t perform up to the mark. Movies like Taare Zameen Par have enlightened the subject of learning disability.

1.4 DOCUMENTARIES WITH DISABILITY AS THEME

A documentary is a non-fictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a historical record. ‘Documentary’ has been described as a ‘filmmaking practice, a cinematic tradition, and mode of audience reception’ that is
continually evolving and is without clear boundaries. Documentary is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. The documentary is an intermediary between reality and the viewer. Like films, documentaries also can have a strong effect 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 (figure 1.2).

Figure -1.2 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 Shri Rakum School for the Blind, 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.

1.5 RATIONALE OF THE STUDY

The Persons with Disabilities Act, a landmark legislation in the history of Independent India, 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.

Attitudes are such an important area to study because they influence our personal lives. Attitudes include desires, convictions, feelings, views, opinions, beliefs, hopes, judgments and sentiments. 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.

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. 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.

The present study investigates the impact of these films and documentaries to assess whether these serve the 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.

1.6 STATEMENT OF THE PROBLEM

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

1.7 OPERATIONAL DEFINITIONS

1.7.1 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.

1.7.2 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 Governmented Organizations for the purpose of disseminating information about disability concerns.
1.7.3 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-

1.7.3.1 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.

1.7.3.2 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.

1.7.4 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.

1.8 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’.

1.9 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.

1.9 DELIMITATIONS OF THE STUDY

The study is delimited to –

- four districts of Haryana only i.e. Karnal, Kurukshetra, Ambala and Hissar.

- Haryana Police Schools and Public Schools only.

- students of VIII and IX class only.
CHAPTER - II

REVIEW OF LITERATURE

2.1 INTRODUCTION

Research is a careful investigation especially for search for new in any branch of knowledge. It may be defined as the application of the scientific method in the study of problem. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. Review of related literature is important as it provides background and technical knowledge useful in conducting the research. Doing a careful and thorough literature review is essential when you write about research at any level. It is basic homework that is assumed to have been done vigilantly, and a given fact in all research papers. Review of literature is an essential aspect of investigations related to the research study. Related literature acts as the backbone for researcher. Most research work involves substantial use of published literature, indeed the ability to ferret out obscure facts is often seen as the primary activity of the researcher and the regulations for research degrees always contain a requirement that the candidate should demonstrate the ability to make proper critical use of relevant literature. For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice. The survey of related studies implies locating, studying and evaluating reports of relevant researches. In the review of literature, previous research studies are abstracted and significant writing of authorities in the area under study is reviewed. By providing a literature review, usually offered in introduction before the researcher reaches thesis statement, it tells that the basics of research have not been neglected. It not only surveys what related
research has been done in the past on the topic under study, but it also appraises, encapsulates, compares and contrasts, and correlates various scholarly books, research articles, and other relevant sources that are directly related to the current research. A careful review of the research journals, books, dissertations, thesis and other sources of information, on the problem to be investigated, is one of the important steps in the planning of any research study. A literature review, thus, is essential in helping the researcher shape and guide research in the right direction by offering insights and different perspectives on the research topic. Review of literature is a significant step in the expansion of a research development. Review of literature helps the researcher to build up deeper imminent into the problems and gain information in the problem and on what has been done before. Review of literature is a key step in the research process, the task of reviewing involves the recognition, selection of serious examination and reporting of existing information on topics of interest. The main goal of review of literature is to develop a strong knowledge pedestal to carryout research and non research scholarly activities in education. Review of literature provides basis for future investigations, justifies the need for replication, throws light up on feasibility of the study, and indicates constrains of data collection and help to relate findings of one another. This helps the researcher to find out what is already known and what problems remain to be solved. Since effective research is based on past knowledge and practice, the exercise provides useful hypotheses and helpful suggestions for significant investigations.

Developing knowledge and understanding the previous work with regard to the topic being researched, is the main purpose in the literature review. Review of relevant literature helps the researcher to decide the topic for investigation, proceed with it and analyze it. It guides the researcher on the
possible theoretical framework she/he can use for her/his current study. It avoids possible duplication of similar studies. It helps the researcher identify studies that have been done related to the topic and gives researcher several ideas on how to select and formulate own research problem. The review of literature help compare and contrast what one is doing in the historical context of the research as well as how one’s research is different or original from what others have done, helping the researcher rationalize the need to do this particular research. It also enables the researcher to define limits of his/her study. The review assists in asking research questions, formulating hypothesis and for designing the appropriate tools of research. It facilitates the analysis of the data, draw interferences and conclusions and make recommendations. Review of related literature serves as a guiding post not only with regard to the quantum of work done in the field but also enable us to perceive the gap and lacuna in the concern field of research. The purpose of this chapter is not only to summarize relevant literature, but also to convince the reader about the legitimacy of the researcher’s assertions by providing sufficient logical and empirical support. The literature is critically evaluated and purposefully used to establish the significance of the inquiry and to extend the theoretical understanding of the research issue.

In the following section, an effort has been made to present a review of literature which is likely to have a direct or indirect bearing on this study. The researcher in this study has adopted the chronological approach to review as it helps in systematic analysis of ideas, concepts and views.

2.2 STUDIES RELATED TO THE PRESENT RESEARCH

Donaldson & Martinson (1977) studied the most effective ways to help change the attitudes towards people with disabilities. Positive effects on attitude have indeed been produced by media exposure. This happened best when people with disabilities spoke for themselves, they did not act in a
previously stereotypic helpless hopeless manner; they presented interesting and factual information about disability. The researchers’ analysis is that indeed, video and other media have and can have a significant effect on attitudes towards people who are disabled and these powerful tools should be used more- together for changing the existing negative imagery in the media.

**Westervelt, Brantley & Ware (1983)** conducted a study entitled Changing Children’s Attitude toward Physically Handicapped Peers: Effects of a Film and Teacher–Led Discussion. As a pretest, the attraction of 280 fourth graders to a photograph of a handicapped child using crutches and braces was assessed. A film emphasizing the simulations between a handicapped student and able-bodied peers was evaluated by randomly assigning the students by classroom. Post tests administered to the subjects immediately following the film and again one week later. Both interventions had an effect on students attraction to the physically handicapped peer; however there was no effect on interest similarity. The effects on attraction were maintained over the follow up period. It was concluded that the film had value for improving children’s attitudes toward a physically handicapped peer.

**Fenrick & Peterson (1984)** carried out a study on ‘Developing positive changes in attitude towards moderately/severely handicapped students though a peer tutoring programme.’ They found the tutoring programme effective to lessen negative attitudes towards moderately and severely handicapped students. The finding of the study revealed that positive teacher intervention efforts and structured, long-tern contact with handicapped peers may serve as viable means to breaking down barriers.

**Kohli (1988)** studied the impact of home-centre based training programme on reducing development deficits of disadvantaged young children with the
objective to develop positive attitude in parents towards their conspicuous deficits and to make a qualitative and quantitative evaluation of the effectiveness of home centers based training programme on young children up to six years. The findings of the study revealed that the attitudes of parents towards their developmentally delayed children were found remarkably changed in the positive direction due to portage training.

A study was conducted by Kamath & Dhote (1989) to examine the efficiency of changing perceptions of school children through workshop module of disability simulation activities and experiences. The research envisaged a pre test and a post test to assess change in perceptions as a function of the workshop experiences. One hundred and twelve children of age group 10-11 years and 14—15 years participated in an intensive workshop which included simulation activities, talking to blind individuals, learning to handle aids for the blind and information dissemination regarding blindness. Findings indicated considerable gains in perceptions of children particularly among the younger age group and there were no sex differences. With regard to perceptions towards the blind in general, the findings further suggest that the older group (14-15) can become agents of information dissemination into community at large and that as a strategy for change of perceptions, the workshop module is effective.

Wahl & Lefkowits (1989) conducted a study on ‘Impact of Television Film on Attitudes toward Mental Illness’. In this study, the possible impact of a prime time television film portraying a mentally ill killer was investigated. Groups of college students were shown the film. Post film responses of the community attitudes toward the mentally ill persons improved. Results support concerns that media depictions add to mental illness stigma and also suggest that corrective information alone may not
be sufficient to counteract the stigmatizing impact of such audience-involving mass media portrayals.

**Augusto & Jane (1990)** in a relevant article noted that the general public forms images of blind people on the basis of brief contacts with person who are visually impaired and on the stories presented in media. This limited exposure may convey inaccurate information about blindness and visual impairments that could be changed through efforts by non-governmental organizations, public service announcements, printed materials, video-audio tapes, T.V and radio programme, school curricula on disabilities, and work with leaders in community. The researcher reported that the media can serve as a powerful instrument in forming new attitudes and behaviours regarding persons with disabilities.

**Dattilo & Ralph (1990)** in their article on ‘Communicating Positive Attitudes towards People with Disabilities through Sensitive Terminology’ argue that the use of accurate terminology can encourage the communications of positive attitudes towards people with disabilities. Language should consider the person first, emphasize each individual’s abilities, communicate respect for each individual, and be courteous while interacting with person with disabilities.

**Madhavan et.al, (1990)** investigated the mental retardation awareness in the rural area near Hyderabad. The results called for proper public awareness materials on the nature, identification and management of persons with disabilities.

**Dahl (1993)** in her article on ‘The Role of the Media in Promoting Images of Disability- Disability as Metaphor: The Evil Crip’ cited that we have moved somewhat away from the disabled as hero or as victim, but we form a normal depiction of disability. Disabled people could be depicted as
living and working in a variety of situations, with a diverse range of responsibilities, and not necessarily overcoming great odds to achieve their status. The mass media affect public opinion and public perception of social reality by their ability to create typification. Careful use of terminology and visual images and realistic typification of people with disabilities as ‘average’ people in media is necessary.

**Marino (1994)** investigated the attitudes of high school students who had participated in the systematic intervention programme and reported significantly more positive attitude towards peers with Down Syndrome and moderate mental retardation than the high school students from the control group. Female students reported significantly more favourable attitudes towards disabled adolescents than male students. In another study, **Munk (1994)** emphasized that intervention plays a significant role in reduction of inappropriate behaviour and high treatment acceptability of staff implementers.

**Gash (1996)** in his study ‘Changing Attitude 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. In this study a total of 305 urban primary school children participated in an educational programme which aimed at promoting awareness about children with special needs. Subjects were pre-tested to assess their initial attitudes towards them and prior experience of children with disabilities and post – tested to see how their attitude changed as result of all educational intervention programme. The researcher observed that intervention programme had a strong effect on the attitude of non disabled towards peers with special needs. The efficiency of the intervention programme
was revealed in both augmentation of some positive attitude and diminution of sympathy for children with special needs.

**Hunt et al. (1996)** assessed the effectiveness of intervention strategies that were intended to facilitate social relationship between students with and without disabilities. The intervention package was implemented on students which included information regarding the ways to communicate with students with disabilities facilitating interactions by using activities such as buddy systems, and prompting and interpreting the behaviours of the students with disabilities. The results of the study revealed that the intervention package led to an increased number of interactions between both groups of students and a decrease in the feelings of prejudice, stereotyping, hostility, teasing and harassment. A follow up of the study showed that the ‘able – bodied’ students consider themselves as friends of their ‘disabled’ counterparts. The researchers believed that components of the intervention package contributed to friendships between both groups of students.

**Ross (1997)** in his study on ‘Disability and the Media: a Suitable Case for Treatment?’ discusses some of the key themes which emerged from the research made by BBC in 1996, focusing especially on mainstream media representations of disability. Broadly, the study aimed to undertake a qualitative study of disabled viewers’ attitudes towards and perceptions of disability and disability themes as portrayed through broadcast media with an emphasis on television representation. A total of 33 focus groups were eventually conducted and a total of 384 people took part in the study. The study concluded that although the criticisms, made by disabled media consumers against the portrayal of disability and disability issues in mainstream broadcasting are many and wide ranging, they are not impossible for broadcasters to address and certainly do not seem unreasonable. Many of the changes that viewers and listeners would like to
see take place in broadcasting can be described as ‘respect’ issues: respecting the diversity of disability and portraying those varied experiences; respecting the views of disabled people and consulting with them to provide more authentic and credible portraits, respecting the abilities of disabled people and actively involving disabled media professionals in all aspects of programme productions access all genres.

**Austin & Husted (1998)** made an attempt to find out cost-effectiveness of television, Radio and print Media programs for Public Mental Health Education. They reviewed their experience in developing media programs in several broadcast formats and in print. Their experience suggests that an affective television production has a very high per-exposure cost and that radio is a more cost–effective way to present health messages.

**Swanson & Hoskyn (1998)** in their research study entitled ‘Experimental Intervention Research on Students with Learning Disabilities: A Meta–Analysis of Treatment Outcomes’, summarizes a comprehensive synthesis of experimental intervention studies that have included students with learning disabilities. The results are supportive of the pervasive influence of cognitive strategy and direct instruction models for remediating the academic difficulties for children with learning disabilities.

**Nelson (1999)** in his study on ‘The Media’s Role in Building the Disability Community’ reports that technology is rapidly changing the world around us. Media plays an important part in our daily life. Changes are also occurring for those with physical and mental limitations- their portrayal in the media, their use of medicines, ways to achieve group aims and their use of the new on-line media to communicate with others. In a very real way, the growing sense of community among those with disabilities has been linked to media.
Graves (1999) suggests that television portrayals of difference can be relevant to the creation of children’s attitudes. Their attitude can be modified to a greater extent by positive and realistic portrayal of disability and people with disability and their problems in Media. Bhakar (1999) conducted a study entitled ‘Effect of Some Intervention Strategies on the Language Development of Learning Disabled Children’. The main findings of the study revealed that a set of three intervention strategies, i.e. interactive strategy, word reading strategy and global strategy were found to have a significant positive effect on the language development of learning disabled children.

In a Research, Panol & Mc Bride (2001) on ‘Print Advertising Images of Disabled: Exploring the Impact on Non disabled Consumer Attitudes’ evaluated the impact of advertisements featuring physically-disabled persons on perceptions, feelings and behaviour of non disabled audiences. No significant differences were found between responses toward disability and non disability audiences pointing to possible mainstreaming effects. Frequency of exposure to ads portraying disabled persons also seems to determine the direction of attitudinal responses. The results suggests the necessity of carefully evaluating the combined influence, intended or not, of such elements as content and manner of portrayal, verbal and non verbal context, gender and status issues as well as subtle mood-inducing visual cues in disability ads.

Visual representation is a powerful means of communication; visual stereotypes reflect the attitudes of the culture and also shape and reshape the perceptions of the viewer. **Yadav (2002)** conducted a study on senior secondary school students and their teacher who has participated in an intervention programme for enhancing their awareness about disability. She reported that intervention programme has a significant effect on the overall as well as aspect wise level of awareness of teachers and students about disability.

**Pivik, Macfarlane & Laflamme (2002)** carried out a study on the use of virtual reality to teach disability awareness. A desktop virtual reality programme was designed and evaluated to teach children about the accessibility and attitudinal barriers encountered by their peers with mobility impairments. The effectiveness of the program was evaluated with 60 children in grades 4-6 using a controlled pre test/post test design. The results indicated that the program was effective for increasing children’s knowledge of accessibility barriers.

The study by **Ng & Chan (2002)** on attitudes towards people with mental illness illustrates effects of a training program for secondary school students. One hundred and seventeen students from 13 schools formed school-based mental health clubs, which composed the treatment group. They were given a mental health training program at different schools. The comparison group consisted of 102 secondary school students who had received no intervention. Students of both groups were assessed before the commencement, at the last session, and seven months after completion of the program with an OMICC (Opinion about Mental Illness in Chinese Community) scale developed by the authors. The study revealed significant positive changes, which could last a longer period of time, in specific
attitudes on separatism and stigmatization of people with mental illness among students after the training program.

Campbell, Gilmore & Cuskelly (2003) carried out a study on changing student teachers’ attitudes towards disability and inclusion. A total of 274 pre-service teacher education students were surveyed at the beginning and end of a one-semester unit on Human Development and Education which combined formal instruction with structured fieldwork experiences. The latter included interviewing community members regarding their knowledge of Down Syndrome and opinions on inclusive education, and writing an associated report. At the end of semester, not only had student teachers acquired more accurate knowledge of Down Syndrome, together with more positive attitudes towards the inclusive education of children with Down syndrome, but their attitudes towards disability in general had also changed, and they reported greater ease when interacting with people with disabilities. The study illustrated the value of combining information-based instruction with structured fieldwork experiences in changing attitudes towards disability and inclusion. It also demonstrated that raising awareness of one disability may lead to changes in attitudes towards disability in general.

In their study on awareness of & attitudes to disability in rural and urban communities of Andhra Pradesh, India; Rao, Sharmila & Rishita (2003) found that effective strategies and a sustained approach are needed to increase the awareness on disabilities in the community. Public education through Community, Government, Non-Governmental Organizations, and families of people with disabilities can play an important role in increasing awareness in the community. In addition, people with disabilities themselves can play a major role in promoting their own welfare and
creating awareness in the community. The study was conducted through the interview method. Samples were selected randomly from four geographical areas comprising urban slums of Hyderabad and three different rural areas in Andhra Pradesh, i.e., Mudhol, Yacharam and Tudukurthy villages. The sample of 100 persons from rural and urban areas included teachers, housewives, self-employed and unemployed persons, and students. Five representatives were drawn from each occupational category; we included 25 persons from each of the geographical areas. Thirty copies of a questionnaire were administered, with questions in six categories. The categories were Supernatural beliefs and misconceptions, Views on abilities of people with disabilities, Views on education of people with disabilities, Views on employment of people with disabilities, Views on available Rehabilitation services of the people with disabilities, and Views on the family life of people with disabilities. One way Analysis of Variance was used to compare the mean differences of each domain among three different age groups (<20, 20-40, >40 years) and among different occupations. Developing countries are now taking the lead in promoting the setting up of much needed services and bringing about a change in attitudes towards disability. This study showed that there is an increase in the level of awareness and a positive change in attitude in the community. The younger generation had shown positive perceptions and an interest in understanding the needs and the problems of people with disabilities. A majority of the participants in the study were literate; this could be a reason for the increased level of awareness and positive attitudes. People with more education would have increased access to television, movies, travel, and literature, all of which are factors that could influence their attitudes towards people with disabilities. This study also has identified the population groups where the awareness level is still low
and negative attitudes still exist towards disability, and has indicated that much of the community continues to have misconceptions and supernatural beliefs on disability. This is the main obstacle to full participation and equity for the people with disabilities in the community. Even though the results show a positive change in level of awareness and attitudes towards people with disabilities, the study also showed that there is a less knowledge about education, employment and family life of people with disabilities.

Pace (2003) conducted a programme on increasing awareness and understanding of students with disabilities. The researcher noted that intervention programme in the form of seminar improved the awareness and attitudes of the participants with regards to persons with disabilities. Participants in the study were twenty five retired teachers and administrators from New York City. ‘The Attitude towards Disabled Persons Scale’ was administered before and after treatment phase. Several participants were interviewed in depth. The ‘Treatment’ phase consisted of three, two hour long seminars designed to provide an overview in the field of special education. Results of the survey and interviews indicated that a majority of participants believed the programme was helpful and informative and a comparison of pre and post-test data showed a significant increase in mean score, suggesting greater acceptance of persons with disabilities.

Hunt & Hunt (2004) carried out a study entitled ‘Changing Attitudes towards People with Disabilities: Experimenting with an Educational Intervention’. To assess the potential impact of an educational intervention on attitudes towards people with disabilities, they developed a quasi – experiment using a Soloman four–group design. The participants in this
study were 190 business students enrolled in four sections of an undergraduate organizational behaviour course at medium-sized mid-Atlantic University. A pre-test and post test was conducted to conclude the findings. Participants’ attitude toward people with disabilities was assessed using the 20 item version of the Attitude Towards Disabled Persons Scale (ATDP, version O). The result of study shows that the intervention made this respondent more aware of the various conditions that are considered disabilities. The primary goal of this study was to determine whether an educational intervention focused on people with disabilities in the workplace could significantly increase individual’s knowledge about people with disability in addition to improving their attitudes towards them. The result of this analysis indicates a significant effect for the influence of a one – hour presentation. The results also indicate that although there were some decrements in the scores one week after the presentation, both participant’s knowledge and attitudes remained significantly higher than they were before the intervention.

Minnebo & Acker (2004) in their study ‘Does Television Influence Adolescents Perceptions of and Attitudes toward People with Mental Illness’, investigated whether and how cumulative overall exposure to television and cumulative selective exposure to specific television content are related to both estimates of and opinions about people who have mental illness. Two hundred fifty two Belgian high school students completed self report questionnaires. Measures included time spent watching television, exposure to specific content, perceived realism of television images, direct experience with a person who had mental illness and estimates of and judgments about dangerousness of people suffering from mental illness and their ability to lead a socially integrated and “normal” life. Results suggest
exposure to television itself makes but a small contribution to explaining these estimates and attitudes; related concepts such as perceived realism appear to be more important.

Saito & Ishiyama (2005) conducted a study on ‘The Invisible Minority: Under Representation of People with Disabilities in Prime Time TV Dramas in Japan’. This study analyzed the depiction of people disabilities in Japan TV dramas. The results showed that only 1.7 with percent of the characters examined were disabled, indicating that disabled persons were under represented on TV. The study also found that most of the disabled persons were young; there were almost no elderly people with disabilities. Analysis also revealed that Japanese TV dramas focused on certain disabilities only.

Francis et.al, (2005) carried out a research study on ‘Portrayal of Depression and Other Mental Illness in Australian Notification Media.’ This study describes Australian media portrayal of mental illness, focusing on depression. A random sample of 1,123 items was selected for analysis from a pool of 13,389 nonfictional media items about mental illness collected between March 2000 and February 2001. Depression was portrayed more frequently than other mental illness. Items about depression, eating disorders and substance use disorders most commonly described policies or program; whereas items about schizophrenia most frequently portrayed individuals or symptoms and treatment. A minority of items about depression presented information about symptoms, causes, treatment, or prognosis. Although such information was generally accurate, a proportion of items conveyed misleading massages. There is therefore scope for increasing the level of accurate information provided about depression in the Australian media.
Haller, Dorries & Rahn (2006) conducted a study on ‘Media Labeling Versus US Disability Community Identity: a Study of Shifting Cultural Language.’ This study examines disability terminology to explore how the news media frame cultural representations of the disability community. More specifically, it examines the impact of Americans with Disabilities Act on journalists’ language choices about disability topics. It illustrates that disability community identity continues to be formed, transformed and maintained through news media presentations of disability terminology.

In his article, Stuart (2006) on ‘Media Portrayal of Mental Illness and its Treatments: What Effect Does It Have on People With Mental Illness?’ reviews dominant media portrayals of mental illness, the mentally ill and mental health interventions, and examines what social, emotional and treatment-related effects these may have. Studies consistently show that both entertainment and news media provide overwhelmingly dramatic and distorted images of mental illness that emphasize dangerousness, criminality and unpredictability. They also model negative reactions to the mentally ill, including fear, rejection, derision and ridicule. The consequences of negative media images for people who have a mental illness are profound.

Kniepmann (2007) performed a study on ‘Disability Portrayal in Movies: Barriers or Enablers for Social Participations?’ 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 generally unattractive or occasionally as heroes who surmount all odds. More realistic, positive portrayals could promote respect, understanding and awareness and is the need for social change.
A study on ‘Television and Attitudes toward Mental Health Issues: Cultivation Analysis and the Third Person Effect’ was carried by Diefenbach & West (2007). Television content analysis and survey of 419 community respondents supports the hypothesis that media stereotype affect public attitudes toward mental health issues. A content analysis of network, prime time television demonstrates that portrayals are violent, false and negative. A survey demonstrates that as television viewing increases so does the belief among viewers that locating mental health services in residential neighborhoods will endanger the residents. Viewers who watch television news are less likely to support living next to someone who is mentally ill.

Pandve & Banerjee (2007) in their research ‘Do Popular Media Such as Movies Aggravate the Stigma of Mental Disorders?’ stated that Indian films usually portray mental disorders in the form of crude comedy, showing the victim of mental illness as a subject of ridicule. This practice aggravates the stigma associated with mental disorders. Few serious efforts have been made to handle the issue of mental illness in a scientific and realistic manner. Film media should be used to advantage to dispel the stigma associated with psychiatric disorders. Care should be taken to ensure that only scientifically sound messages are conveyed to the lay audience. The help of the censor board should be taken to check the dissemination of erroneous messages related to mental disorders, which would only aggravate the traditional stigma associated with such disorders.

Sewell (2008) conducted a study on ‘Disability and the Media. The study investigates the portrayal of disabled people and disability in various forms of media i.e. Broadcast Media, Print Media, Films and TV. The results shows that media plays a vital role in framing the beliefs of people.
Although the way disability, disabled people and problems faced by peoples with disability portrayed in Media is not always based on reality, it changes with the demand of script.

**England Kennedy (2008)** carried out a study on ‘Media Representations of Attention Deficit Disorder: Portrayals of Cultural Skepticism in Popular Media’. In United States, various forms of disability are often homogenized, which makes it more difficult to see people with disabilities as individuals and facilitate discriminatory behaviors. Such believes about origins of disability shift attention away from socio-cultural and environmental causes of difficulty for persons with disabilities and place responsibility for their integration into society on them. In turn, these perceptions allow people who are not currently disabled to avoid facing their own prejudices or the need to change environments. Media can provide a means for changes are in such perceptions.

**Vignes et.al, (2009)** conducted a study on ‘Determinants of Student’s Attitudes towards Peers with Disabilities’ to explore factors associated with students’ attitudes towards their peers with disabilities. A total of 1509 VII grade students from 12 schools in Toulouse participated in the study. Attitudes were measured using the Chedoke – Mc Master Attitudes towards Children with Handicaps (CATCH) questionnaire. This cross-sectional study identified different personal and environmental factors upon which interventions aimed at improving students’ attitudes towards their peers with disabilities could be based.

**Hladki (2009)** carried out a study on ‘Mattering Media: Thinking Disability in Political Visual Practice’. The results show that Media plays a very important role in formulating the views of common man about disability. **Swaminath & Bhide (2009)** presented a paper on ‘Cinemadness': In Search of Sanity in Films.' It states that characters with
mental health problems are being depicted as more demonic and crueler than at any time in movie history. Few mentally ill individuals will openly disclose their mental health problems, as stigma drives any chance of healthy discussion underground. There is prejudice against the mentally ill, with them being stereotyped as 'mad' and expected to be violent. Films need drama and conflict to engage the audience, and mental illnesses and the mentally ill easily serve this purpose; the more extreme the behavior, the better. The story (if the central character is mentally ill) usually highlights dramatic breakdowns, relapses, absence of adequate and good treatment, the inevitability of chronicity and finally poor outcome. The situations reach the pinnacles of comedy, violence, indulgence or pathos. If the drama is resolved, this happens quickly and in an idealized way: Illness being cured by the tumbling out of dark secrets or by falling in love. Most of the film makers have commercial interest and do not worry about clinical accuracy and contemporary treatment principles. The important point here is that no disadvantaged group ever achieved equality by getting the public to feel sorry for its members. To beat stigma against people with mental health problems, we need parity, not pity. Film as a medium should be used to advantage to dispel the stigma associated with psychiatric disorders. Care should be taken to ensure that only scientifically sound messages are conveyed to the audience and for this, it is essential to have a censor board that is sensitive and well informed. The dissemination of erroneous messages relating to mental disorders through cinema only aggravates the longstanding problem of stigma associated with such disorders.

A study was conducted by Ciot & Hove (2010) on ‘Romanian Approach to Media Portrayals of Disability’. There is a wide range of media representations of disability but not just because of societal stigma. This study is a contribution to the issue of social representation of persons with
disabilities from a Romanian perspective, which will help to witness the transformation of the general perception of the persons with disabilities by seeing the evolution of the terms used to name disability in crucial years of the socio-political development of Romania (1989, 1990 and 2003). The existence of different categories of representations will reveal the evolution of society, which switched from a culture of the protection to a culture of promotion for people with disabilities.

**Barnes & Mercer (2010)** in his study, ‘Disability Imagery and the Media Fascinating Study Focuses on Stereotype Portrayals Disabled People in the Media’ deals with the media as a whole: notably books, films, television, radio and press. The study has demonstrated how the vast majority of information about disability in the mass media is extremely negative. Disability stereotype which mediacalise, patronize, criminalize and dehumanize disabled people abound in books, films, on television and in the press. They form the bedrock on which the attitudes towards, assumptions and expectations of disabled people are based. They are fundamental to the discrimination and exploitations which disabled people encounter daily and contribute significantly to their systematic exclusion from mainstream community life. The only solution with any of hope success if for all media organizations to provide the kind of information and imagery which; firstly, acknowledges and explodes the complexity of the experience of disability and a disabled identity and; secondly, facilitates the meaningful integration of all disabled persons into mainstream economic and social life of the community.

**Beckett et.al, (2010)** in their research, ‘Away with the Fairies? Disability within Primary Age Children’s Literature’ explores portrayal of disabilities within a sample of the primary age children’s literature most readily
available to U K schools. The kind of literature to which children are exposed is likely to influence their general perceptions of social life. How disability handled by authors is, therefore, an important from the standpoint of disability equality. Findings suggest that whilst there are some good examples of inclusive literature ‘out there’, discriminatory language and/ or negative stereotypes about disability continue to be present in a range of more contemporary children’s books. Clearly more still needs to be done to ensure that schools and teachers are provided with information relating to the best examples of inclusion literature and efforts must continue to be made to inform authors, publishers and illustrators about how to approach the issue of disability.

**Singh (2010)** reported that societal attitudes towards persons with disability have changed from time to time. Various factors are found to contribute to these changing attitudes. The aim of the study was to investigate the level of consciousness of different types of people towards disability. Study was conducted on a sample of 272 subjects consisting of, academicians (123), rehabilitation professionals (72) and administrators (77) using descriptive method. Disability Consciousness Questionnaire (DCSQ) developed by the author was administered to all subjects. It was revealed that gender, education, religion, occupation, income, nationality have a significant impact on the level of consciousness, but it is limited only to the parent’s perception. However, presence of disabled member in the family did not have any impact on the level of consciousness of the respondents.

**Dietrich et.al, (2010)** investigated the ‘Influence of Newspaper Reporting on Adolescents’ Attitude towards Mental Illness’ to examine the impact of a newspaper article linking mentally ill persons with violent crime and the
impact of an article providing factual information about Schizophrenia on students’ attitudes towards people with mental illness. A total of 167 students aged 13-18 years were randomly assigned one of two articles. A period of one week before and 3 weeks after reading the newspaper article, they were asked to complete a self administered questionnaire for the assessment of their attitude towards mentally ill people. Respondents who read articles linking mentally ill persons with violent crime displayed an increased likelihood to describe a mentally ill person as dangerous and violent. Conversely, respondents who read the informative article used terms like ‘violent’ or ‘dangerous’ less frequently.

Kasthuri et.al, (2010) reviewed articles related to psychiatric disability that have been published in the Indian Journal of Psychiatry since its inception till 2010. They reported that the past three decades, the concept of disability has shifted from individual impairment to a more social phenomenon. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives. In this view, persons with disabilities are seen as being restricted in performing daily activities because of a complex set of interrelating factors, some pertaining to the person and some pertaining to the person's environment and social/political arrangements. The social concept of disability introduces the notion that society has erected barriers, physical or attitudinal, which affect a person with disabilities. Consequently, Government programs and Policies have evolved to include fixing the environment (e.g., making buildings barrier-free) and providing income assistance or work-related supports to help persons with disabilities participate more fully in the community and the workplace. Even the World Health Organization (WHO) goes beyond a medical approach to
take a much broader view of disability. It also recognizes the role environment plays in either facilitating functioning or raising barriers.

To evaluate a disability awareness programme for students aged 9–11 in Australia, Ison et.al, (2010) conducted a research; ‘Just Like You: A Disability Awareness Programme for Children that Enhanced Knowledge, Attitudes and Acceptance’. Pre–post questionnaires and focus groups evaluated the programme. The intervention took a cognitive-behavioural approach including a person with a disability co-presenting. Students \((n = 147)\) participated in two sessions of discussions, written activities, demonstrations and disability simulation activities. Significant improvements \((p < 0.001)\) in knowledge, attitudes and acceptance of disability were evident immediately following the intervention. A brief disability awareness programme for children improved knowledge, attitudes and acceptance of disability in the short-term. Further research is required to identify the potential impact of such programmes on inclusion and social participation of people with disabilities both inside and outside of the school setting.

Reina et.al, (2011) conducted a study on effects of awareness interventions on children's attitudes toward peers with visual impairment. The purpose of this study was to explore the effect of two awareness programs (6-day vs. 1-day programs) on children's attitudes toward peers with visual impairment. Three hundred and forty-four Spanish physical education students (164 girls and 180 boys) aged 10–15 years, took part in the study. A modified version of the Attitudes Toward Disability Questionnaire (ATDQ) was used, which includes three sub-scales: (i) cognitive perceptions, (ii) emotional perception, and (iii) behavioral readiness to interact with children with disabilities. The questionnaire was
filled out during the regular physical education class before and immediately after the awareness activity. The 6-day didactical unit included a lecture on visual impairments and a video describing visual impairments and the game of 5-a-side soccer (first lesson), sensibilization activities toward visual impairment (second and third lessons), training and competitive 5-a-side soccer tasks using blindfolded goggles (fourth and fifth lessons), and a sport show and chat with soccer players with a visual impairment (sixth lesson). The 1-day awareness unit only included the final session of the didactical activity. Repeated measures Analysis of Variance revealed significant time effects in the cognitive, emotional, and behavioral subscales. Sex also was found to demonstrate significant effects, in which women showed more favorable results than men. A time-by-group intervention effect was only demonstrated in the cognitive sub-scale, and the 6-day intervention was more effective than the 1-day awareness unit.

To see the effectiveness of a school-based intervention for enhancing adolescents' positive attitudes towards people with mental illness, Giannakopoulos et.al, (2012) conducted a study. The study was an effort to provide evidence about the effectiveness of a school-based intervention for improving adolescents' attitudes and reducing social distance from people with mental health illness living in adolescents' community. The aim is to evaluate the effectiveness of a school-based educational intervention for improving adolescents' attitudes and reducing the desire for social distance from people with mental illness living in their community. A total of 161 students aged 16-18 years old were questioned at baseline assessment and 86 of them received a three-workshop educational intervention while 75 students comprised the control group. A follow-up assessment one month post intervention evaluated its impact.
Attitudes and the social distance were assessed through the Community Attitudes towards the Mentally Ill scale and a 10-statement questionnaire based on the Self-report Inventory of Fear and Behavioural Intentions, respectively. Data from 140 subjects were analyzed. All attitude dimensions and half of the measured social distance statements were significantly improved in the intervention group at follow up assessment compared to controls. However, the statements measuring more intimate types of social relationships did not change significantly post intervention. In conclusion, short educational interventions can be effective to some extent in reducing discriminatory attitudes towards people with mental illness. The data analysis revealed that various aspects of attitudes and behavioural intentions related to social distance were significantly improved in the intervention group compared to the control group at 1-month follow-up post intervention. The intervention seems that it managed to significantly improve adolescents' attitudes and reduce to some extent the desire for social distance from people with mental health illness living in adolescents' community.

Kleynhans & Kotze (2012) conducted a study entitled, ‘Changing Attitudes towards People with Physical Disabilities: An Innovative Workplace Intervention’. They reported that people with physical disabilities often remain unemployed. The reasons for this include negative attitudes and stereotyping of people without disabilities in the workplace, resulting in opportunities for people to be limited with physical disabilities. It is, therefore, important not only to make employees increasingly aware of the benefits of the inclusion of persons with disabilities at the workplace, but also to bring about a change in attitude in this regard. In this study, an intervention based on attitude changing
strategies and interactive drama, developed and applied in an attempt to change employees' attitudes toward people with physical disabilities in the workplace brought positive change. The result of the quasi-experimental design has, indeed, shown a positive attitude change after the implementation of the program. The use of these types of programs can change attitudes and hopefully lead to the increasing integration of persons with disabilities at the workplace. Research results indicate a global trend of unemployment among people with disabilities of working age, in both developed and developing countries.

In their study on ‘Educational Interventions in Secondary Education Aiming to Affect Pupils' Attitudes towards Mental Illness: a Review of the Literature’, Sakellari, Kilpi & Anagnostopoulou (2012) reported that dealing with persons who have mental health problems is an issue that many people are likely to face with, whether they are health professionals or not. Positive attitudes towards people with mental illness play a major factor in their quality of life and social inclusion. Since adolescents will become active adult members of their communities in the near future, the researcher reviewed educational interventions in secondary education and how these aimed to affect adolescents’ attitudes towards mental illness. The results indicated a positive impact on attitudes towards mental illness and improvements in the knowledge of mental health and illness among secondary school pupils.

Clement et. al, (2013) conducted a study to assess the effects of mass media interventions on reducing stigma (discrimination and prejudice) related to mental ill health compared to inactive controls, and to make comparisons of effectiveness based on the nature of the intervention (e.g. number of mass media components), the content of the intervention (e.g.
type of primary message), and the type of media (e.g. print, internet). It included 22 studies involving 4490 participants. All were randomised trials (3 were cluster RCTs), and 19 of the 22 studies had analysable outcome data. Seventeen of the studies had student populations. Most of the studies were at unclear or high risk of bias for all forms of bias except detection bias. Findings from the five trials with discrimination outcomes (n = 1196) were mixed, with effects showing a reduction, increase or consistent with no evidence of effect. The median standardized mean difference (SMD) for the three trials (n = 394) with continuous outcomes was -0.25, with SMDs ranging from -0.85 (95% confidence interval (CI) -1.39 to -0.31) to -0.17 (95% CI -0.53 to 0.20). Odds ratios (OR) for the two studies (n = 802) with dichotomous discrimination outcomes showed no evidence of effect: results were 1.30 (95% CI 0.53 to 3.19) and 1.19 (95% CI 0.85 to 1.65). The 19 trials (n = 3176) with prejudice outcomes had median SMDs favouring the intervention, at the three following time periods: -0.38 (immediate), -0.38 (1 week to 2 months) and -0.49 (6 to 9 months). SMDs for prejudice outcomes across all studies ranged from -2.94 (95% CI -3.52 to -2.37) to 2.40 (95% CI 0.62 to 4.18). The median SMDs indicated that mass media interventions may have a small to medium effect in decreasing prejudice, and are equivalent to reducing the level of prejudice from that associated with schizophrenia to that associated with major depression. The studies were very heterogeneous, statistically, in their populations, interventions and outcomes, and only two meta-analyses within two subgroups were warranted. Data on secondary outcomes were sparse. The researchers further stated that mass media interventions may reduce prejudice, but there is insufficient evidence to determine their effects on discrimination. The findings are limited by the quality of the evidence, which was low for the primary outcomes for discrimination and prejudice,
low for adverse effects and very low for costs. More research is required to establish the effects of mass media interventions on discrimination, to better understand which types of mass media intervention work best, to provide evidence about cost-effectiveness, and to fill evidence gaps about types of mass media.

Moore & Nettelbeck (2013) performed a research on effects of short-term disability awareness training on attitudes of adolescent schoolboys toward persons with a disability. Schoolboys (N = 156, M age = 13 years) participated in a disability awareness training program that included guest speakers (athletes from the Paralympics and the Special Olympics), a documentary about people with a disability, a disability simulation activity, and factual information about different disabilities. Participants were allocated to a training program or a control condition. Subsequently, control participants completed the training program. Attitudes toward disability were measured by the Chedoke–McMaster Attitudes towards Children with Handicaps (CATCH) Scale and the scale from the “Just like You” disability awareness intervention, before and after training. It was found that Training improved attitude scores, and gains were retained at one-month follow-up and disability awareness training that delivered relevant information by involving guest speakers with a disability, included documentary evidence about the lives of people with a disability, and included interactive discussion, was successful.

Children’s lack of knowledge about disability can adversely impact their attitudes toward people with disabilities was reported by Lindsay & Edwards (2013) who in a systematic review of disability awareness interventions for children and youth reviewed the common elements of effective disability awareness interventions. Electronic searches were
conducted using OVID, CENTRAL, Psych Info, ERIC, Social Science Citation Index, Grey NET Scopus and Google Scholar. The inclusion criteria included (i) an intervention raising awareness about disability, (ii) school-age children with the average age between 5–19 years old, (iii) at least one measurable outcome focusing on knowledge about disability or attitudes towards and/or acceptance of people with a disability and (iv) published article or grey literature. Of the 1031 articles that were identified in the search, 42 met the criteria to be included in the review. We classified the disability awareness interventions into 5 broad types including (i) social contact, (ii) simulation, (iii) curriculum, (iv) multi-media curriculum and (v) multiple components. Thirty-four studies showed an improvement in attitudes towards and/or acceptance of peers with disabilities. Eight of these studies also demonstrated an improvement in knowledge of people with disabilities. Five of the interventions found no support for improving knowledge about, or acceptance of people with disabilities.

Dale et.al, (2014) conducted a study on student filmmakers' attitudes towards mental illness and its cinematic representation - an evaluation of a training intervention for film students. The study aimed to assess the value of a lecture-based training intervention designed to improve the knowledge and attitudes of student filmmakers towards mental illness and its cinematic representation. A self-report questionnaire was administered before and after the intervention, which measured the knowledge and attitudes of the subjects. 32 out of 54 students (59.3%) showed statistically significant improvement in attitudes and knowledge overall, although this was less marked in responses to the attitudinal subset questions compared with knowledge-based questions. The training session was successful in its aims for most but not all students. The researchers reported that
intervention is reproducible but further work needs to be done to clarify how best to influence attitudes and behaviour as well as knowledge.

In their study, Boer et.al, (2014) examined the effectiveness of an intervention program to influence attitudes of elementary school students towards peers with intellectual, physical and severe physical and intellectual disabilities. A quasi-experimental longitudinal study was designed with an experimental group and a control group, both comprising two rural schools. An intervention program was developed for kindergarten \( [n(\text{experimental}) = 22, n(\text{control}) = 31] \) and elementary school students without disabilities \( [n(\text{experimental}) = 91, n(\text{control}) = 127] \) (age range 4-12 years old). This intervention consisted of a 3 weeks education project comprising six lessons about disabilities. The Acceptance Scale for Kindergarten-revised and the Attitude Survey to Inclusive Education were used to measure attitudes at three moments: prior to the start of the intervention, after the intervention and 1 year later. The outcomes of the multilevel analysis showed positive, immediate effects on attitudes of kindergarten students, but limited effects on elementary school students' attitudes.

Papaioannou & Evaggelinou (2014) examined the impact of a specific Disability Camp Program (DCP) on the attitudes of children without disabilities toward the inclusion of children with disabilities in a summer sport and leisure activity camp. Three hundred eighty-seven campers without disabilities participated in the study and were divided into control \( (n = 190) \) and experimental groups \( (n = 197) \). The control group followed the camp’s regular program, while the experimental group attended a DCP in addition to the camp’s regular program. All participants completed the Attitudes towards Integrated Sports Inventory (ATISI), twice; just before and immediately after their participation in the DAP. ATISI consists of two subscales: general and sports-specific. The results of the 2 X 2 repeated
measures analysis of variance revealed statistical significant differences on
the experimental group, both in general and in sport-specific attitude
subscales. These findings imply that participation in this particular DCP
can had a positive influence on children’s attitudes towards the inclusion of
children with disabilities in summer sport and leisure activity camp.

Zychlinski, Ben-Ezra & Raz (2015) examined whether participation in
the ‘Accessible Community’ program (an Israeli nationwide community
program), changed social work students’ attitudes towards people with
disabilities. A total of 150 social work students in their first year were
divided into task groups focusing on variety activities for and with people
with disabilities. The students attended an academic course in community
social work, and completed an ‘Attitudes towards Persons with Disability’
questionnaire (ATPD) prior and subsequent to participation; 58.67%
(N=88) completed the questionnaire before the project, 79 also filled it in
afterwards (89.7%).Two subscales of ATPD for positive and negative
items were composed in order to extrapolate more specific data.
Participation in the project did not lead to any significant overall change in
attitude. Yet, negative attitudes were significantly associated with previous
volunteering and prior negative attitudes, while positive attitudes were
significantly associated with prior positive attitudes. It is important to
identify amongst those working in the helping professions their prior
attitudes toward people with disabilities in order to provide them with
significant corrective experiences during their practical training.

2.3 An Overview of Review of Literature

The review of literature indicates that knowledge and awareness about
disabilities influence the perceptions and attitude of individuals. Keeping
in view the cited literature in the area of study, there is ample evidence that
intervention programmes have significant bearing on the behaviour of people. Intervention programme can be used as an effective source to enhance knowledge of people, related to any issue. Some studies reflect that media is a powerful means of communication, which can shape and reshape the perception of the viewer. The results of few studies show that the intervention made the respondents more aware of various conditions of disability. Some related studies illustrate that the identity of disabled community continues to be formed, transformed and maintained through media presentations of disability terminology. The studies highlight that media plays a vital role in framing beliefs of people. Although the way disability, disabled people and problems faced by people with disability portrayed in media is not always based on reality. Few studies shows a positive attitude change after the implementation of an intervention programme. Studies also highlight that intervention programme is reproducible but further work needs to be done to clarify how best to influence attitudes and behaviour of people. After reviewing the literature, it can be emphasized that there is a need for launching awareness campaigns to achieve an inclusive, barrier free and rights based society for persons with disabilities. The studies cited in this chapter deal with different aspects of the problem but the impact of an intervention programme based on films and documentaries on awareness and attitudes of students about disability has not been found to be much explored. Keeping this scarcity in consideration, an attempt has been made by the researcher to design an intervention programme based on films and documentaries based on disabilities for educating students about disability issues. Hence, the present study fills the gap. With this theoretical and empirical background, the researcher now proceeds to the methodology part of the research in the following chapter i.e. Plan and Procedure.
CHAPTER - III
PLAN AND PROCEDURE

INTRODUCTION
In the previous chapter, the development of problem for the present study has been traced in the light of reviewed literature. This chapter is concerned with the design of the study and the procedure to conduct it. Just as an architect is said to design building free of faults and in considerations of better utilization of funds, saving of time and energy etc in the same fashion a researcher has to design a research project for successful completion of the study. How effective any investigation turns out to be, depends upon the methodology followed. The plan of research study is very important for the conduct of any research work. Without an intelligent planning the difficulties to be encountered during the course of work cannot be anticipated and solved. Planning improves the possibility of better performance in all jobs. Methodology, in fact, is an idea of the whole work or the blueprint of the study. Like the blue print for the proper construction of massive building, in the field of research, clear and systematic statement of the various research procedures is needed. Methodology refers to advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in the analysis, keeping in view the objective of the research and the availability of resources. Preparation of the methodology should be done with great care as any error in it may upset the entire project. Methodology provides information regarding decisions of what, where, when, which, how much and by what means the study was carried out.

The chapter is divided into eight major sections:-
3.1 Methodology

The method used to conduct the research is determined by the nature of the problem. The objectives of the research are to find out a new fact which is hidden and to invent new things to the existing stock of knowledge for making advancement. The research provides the scholar the necessary training in collecting material, participation in the field work, training in techniques for the collection of data suitable to a particular problem. It is important to be aware of the range of methods available and to understand how they work appreciating their advantages and disadvantages. The essential thing is to be able to select the methods that are most likely to achieve the objectives of the research. Keeping in mind the nature and need of the present research, the Field Experimental Method of research was considered to be the appropriate one. The Experimental Method provides a logical, systematic way to answer the question, “if this is done under carefully controlled conditions, what happens?”. But human behaviour cannot be examined or measured in the close laboratory. It requires an open environment to closely observe and measure human behaviour. A field experiment applies the scientific method to experimentally examine
an intervention in the real world (or as many experimentalists like to say, naturally occurring environments) rather than in the laboratory. Often used in the social sciences, and especially in economic analyses of education and health interventions, field experiments have the advantage that outcomes are observed in a natural setting rather than in a contrived laboratory environment. For this reason, Field Experiments are sometimes seen as having higher external validity than laboratory experiments. Main advantages of doing the field experiment are (a) the desire to generalize results to different settings, (b) the desire to generalize results to a different group of people, (c) the desire to ensure that participants are reacting to the treatment, and (d) the desire for more power to detect a treatment's effect. So, keeping in mind the above mentioned points, in the present study, Field Experimentation method has been used to assess the impact of the intervention programme. The study was conducted in secondary school class rooms where intervening variables such as age, willingness to co-operate and educational level were controlled to some degree.

3.2 RESEARCH DESIGN

The design of the study outlines the research plan. It describes in detail what would be done and how would it be done; what type of samples would be selected and what survey devices would be used. The present study employed one group pre-test and post-test field experimental design. Pre-test-post-test designs are widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments. A pre-test-post-test design is used in many true experimental designs because it administers a pre-test before the experimental manipulation and a post-test, which is the same test as the pre-test, after the manipulation. A pre-test-post-test design is usually the
preferred method used in true experimental designs to measure change and compare participant groups because it allows the administrator to assess the effect of the experimental manipulation by looking at the difference between the pre-test and post-test. The sample comprised 400 subjects from 8 different schools. The design involved three operational stages. The first stage involved pre-testing of subjects about awareness of disability and their attitudes towards the disabled people. The instruments used to collect data i.e. Awareness about Disability Questionnaire and Attitude towards Disability Scale were developed by the researcher. The second stage covered experimental treatment for a period of twenty days- one hour per day. The experimental treatment comprised the use of an intervention programme. The intervention programme comprised of films and documentaries based on disabilities and related issues. The third stage included post-testing of the same group using the same tools after the intervention programme.

The graphical representation of the experiment is as follows:

![Experimental Treatment Diagram]

Figure 3.1 Experimental Treatment
3.3 VARIABLES

Variables are the conditions or characteristic that the experimenter manipulates, controls or observes. The independent variable is the condition or characteristics that the experimenter manipulates in order to observe its impact on dependent variable. Dependent variables are the measurable changes in subjects’ performance/behavior as a result of the influence of the independent variable or exposure to a treatment phase.

In the present study, the ‘Intervention Programme’ comprised the independent variable. The awareness and attitudes (education about disability issues) of high school students about people with disability were the dependent variables. Intervening variables such as age, education level, and willingness to participate were successfully controlled by choosing the students of 13-14 years of age studying in VIII and IX classes in Haryana police schools/public schools who had shown their interest in the experiment.

3.4 POPULATION AND SAMPLE

A population is any group of individuals that have common characteristics and that are to the interest of researcher. The group of individuals under study from which the sample has been selected is termed as the population. That group may consist of persons, objects, attributes, qualities, behavior of people, etc. According to the nature and scope of research in hand, a population should be well defined in terms of age, grade, gender, category, socio-economic status, physical attributes and psycho-social behavior. Students of 13-14 years of age studying in VIII and IX classes in police/public schools in Haryana were considered as population in the study.

Sample is an essential part of the research procedure. A sample is a small proportion of the population selected for observation and analysis. A
sample is a smaller representation of a larger whole i.e. population. By observing the characteristics of the sample, one can make certain inference about the population from which it is drawn. According to Good, “A sample is miniature population”. An investigator makes generalization about the population accurately basing the samples drawn from it. It is very easy to understand that the researcher can never collect the data about the whole population in any research. The researcher has to take selected group of individuals who are to represent the whole population and form the basis for making references for certain population facts. To be true, sample must be representative of a population and must be adequate in number.

It is physically impossible to work with the total population in a systematic investigation. Moreover, to work on a sample saves time, labor and money. In the present investigation, locale of the study was Haryana State. Only four districts- Karnal, Ambala, Kurukshetra and Hisar were purposively taken for the study. Multistage sampling was used to draw the sample from the given population.

**TABLE 3.1**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Police D.A.V. Public School, Ambala City</td>
</tr>
<tr>
<td>2.</td>
<td>Haryana Police Public School Madhuban, Karnal</td>
</tr>
<tr>
<td>3.</td>
<td>Police Vidya Mandir, Kurukshetra</td>
</tr>
<tr>
<td>5.</td>
<td>M.D.A.V. Senior Secondary Public School, Ambala</td>
</tr>
<tr>
<td>6.</td>
<td>Rising Sun Public School, Karnal</td>
</tr>
<tr>
<td>7.</td>
<td>Pooja Modern Senior Secondary School, Pipli, Kurukshetra</td>
</tr>
<tr>
<td>8.</td>
<td>Digvijay Memorial School, Hisar.</td>
</tr>
</tbody>
</table>
Four Public schools were selected randomly and purposive sampling technique was used for selecting four Haryana Police Schools. A purposive sampling technique was used to select the schools for the study because without the co-operation of the schools, the study would not have been conducted in the right perspective. The list of schools selected (four Haryana Police Schools and four Public Schools), as authorities were willing to co-operate in the conduct of the study, are given in table 3.1.

Later, a sample of 400 students from Class VIII and IX (200 each) of the selected eight schools was drawn by using random sampling technique. A sampling method in which all members of a group have an equal and independent chance of being selected is random sampling. In order to take 50 students per school from two different classes, 25 from VIII and 25 from IX, of each school were selected using stratified random sampling method. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different sub groups or strata, then randomly selects the final subjects proportionally from the different strata. Thus, the sample for the study comprised of 400 students. The graphical representation of sample is given in Figure 3.2.

Figure-3.2 Distribution of Sample
3.5 INSTRUMENTS

A meaningful and applicable research needs valid, reliable, suitable, interpretative, economical and usable instrument to meet the requirement of the study. Most educational researches lead to the gathering of data by means of some standardized test or self constructed tool. Tool serves an important purpose in research by providing a good base to the researcher for collecting data. The selection and adaptation of research instrument are the critical step for researcher, which need deep insight of overall field of research. The instruments employed for this study emerged after an extensive and intensive search into the relevant literature. Keeping in view the nature and need of the study, ‘Awareness about Disability’ Questionnaire and ‘Attitude towards Disabilities’ Scale were developed as the instruments to collect data.

3.5.1 ‘Awareness about Disability’ Questionnaire

(a) Preparation of Preliminary Draft

Questionnaires are widely used by researchers and educators to obtain facts about current conditions and practices. In the present study, items of the questionnaire were developed after a thorough scanning and review of literature, information collected from special educators and on the basis of personal experience. While framing the statements, some suggestions given by colleagues, friends, students and teachers were taken into consideration. In addition, some items were based on information retrieved from the internet. The researcher observed the following general principles towards the framing of the tools.

1. Statements that refer to the past rather than to the present should be avoided.

2. Statements that are factual or capable of being interpreted factual should be avoided.
3. Statements that may be interpreted in more than one way should be avoided.

4. Statements that are irrelevant to the psychological objects under consideration should be avoided.

5. Statements that are likely to be endorsed by almost everyone or by almost no one should be avoided.

6. Statements that are believed to cover the entire range of sample w.r.t defined variables should be selected.

7. The language of the statements should be simple, clear, direct and easy to grasp.

8. Statements should be short, rarely exceeding twenty words.

9. Each statement should contain only one complete thought.

10. Statements containing universals such as all, always, none and never often introduce ambiguity and hence, should be avoided.

11. Words such as only, just, merely and others of a similar nature should be used with proper care and moderation in writing statements.

12. Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.

13. The use of words that may not be understood by those who are to be given the completed tool should be avoided.

14. The use of double negative should be avoided.

After the completion of the editing work, 100 items were kept in the preliminary draft of the tool ‘Awareness about Disability’ Questionnaire for students.

The ‘Awareness about Disability’ Questionnaire had 100 items in all, divided into 6 dimensions of the study. These were

(i) Identification, Causes and Prevention of Disability.

(ii) Myths about Disability.
(iii) Constitutional and Legal Safeguards for Persons with Disability.

(iv) Facilities for Persons with Disabilities.

(v) Education, Training and Employment of Persons with Disabilities.

(vi) Miscellaneous.

After preparing preliminary draft of the questionnaire, it was given to the language experts for vetting, to make sure that language of items was clear, understandable and free from errors. The questionnaire so constructed was given to special education experts for their comments and suggestions (for content validity). Their feedback was taken into consideration and a number of items were replaced from the original draft and a number of items were modified.

(b) Try Out

Any tool needs to be standardized before using it on the sample for data collection. Standardization procedure includes selecting adequate sample for pilot study, administering the try-out form of the tool and finally testing the validity and reliability of the tool. For respondents, instructions were given on the front page which were self explanatory and needed no further guidance. First of all, the students were expected to fill up the personal information sheet. In the questionnaire, for each item, there were two responses. The students were asked to mark their responses. The respondents were permitted to return it as soon as they completed it. To facilitate the calculation in the try-out, the tool was administered to 400 secondary school students.

(c) Item Analysis

Item analysis is a process, which examines responses to individual test items in order to assess the quality of the test items and the test as a whole. Item analysis is used in improving items and to eliminate ambiguous or
misleading items in a test. It is also valuable for increasing instructor’s skills in test construction and identifying specific areas of course content which need greater emphasis and clarity.

**TABLE-3.2**

*Total Items’ Correlation of ‘Awareness about Disability’ Questionnaire*

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correlation coefficient</th>
<th>Accepted or Rejected</th>
<th>Item No.</th>
<th>Correlation coefficient</th>
<th>Accepted or Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.796</td>
<td>Accepted</td>
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<td>Accepted</td>
<td>100</td>
<td>0.722</td>
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</tbody>
</table>

*As many as 97 items having the coefficient of correlation value greater than +0.30 were retained to form the final scale.

For item analysis, the individual item score and total score correlation was calculated through Pearson Product Moment Correlation to understand the characteristics of items of the tool. The Pearson Product Moment Correlation ranges from -1.00 to +1.00. According to David de Vaus (2004), anything less than 0.30 is a weak correlation for item analysis purposes i.e. coefficient of correlation of +0.30 is desirable for the retention of items and coefficient correlation below +0.30 and negatively correlated items are desirable for rejection in a test. As many as 97 items were having the coefficient of correlation value greater than +0.30 were retained to form the final scale. The Coefficients of Pearson Product Moment Correlation of individual items have been placed in table 3.2.
<table>
<thead>
<tr>
<th>Item No.</th>
<th>‘t’ value</th>
<th>Accepted or Rejected</th>
<th>Item No.</th>
<th>‘t’ value</th>
<th>Accepted or Rejected</th>
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<td>9.620</td>
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<td>66</td>
<td>14.577</td>
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</table>
Item Discrimination Index refers to the degree to which it differentiates between those obtaining high and low scores. All the scores of each item were arranged in ascending order of total scores. The top 27 percent and the bottom 27 percent scores were taken out. The significance of difference between the mean scores in each item, the top and bottom piles were tested. The items which showed significant difference were considered to be worth retaining. For item analysis, ‘t’ was calculated and it was found that all items were significantly different at 0.01 level of significance, as shown in table 3.3, so, all items were accepted.

**Final Form of the Questionnaire**

After the standardization procedure, the questionnaire was given the final form with ninety seven items which were categorized into six dimensions.
TABLE-3.4
Dimension-Wise items of the ‘Awareness about Disability’ Questionnaire

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of dimension</th>
<th>Serial no. of items in the final draft</th>
<th>Total no. of items</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Identification, Causes and Prevention of Disability</td>
<td>1 to 27</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Myths about Disability</td>
<td>28 to 57</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Constitutional &amp; Legal Safeguards for Persons with Disability</td>
<td>58 to 68</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Facilities for Persons with Disabilities</td>
<td>69 to 77</td>
<td>09</td>
</tr>
<tr>
<td>5</td>
<td>Education, Training &amp; Employment of Persons with Disabilities</td>
<td>78 to 92</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Miscellaneous</td>
<td>93 to 97</td>
<td>05</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

Table 3.4 presents the dimension wise items in final draft of the questionnaire. The final draft consists of twenty seven questions related to Identification, Causes and Prevention of Disability, thirty related to Myths about Disability, eleven of Constitutional and Legal Safeguards for Persons with Disability, nine about Facilities for Persons with Disabilities, fifteen about Education, Training and Employment of Persons with Disabilities and five under Miscellaneous.

TABLE - 3.5
Number of Positive and Negative Worded Items in ‘Awareness about Disability’ Questionnaire

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Types of Items</th>
<th>Total No. of items</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>Negative</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>
Table 3.5 shows the total number of positive and negative worded items in the final form of the questionnaire.

The final draft along with all instructions and statements of items of the tool ‘Awareness about Disability’ Questionnaire is given at Appendix - I.

(e) Scoring of Questionnaire

Each statement in the questionnaire was followed by two responses (yes/no) and the respondent was to put the tick mark on any one option. All the items in the questionnaire had scorable responses. In some questions ‘yes’ was scorable, in some ‘no’ was scorable. One mark was given for each correct answer and zero for each wrong answer. The score range of the respondents on this questionnaire could be in between 97 (97x1=97) and 0 (97x0=0) with 97 as maximum score and 0 as minimum score calculated for 97 items on the scale as per the scoring key reflected under ‘preliminary draft’.

(f) Administration of the Questionnaire

The ‘Awareness about Disability’ Questionnaire is a self administered tool. There is no time limit for completing the test.

(g) Reliability of the Questionnaire

Reliability is one of the most important characteristic of any test and measuring instrument. Reliability means consistency in the result. Reliability is a measure of how consistent the results of using a measurement instrument will be. Reducing ‘random’ error in questionnaires by removing ‘quirky’ questions or changing their arrangements, improves reliability. A tool measurement procedure is reliable to the extent to which it provides constant result on repeated measurement. The researcher used the Split Half method (determine how well items contained in the questionnaire measure the ‘same thing’) which is most widely used method for determining the reliability of a test.
Table 3.6 shows the reliability coefficient for the ‘Awareness about Disability’ Questionnaire. According to Garette, “The split half method is generally regarded as the best of the methods for determining test reliability”.

The test was divided into two equal halves only for the purpose of scoring and not for administration. A total of 400 students were administered the questionnaire for determining the reliability values for the tool. Scores on the odd items of the tool were correlated with the even items of the same tool. In this method, the researcher divided the items into two equivalent parts and correlation between the two parts was found out by Pearson’s Product Moment Correlation method. So, from this half test reliability, the self correlation of the whole test was found out by the Spearman Brown formula -

$$R = \frac{2r}{1+r}$$

Where, $R = \text{Reliability Coefficient of the whole Questionnaire}$

$r = \text{Reliability Coefficient of the two halves of the Questionnaire}$

Reliability coefficient of the half test was found out by Karl Pearson’s Product Moment Correlation method using formula:

Table – 3.6

<table>
<thead>
<tr>
<th>Title of the Tool</th>
<th>Method</th>
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<th>N (Sample Size)</th>
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<td>400</td>
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</tbody>
</table>

| Questionnaire                  |             |                          |                 |
(h) Validity
Content and face validity was determined for the tool. For this purpose, an attempt was made to ensure face validity and content validity through consultations with supervisor, subject experts from Department of Education, Kurukshetra University, Kurukshetra; experts from Jannayak Chaudhry Devilal Vidyapeeth, Sirsa; Amity University, Noida; Punjab University, Chandigarh; Institute for Blind, Chandigarh; District Red Cross Society, Hisar; Doon Valley Institute of Education and Technology, Karnal; Government College for Women, Karnal; Bhagat Phool Singh Mahila Vidyalaya, Khanpur Kalan and Government College of Education, Bhiwani, from the very beginning to the final selection of statements. On the basis of the constructive comments by the experts, the items were modified. It was ensured that the contents of the ‘Awareness about Disability’ Questionnaire were appropriate and in accordance with the mental age and exposure of students. Thus, the face validity and content validity were duly ensured.

(i) Norms of Questionnaire
Total score for each subject was calculated separately on the tool. There were ninety seven questions in the questionnaire under six different sections. The subjects were required to indicate their response in ‘Yes’ and ‘No’. All the items in the questionnaire had scorab le responses. In some questions ‘yes’ was scorab le, in some ‘no’ was scorab le. One mark was
given for each correct answer and zero for each wrong answer. So, the highest obtainable score on the questionnaire could be ninety seven and lowest could be zero.

Mean and Standard Deviation of the whole group scores were calculated to determine score range of awareness towards disability expressed by the students as high, moderate and low level of awareness. The values of Mean and Standard Deviation were calculated as 28.26 and 10.52 respectively.

**TABLE 3.7**

<table>
<thead>
<tr>
<th>Variable description</th>
<th>Score of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level of awareness</td>
<td>≤ 23</td>
</tr>
<tr>
<td>Moderate level of awareness</td>
<td>24-33</td>
</tr>
<tr>
<td>High level of awareness</td>
<td>≥ 34</td>
</tr>
</tbody>
</table>

Table 3.7 shows the score range of ‘Awareness about Disability’ Questionnaire. The number of respondents whose scores were equal or greater than the value 34 (rounded off) obtained by adding mean and half Standard Deviation i.e. 28.26+5.26=33.52 were considered as having high level of awareness towards disability. The number of respondents whose scores were equal or less than the value 23 obtained by subtracting half Standard Deviation out of mean i.e. 28.26-5.26=23 were considered as having low level of awareness towards disability and those whose scores were in between value 24 and 33 were considered as having moderate level of awareness about disability. Scoring key for the ‘Awareness about Disability’ Questionnaire is given at Appendix I.

3.5.2 ‘Attitude towards Disabilities’ Scale

(a) **Preparation of Preliminary Draft**

‘Attitude towards Disability’ Scale was developed after reviewing the literature, discussion with fellow researchers, and on the basis of
researcher’s personal experience. While framing the statements for the purpose, following points were kept in mind:

(i) Statements were essentially expressions of desired behavior, not statement of facts.

(ii) Statements dealt with the present rather than past.

(iii) Double negatives were avoided.

(iv) There were no double barreled statements.

(v) Statements containing universals such as all, always, none and never were avoided.

(vi) Words such as only, just, merely were used.

(vii) Each statement was in the simplest possible vocabulary.

(viii) Statements were short.

The list of items, thus, prepared was given to experts from Department of Education, Kurukshetra University, Kurukshetra; experts from Jannayak Chaudhary Devilal Vidyapeeth, Sirsa; Amity University, Noida; Punjab University, Chandigarh; Institute for Blind, Chandigarh; District Red Cross Society, Hisar; Doon Valley Institute of Education and Technology, Karnal; Government College for Women, Karnal; Bhagat Phool Singh Mahila Vidyalaya, Khanpur Kalan and Government College of Education, Bhiwani for vetting and their comments, suggestions for checking the content validity and clarity of language. Feedback received was used to rewrite or modify the statements. After thorough discussion with subject and language experts, few items were dropped and a few were modified. The final draft was once again given to the language experts for vetting. List of experts is given at appendix III.

The ‘Attitude towards Disability’ Scale contained 62 items in all and was divided into six dimensions. These dimensions were:

(i) Attitude towards Disabilities
(ii) Basic Courtesies/Etiquettes when Interacting with People with Disability

(iii) Attitude towards the Inclusion of Persons with Disability in Society

(iv) Attitude towards Facilities for People with Disabilities

(v) Attitude towards Abilities of People with Disabilities

(vi) Attitude towards Behavioural/Displinary Outcomes of Persons with Disabilities

(b) Try Out

Once the individual items were constructed, to arrange the selected items into an appropriate order and avoiding undesirable overlapping among the items, try out was carried out. A tool needs to be standardized before using it on the sample for data collection. Standardization procedure includes selecting adequate sample for pilot study, administering the try-out form of the tool and finally testing the validity and reliability of the tool. The instruments prepared for the collection of data were administered to 400 students for the purpose of removing any ambiguities and to check whether the respondents understood and responded with ease. This try-out led to further refinement of the tools for their effectiveness in attaining the intended purpose. After the preliminary draft of 62 items was administered on a sample of 400 students from the population that was under consideration in this study, the scoring work was done.

(c) Item Analysis

To understand the characteristics of items on the tool, the individual item score and total score correlation was calculated through Pearson Product Moment Correlation method and after this, out of 62 items, three items were rejected as coefficient of correlation value of these items were less than +0.30. The coefficients of Pearson Product Moment correlation of individual items are given in table 3.8.
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correlation coefficient</th>
<th>Accepted or Rejected</th>
<th>Item No.</th>
<th>Correlation coefficient</th>
<th>Accepted or Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.567</td>
<td>Accepted</td>
<td>2</td>
<td>0.437</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>0.592</td>
<td>Accepted</td>
<td>4</td>
<td>0.556</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>0.363</td>
<td>Accepted</td>
<td>6</td>
<td>0.754</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>0.132</td>
<td>Rejected</td>
<td>8</td>
<td>0.781</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>0.476</td>
<td>Accepted</td>
<td>10</td>
<td>0.567</td>
<td>Accepted</td>
</tr>
<tr>
<td>11</td>
<td>0.485</td>
<td>Accepted</td>
<td>12</td>
<td>0.592</td>
<td>Accepted</td>
</tr>
<tr>
<td>13</td>
<td>0.506</td>
<td>Accepted</td>
<td>14</td>
<td>0.363</td>
<td>Accepted</td>
</tr>
<tr>
<td>15</td>
<td>0.412</td>
<td>Accepted</td>
<td>16</td>
<td>0.710</td>
<td>Accepted</td>
</tr>
<tr>
<td>17</td>
<td>0.777</td>
<td>Accepted</td>
<td>18</td>
<td>0.479</td>
<td>Accepted</td>
</tr>
<tr>
<td>19</td>
<td>0.511</td>
<td>Accepted</td>
<td>20</td>
<td>0.591</td>
<td>Accepted</td>
</tr>
<tr>
<td>21</td>
<td>0.399</td>
<td>Accepted</td>
<td>22</td>
<td>0.621</td>
<td>Accepted</td>
</tr>
<tr>
<td>23</td>
<td>0.244</td>
<td>Rejected</td>
<td>24</td>
<td>0.608</td>
<td>Accepted</td>
</tr>
<tr>
<td>25</td>
<td>0.321</td>
<td>Accepted</td>
<td>26</td>
<td>0.631</td>
<td>Accepted</td>
</tr>
<tr>
<td>27</td>
<td>0.567</td>
<td>Accepted</td>
<td>28</td>
<td>0.287</td>
<td>Rejected</td>
</tr>
<tr>
<td>29</td>
<td>0.592</td>
<td>Accepted</td>
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<td>0.551</td>
<td>Accepted</td>
</tr>
<tr>
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<td>0.363</td>
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<td>0.600</td>
<td>Accepted</td>
</tr>
<tr>
<td>33</td>
<td>0.567</td>
<td>Accepted</td>
<td>34</td>
<td>0.506</td>
<td>Accepted</td>
</tr>
<tr>
<td>35</td>
<td>0.547</td>
<td>Accepted</td>
<td>36</td>
<td>0.614</td>
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</tr>
<tr>
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<td>0.357</td>
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<td>0.393</td>
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</tr>
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<td>0.339</td>
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<tr>
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<td>0.381</td>
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<tr>
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<td>0.326</td>
<td>Accepted</td>
</tr>
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<td>0.927</td>
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<tr>
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<td>0.720</td>
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<tr>
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<td>0.835</td>
<td>Accepted</td>
</tr>
<tr>
<td>61</td>
<td>0.413</td>
<td>Accepted</td>
<td>62</td>
<td>0.587</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

* 59 items having the coefficient of correlation value greater than +0.30 were retained to form the final scale.
### TABLE 3.9
Item Discrimination of ‘Attitude towards Disability’ Scale
(N=400)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>‘t’ value</th>
<th>Accepted or Rejected</th>
<th>Item No.</th>
<th>‘t’ value</th>
<th>Accepted or Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.921</td>
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<td>Accepted</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
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<td>6</td>
<td>11.891</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>10.965</td>
<td>Accepted</td>
<td>8</td>
<td>15.399</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>11.096</td>
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<td>10</td>
<td>13.724</td>
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</tr>
<tr>
<td>11</td>
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<td>12</td>
<td>13.208</td>
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<tr>
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<td>12.341</td>
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<tr>
<td>15</td>
<td>11.429</td>
<td>Accepted</td>
<td>16</td>
<td>13.925</td>
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</tr>
<tr>
<td>17</td>
<td>10.930</td>
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<td>13.664</td>
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<tr>
<td>19</td>
<td>11.791</td>
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<td>12.723</td>
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<tr>
<td>21</td>
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<td>Accepted</td>
<td>22</td>
<td>13.577</td>
<td>Accepted</td>
</tr>
<tr>
<td>23</td>
<td>13.529</td>
<td>Accepted</td>
<td>24</td>
<td>13.506</td>
<td>Accepted</td>
</tr>
<tr>
<td>25</td>
<td>13.460</td>
<td>Accepted</td>
<td>26</td>
<td>14.439</td>
<td>Accepted</td>
</tr>
<tr>
<td>27</td>
<td>13.577</td>
<td>Accepted</td>
<td>28</td>
<td>12.351</td>
<td>Accepted</td>
</tr>
<tr>
<td>29</td>
<td>13.458</td>
<td>Accepted</td>
<td>30</td>
<td>13.729</td>
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</tr>
<tr>
<td>31</td>
<td>11.817</td>
<td>Accepted</td>
<td>32</td>
<td>14.159</td>
<td>Accepted</td>
</tr>
<tr>
<td>33</td>
<td>14.110</td>
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<td>13.378</td>
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</tr>
<tr>
<td>35</td>
<td>13.813</td>
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<td>12.311</td>
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</tr>
<tr>
<td>37</td>
<td>14.507</td>
<td>Accepted</td>
<td>38</td>
<td>11.321</td>
<td>Accepted</td>
</tr>
<tr>
<td>39</td>
<td>13.633</td>
<td>Accepted</td>
<td>40</td>
<td>13.709</td>
<td>Accepted</td>
</tr>
<tr>
<td>41</td>
<td>13.255</td>
<td>Accepted</td>
<td>42</td>
<td>13.561</td>
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</tr>
<tr>
<td>43</td>
<td>13.351</td>
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<td>44</td>
<td>14.231</td>
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</tr>
<tr>
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<td>13.680</td>
<td>Accepted</td>
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<td>13.782</td>
<td>Accepted</td>
</tr>
<tr>
<td>47</td>
<td>12.541</td>
<td>Accepted</td>
<td>48</td>
<td>14.544</td>
<td>Accepted</td>
</tr>
<tr>
<td>49</td>
<td>11.941</td>
<td>Accepted</td>
<td>50</td>
<td>10.612</td>
<td>Accepted</td>
</tr>
<tr>
<td>51</td>
<td>13.913</td>
<td>Accepted</td>
<td>52</td>
<td>11.374</td>
<td>Accepted</td>
</tr>
<tr>
<td>53</td>
<td>13.077</td>
<td>Accepted</td>
<td>54</td>
<td>9.577</td>
<td>Accepted</td>
</tr>
<tr>
<td>55</td>
<td>13.552</td>
<td>Accepted</td>
<td>56</td>
<td>10.101</td>
<td>Accepted</td>
</tr>
<tr>
<td>57</td>
<td>12.584</td>
<td>Accepted</td>
<td>58</td>
<td>9.869</td>
<td>Accepted</td>
</tr>
<tr>
<td>59</td>
<td>13.633</td>
<td>Accepted</td>
<td>60</td>
<td>9.186</td>
<td>Accepted</td>
</tr>
<tr>
<td>61</td>
<td>13.255</td>
<td>Accepted</td>
<td>62</td>
<td>14.544</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
As Pearson Product Moment Correlation ranges from -1.00 to +1.00 and value less than 0.30 was taken as weak correlation for item analysis purposes, i.e. coefficient of correlation of +0.30 was taken as desirable for the retention of items and coefficient correlation below +0.30 and negatively correlated items are desirable for rejection in a test. As many as 59 items were having the coefficient of correlation value greater than +0.30 and retained to form the final scale.

Item Discrimination Index refers to the degree to which it differentiates between those obtaining high and low scores. All the scores of each item were arranged in ascending order of total scores. The top 27 percent and the bottom 27 percent scores were taken out. The significance of difference between the mean scores on each item, the top and bottom piles were tested. The items which showed significant difference were considered to be worth retaining. For item analysis, ‘t’ was calculated and it was found that all items are significantly correlated at 0.01 level of significance, as shown in table 3.9, so all items were accepted.

(d) Final Form of Scale

The final draft along with all instructions and statements of items of ‘Attitude towards Disability’ Scale for students consisted of fifty nine items. Dimension wise number of items in the final form of the ‘Attitude towards Disability’ Scale is shown in table 3.10.

The final Scale consists of twelve items about Attitude towards Disability, thirteen of Basic Courtesies/Etiquettes when Interacting with People with Disabilities, seven related to Attitude towards the Inclusion of Persons with Disability in Society, ten related to Attitude towards Facilities for People with Disabilities, ten about Attitude towards Abilities of People with Disabilities and seven related to Attitude towards Behavioural/Disciplinary Outcomes of Persons with Disabilities.
**TABLE-3.10**  
Dimension wise items of the ‘Attitude towards Disability’ Scale

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Dimension</th>
<th>Serial no. of items in final scale</th>
<th>Total no. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitude towards Disability</td>
<td>1 to 12</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Basic Courtesies/Etiquettes when Interacting with People with Disabilities</td>
<td>13 to 25</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Attitude towards the Inclusion of Persons with Disability in Society</td>
<td>26 to 32</td>
<td>07</td>
</tr>
<tr>
<td>4</td>
<td>Attitude towards Facilities for People with Disabilities</td>
<td>33 to 42</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Attitude towards Abilities of People with Disabilities</td>
<td>43 to 52</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Attitude towards Behavioural/Disciplinary Outcomes of Persons with Disabilities</td>
<td>53 to 59</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

**TABLE - 3.11**  
Positive and Negative Worded Items in the ‘Attitude towards Disability’ Scale

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Types of Items</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Negative</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>
Table 3.11 shows the total number of positive and negative worded items in the final form of the scale. The final draft along with all instructions and statements of items of ‘Attitude towards Disability’ Scale for students has been appended at Appendix - II

(e) Scoring of Scale

Attitude scale comprised of fifty nine items under six different dimensions. Each statement, in this tool was followed by three responses and the respondent was to put the tick mark on any one option as per his/her willingness such as:

- A – Agree
- D – Disagree
- U – Undecided

The subjects were required to indicate ‘Agree’, if they complied with the statement; ‘Disagree’, if they did not accede to the statement and ‘Undecided’ if they were indecisive about the statement. The weightage for statements was given 2, 1 and 0 points respectively to do the scoring work. The score of the respondents could range from 0 to 118 (59x2=118) in the increasing direction of negative, neutral and positive attitude.

(f) Administration of the Scale

The ‘Attitude towards Disability’ Scale is a self administered tool. There is no time limit for completing the test.

(g) Reliability of Scale

The investigator used Split Half method to compute the Reliability Coefficient of the ‘Attitude towards Disability’ Scale, where scores on the odd items of the tool were correlated with even items of the tool. The details of Reliability Coefficient are presented in table 3.12.
TABLE- 3.12
Reliability Coefficient of ‘Attitude towards Disability’ Scale

<table>
<thead>
<tr>
<th>Title of the Tool</th>
<th>Method</th>
<th>Reliability Coefficient</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards Disability scale</td>
<td>Split Half</td>
<td>0.71</td>
<td>400</td>
</tr>
</tbody>
</table>

The test was divided into two equal halves only for the purpose of scoring and not for administration. A sample of 400 students was administered for determining the reliability values for the tool. In this method, the researcher divided the items into two equivalent parts and correlation between the two parts was found out by Pearson’s Product Moment Correlation method. So, from this half test reliability, the self correlation of the whole test was found out. Reliability Coefficient was found to be 0.71.

(h) Validity

The researcher ensured the content and face validity of the present tool since each item was judged by content experts. Content and face validity was determined for the tool. For this purpose, an attempt was made to ensure face validity and content validity through consultations with supervisor, subject experts from Department of Education, Kurukshetra University, Kurukshetra; experts from Jannayak Chaudhry Devilal Vidyapeeth, Sirsa; Amity University, Noida; Punjab University, Chandigarh; Institute for Blind, Chandigarh; District Red Cross Society, Hisar; Doon Valley Institute of Education and Technology, Karnal; Government College for Women, Karnal; Bhagat Phool Singh Mahila Vidyalaya, Khanpur Kalan and Government College of Education, Bhiwani, from the very beginning to the final selection of statements. On the basis of the constructive comments by the experts, the items were modified. It was ensured that the contents of the ‘Attitude towards
Disability’ Scale were appropriate and in accordance with the mental age and exposure of students. Thus, the face validity and content validity were duly ensured.

(i) Norms of Scale

To determine score range for negative, neutral and positive attitude, Mean and Standard Deviation of the whole group scores’ related to attitude expressed by the students have been computed. The calculated values of Mean and Standard Deviation were 21.43 and 5.80 respectively.

<table>
<thead>
<tr>
<th>TABLE 3.13</th>
<th>Score Range of ‘Attitude towards Disability’ Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable description</td>
<td>Score of students</td>
</tr>
<tr>
<td>Negative Attitude</td>
<td>≤ 19</td>
</tr>
<tr>
<td>Neutral Attitude</td>
<td>between 20 – 23</td>
</tr>
<tr>
<td>Positive Attitude</td>
<td>≥ 24</td>
</tr>
</tbody>
</table>

Table 3.13 shows the score range of ‘Attitude towards Disability’ Scale. Firstly, half Standard Deviation was subtracted from the Mean. The obtained value was 18.53 (21.43-2.90=18.53). The number of respondents whose scores were equal or less than this value i.e. 19 (rounded off), were considered to be having negative attitude towards disability. Then, half Standard Deviation was added to the Mean. The obtained value was 24.33 (21.43+2.90= 24.33). The number of respondents whose scores were equal or greater than this value i.e. 24 (rounded off), were considered to be having positive attitude towards disability. The remaining respondents who scored between value 20 and 23 were considered as having neutral attitude towards disability.
3.6 INTERVENTION PROGRAMME

After the administration of pre-test, the respondents were subjected to an intervention programme. Intervention was treatment programme which was spread over 20 days (one hour each day). The Intervention Programme was designed to increase knowledge about persons with disabilities and to foster a positive attitude about them in students. In the Intervention Programme, eight ‘Disabilities related films’ and thirteen ‘Documentaries’ were incorporated. List of films and documentaries has been given at appendix IV. The day wise plan of the intervention programme has been given in the following section-

Day 1  Introductory Lecture on ‘Disability’
Day 2  Film ‘Nache Mayuri’ shown
Day 3  Film ‘Nache Mayuri’ continued with discussion
Day 4  Film ‘Khamoshi- the Musical’ shown
Day 5  ‘Khamoshi-the Musical’ continued with discussion
Day 6  Film ‘Koi mil gaya’ shown
Day 7  ‘Koi mil gaya’ continued with discussion
Day 9  ‘Iqbal’ film shown
Day 10 ‘Iqbal’ film continued with discussion
Day 11 ‘Black’ film shown
Day 12 ‘Black’ film continued with discussion
Day 13  ‘Taare Zameen Par’ film shown
Day 14  ‘Taare Zameen Par’ continued with discussion
Day 15  ‘Paa’ film shown
Day 16  ‘Paa’ continued with discussion
Day 17  ‘My Name is Khan’ film shown
Day 18  ‘My Name is Khan’ continued with discussion
Day 19  Documentaries ‘Just Include’, ‘Look beyond Disability’ and ‘Bulandia’ shown and discussed
Day 20  Discussion on overall Intervention Programme activities

Graphical representation of the intervention programme is as follows:

Figure -3.3 Graphical Representation of the Intervention Programme
An introductory lecture on the disability was given by the researcher. Discussion was focused on disability and its different types. The objective behind this was to find out what did the participants know about disabilities and to address any questions or queries or concerns they had. The lecture was followed by discussion. Discussions were held on the following issues during the session.

(i) The researcher first discussed disability, meaning of disability, types of disability, and general causes and preventive measures of disability.

(ii) The researcher then discussed people’s attitude towards persons with disabilities. Participants first recognized that although people with disabilities might appear different, they are people first and disabled afterwards.

(iii) The researcher asked the participants if they knew any person with disability in their surrounding, then, researcher asked the participants to share their experiences with her.
(iv) The researcher explained the participants that persons with disabilities like able-bodied people have the likes, dislikes, fears, hopes and emotions. They have goals, wants and needs. However, physical, social and attitudinal barriers keep persons with disabilities from having sufficient opportunities to be with friends, co-workers, spouses etc. The researcher reminded the participants that persons with disabilities have the same rights and opportunities and should be treated like anyone else.

**Day 2   Film ‘Nache Mayuri’ was shown**

![Figure- 3.5 Graphics of Nache Mayuri](image)

On the second day of the intervention programme, film *Nache Mayuri* was shown to the respondents.

*Nache Mayuri* is a movie released in the year 1986. It was produced by Ramoji Rao and directed by T Rama Rao. Nache Mayuri is about a girl, who is a Bharatnatyam Dancer. During an unfortunate accident, she lost her leg, which causes her to stop dancing. But the urge to dance never let her quit. She got a Jaipuri foot and continued to dance her heart out. It’s a story about deceit, passion and revenge. Mayuri is the main character in the
movie. She never gives up in finding a new leg and making the leg work for her to do what she loves to do.

**Day 3  ‘Nache Mayuri’ continued with discussion**

On third day, the showing of previous day’s film was continued. Afterwards, a discussion was held based on the film and the concerns and queries of the respondents were answered.

**Day 4  Film ‘Khamoshi- The Musical’ shown**

![Khamoshi: The Musical Poster](image)

**Figure- 3.6 Graphics of Khamoshi – The Musical**

On day four of the intervention programme film ‘Khamoshi: The Musical’ was shown to the respondents. This is a critically acclaimed Indian Bollywood film which was released on 9th August, 1996. It is a sensitive tale of a youthful girl caught between two worlds- the world of silence that her deaf-mute parents inhabit and the world of music. This movie is about Joseph and Falvy Branganza, a deaf and mute couple in Goa. They have a baby girl, Annie, who is healthy and is able to speak and hear. A few years later they have another baby, a boy named Sam, who is also able to speak and hear. Annie’s life is divided into two worlds one with her deaf and
mute parents and the other of music, she loves. Annie gets her musical inspirations from her grandmother, Maria Braganza. A few years later after the tragic death of Sam, Annie’s life is shattered into small pieces and music and singing fade away. When Annie grows up she gets in touch with music once again— with Raj whom she falls in love with. Raj wants both to record Annie and to marry her; Flavy hates music, Joseph hates Raj and Annie is agonizingly torn between her love for Raj and music & responsibility to her parents on the other hand, and her need for autonomy and for music on the other. Eventually, Annie marries Raj & gives birth to a boy. They go to Joseph’s house to reconcile with him. They met an accident in which Annie is seriously injured and goes into coma. Finally it’s the broken Raj, Joseph’s moving mute ‘Speech’ and Flavy’s love and hope that brings Annie back to consciousness.

Day 5 ‘Khamoshi: The Musical’ continued with discussion

On fifth day, the previous day’s film was continued with discussion based on the film, queries and doubts of the respondents were answered by the researcher.

Day 6 ‘Koi Mil Gaya’ film shown

Figure- 3.7 Graphics of Koi Mil Gaya

‘Koi Mil Gaya’ is a 2003 Bollywood science fiction film, directed by
Rakesh Roshan. The film is about a developmentally disabled young man, who tries to continue the work his father did in communicating with extraterrestrials from outer space, which leads to something miraculous and wonderful.

Rohit Mehra is a developmentally disabled, though a full grown adult, he has the innocence and the intellect of a not-terribly-bright child. He has a very sunny disposition, though, and a happy life, well cared for by his mother Sonia and loved by his friends. When a young woman named Nisha arrives in his town and strikes his fancy, Rohit’s attempts to impress her raise the ire of the jealous bully Raj. Raj’s taunting and harassment cast a cloud over Rohit’s bright days. One day, Rohit discovers and activates the apparatus his deceased father- a maverick scientist- had used to attempt to communicate with other worlds. Rohit’s transmission summons an expedition of aliens, one of whom befriends Rohit. The alien’s otherworldly power transforms Rohit from an awkward naïf into a remarkable man of super-human strength and intelligence. Rohit needs all that and more to put Raj in his place and protect his new alien friend from the destructive curiosity of the earthly authorities who seek to capture and dissect him. Eventually, innocence and purity wins out, and justice is done- with a little magical help.

Day 7 ‘Koi Mil Gaya’ continued with discussion
On seventh day, ‘Koi Mil Gaya’ movie continued with a healthy discussion about the film and its concept of disability.

‘9 Gold Medals’ is a one minute documentary by Puneet Sharma, which
tells us that human spirit can never be handicapped, even persons with
disability have human spirit. ‘Respect My Existence’ is also one minute
documentary by Achint bhatnagar. It conveys the message the even persons
with disabilities are humans as able bodied person. “They Can” is another
one minute documentary by Priya V. It’s about different people suffering
from different disabilities and how they perform their work inspite of the
barriers. “Hidden Talent” is a documentary of five minute by L.A. Sharma.
It is about a boy, Wahenban Ranendra, who is suffering from mental
retardation. Inspite of the disability he was suffering, he was selected in
Indian Soccer Team 2003 and took part in games held at Ireland. “The
Unknown” is a five minute documentary by L.A. Sharma. It is the story of
Sanjebam Shatyakumar, 55 years suffering from physical disability. How
he copes up from his barriers and becomes a painter and author to many
books. “I Live Like You”, is another five minute documentary by L.A.
Sharma, is about Ishelhanble who was born with functionless upper limbs,
yet she overcomes her disability and do her all work using her foot. ‘I
Alok’ is a five minute documentary by Bhaskar Hazarika. It is about Alok,
who overcomes his disability and becomes a writer. ‘Ruchika’ is another
five minute documentary, by Subhodh Kumar, about a girl named Ruchika
who is Autistic. ‘This is My India’ is five minute documentary by
J.Chattarjje. It is about Cerebral Palsy. Several questions are arised through
this documentary about the attitudes of people towards persons with
disability. ‘Touching the Void’ is five minute documentary by Soumitra
Bhattacharya. It is about people suffering from physical disability (deaf). It
gives the message that even persons with disability can do work which
they want to do, even they can raise their voice. Afterwards discussion was
done on the documentaries to clear respondents’ queries and curiosity.
Day 9  ‘Iqbal’ Film Shown

*Iqbal* is a story of an eighteen year old from village who is deaf and dumb and whose only ambition in life is to become Indian Cricket Team’s lead and best fast bowler. He was born to a lower middle class farmer, the only people who support him are Mom and Sister. After being thrown out of the local Cricket Community by Guruji, he was trained by Mohit who is a failed fast bowler. Iqbal is *deaf and dumb* boy and the story ends there. Disabled people live their own life and there’s nothing wrong in being disabled. On a whole, Iqbal is a well-made realistic film. Most importantly, Iqbal works because you want Iqbal, an 18-year-old deaf and mute village boy, to succeed in his endeavor. The youngster rises from the ashes, faces roadblocks at every step, falls time an again, but gets up and reaches the winning post in the end.

Iqbal faces obstacles at every step. The road to victory is far from rosy. But Iqbal overcomes all obstacles in the end.
Day 10  ‘Iqbal’ Film continued by discussion

On 10th day, ‘Iqbal’ film was continued with a detailed discussion about the movie and the way disability portrayed in the film.

Day 11  ‘Black’ Film shown

‘Black’ is a film based on the story of girl Michelle McNally, who was blind, deaf and dumb. Michelle is not shown as helpless, dependent and bereft of sexual urges. On the contrary, except for what is projected as relative deficiencies that can be overcome with apppropriate education and effort. She is endowed with most attributes of the able; beauty, an attractive personality capable of charm, anger & stubbornness, intellect, good health, wealth, an affluent and caring family, friends and a measure of extra- curricular talent. It is free for hurtful and demeaning sequences
that offend the dignity and self respect of the disabled.

‘Black’ is a 2005 film directed by Sanjay Leela Bansali. It is a cathartic tale of deaf, mute and blind girl and her relationship with her teacher who himself later develops Alzheimer’s disease. The film begins with Michelle McNally visiting her former teacher Debraj Sahai, who now has Alzheimer’s disease, in a hospital, the film then flashbacks to the past to her childhood. Based in Shimla, the McNallys are an Anglo Indian family consisting of Paul and his wife, Catherine. Both are full of joy when Catherine gives birth to a baby girl, Michelle, but their joy is short lived when they were told that Michele cannot see nor hear. Both attempt to bring up Michelle in their own protective way, as a result Michelle is not exposed to the real world, and becomes increasingly violent and volatile. Things only get worse when Catherine gives birth to Sara, and Paul considers admitting Michelle in an asylum. It is here that Debraj Sahai enters their lives. Through his eager involvement, Michelle blossoms, grows, give up her violence, and even gets admitted in School with normal Children. The years pass by, Michelle does not succeed in getting her graduation, and it is time for Debraj Sahai to bid adieu as he is having his own health problems. Twelve years later, at the age of forty, Michelle does succeed in graduating Arts.

Day 12  ‘Black’ Film continued with discussion

Figure- 3.11 Graphics of Black (b)
On 12\textsuperscript{th} day of the intervention program ‘Black’ film was continued with a healthy discussion about the film.

**Day 13  ‘Taare Zameen Par’ Film Shown**

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{figure3.12.png}
\caption{Graphics of Taare Zameen Par}
\end{figure}

\textit{Taare Zameen Par} is a film based on a story meant to raise awareness about \textit{Dyslexia}. It was released on 2007, directed by Amir Khan. It was a story about an 8 year old boy, who is thought to be lazy and trouble maker, until the new art teacher has the patience and compassion to discover the real problem behind his struggles in school and helps him overcome his disability.

The film is about an 8 year old boy, Ishan Awasti, who finds it difficult to match his world of colors, kites and animals to that of the others in his age group, who are more into studies and homework. When complaints start to pour in, Ishan’s parents decide to set him off to a boarding school. His life is no different at the boarding school, oppressed and insulted by his teachers, he remains the laughing stock of the class. Now that he is away from home, he feels even more dejected, inferior and finds it tough to cope up with his inabilities. Ram Shanker Nikumbh gets appointed as temporary art teacher of the boarding school. Ram takes effort to understand Ishan
and his problems. He makes Ishan’s parents and other teachers realize that he is not abnormal but a very special child with talents of his own. With time, patience and care, Ram succeeds in boosting the confidence level of Ishan. He helps Ishan in overcoming his inabilities and rediscovers his lost confidence.

**Day 14  ‘Taare Zameen Par’ Film Continued with discussion**

On fourteenth day of the intervention program, ‘Taare Zameen Par’ Film is continued with a healthy discussion about the movie.

**Day 15  ‘Paa’ Film shown**

![Figure- 3.13 Graphics of Paa (a)](image)

*Paa* is a 2009 film directed by R. Balakrishan. The film is based on a rare genetic condition known as *Progeria* and places emphasis on a father–son relationship. *Paa* is a story of Auro. Auro is an intelligent and witty 12 years old boy with an extremely rare genetic defect called progeria. Mentally, he is 12 and very normal, but physically he looks five times older. Inspite of his condition, Auro is very happy boy. He lives with his mother Vidya who is a Gynaecologist. Amol Arte is a young, cold blooded politician. He is a man with mission. Auro is Amol’s son: however Vidya conceals this from him. Amol meets Auro when he visits the boy’s school.
Auro, who knows the truth about Amol being his father, tries to get his mother and father back together, but Vidya resists. Amol stays by Auro’s side when he finds out that Auro is his son. Auro’s health begins to deteriorate as he reaches his thirteenth birthday, his physical defects catching up. However, he finally is able to reunite with his mother and father once again. Auro, succumbing to his disease, says his last words Maa and Paa before dying with a satisfying smile.

Day 16 ‘Paa’ continued with discussion

Figure- 3.14 Graphics of Paa (b)

On 16th day of the intervention programme, ‘Paa’ film was continued with discussion about the movie, solving respondents’ queries and doubts.

Day 17 ‘My Name is khan’ film Shown

Figure- 3.15 Graphics of My Name is Khan

‘My name is Khan’ is a film based on the story of an Indian man who moves to America and is elatedly diagnosed with Asperger’s Syndrome. It
is a 2010 film directed by Karan Zohar. This film is the story of Rizwan Khan, a Muslim from the Borivali section of Mumbai, whose Asperger’s Syndrome (a form of high functioning autism that complicates socialization) goes undiagnosed until the death of his loving mother sends him off to San Francisco to live with his younger brother, whose psychologist wife makes the diagnosis. Having been raised with affection and sensitivity, Khan, who is well educated and exceptionally intelligent, is already high functioning. The adult Rizwan marries a Hindu Single mother, Mandira, in San Francisco. After 9/11, Rizwan is detained by authorities, who mistake his disability for suspicious behaviour. At this point, the film evolves from the story of a man with Asperger’s learning to live a successful, happy life to that of a man who embarks, in the wake of tragedy and violence, on an odyssey to declare to President, “I am a Muslim and I am not a terrorist.”

Day 18 ‘My Name is Khan’ continued with discussion

On 18th day, the previous day’s movie continued with detailed discussion on the movie aiming to clear the queries and questions of respondents about the movie.

Day 19 Documentaries ‘Look Beyond Disability’, ‘Just include’ and ‘Bulandia’ shown and discussed

Figure- 3.16 Students watching Documentaries

Look Beyond Disability is a two minute documentary by AADI (Action for Ability Development and Inclusion). It gives example of Neeraj who is
suffering from *Locomotor Disability* and Rajbala, who suffered from *cerebral Palsy*. It gives the message that one should give more importance to person and his/her capabilities and not their disabilities. *Just include* is a one minute documentary by Vidya Sagar. This documentary emphasises that even an able bodied person cannot do all the tasks, so, why only persons with disability are seen with different eyes. *Bulandia* is a five minute documentary film by Syed S. Pasha, Manish Gupta, Vinod K. Mishra and Rashmi Shukla. It is the story of Manish gupta who inspite of his disability succeed to get what he wants from life. The telecast of the documentaries was followed by discussion on documentaries showed.

**Day 20  Discussion on overall Intervention Programme activities**

The last day of the Intervention Programme, reserved for the respondents to share their experiences and opinions about the intervention programme, was very impressive, informative and effective and the students learnt a lot about disabilities and related issues.

**3.7 COLLECTION OF DATA**

After selecting the sample and deciding the tools and techniques for data collection, the researcher traveled to the target schools. The researcher contacted the heads of the schools and explained them the purpose and motive of the research study and requested them to grant permission for data collection. After seeking their permission, the researcher contacted the students. A good rapport was established with students and assurance was given that their responses would be kept confidential and used for research purpose only. The students were told about the purpose of the study and requested to participate in the study. The researcher illustrated them technical terms in simple language but care was taken not to influence their direction of responses. Necessary instructions were given to them. The
‘Awareness about Disability’ Questionnaire and ‘Attitude towards Disability’ Scale were administered to the subjects twice, before and after the intervention programme.

After the subjects had filled in the Questionnaire and Attitude Scale for the first time, the intervention programme of 20 days (one hour per day) was administered. The intervention programme consisted of showing films and documentaries based on disability issues lead by discussions. List of films and documentaries used in intervention programme is given in appendix-IV. Efforts were made with a view to removing misconceptions about disability and to enhance the level of awareness as well as to foster healthy attitudes among non-disabled towards persons with disabilities. Thirty days after the intervention programme, the post test was administered. The same Questionnaire and Attitude Scale were administered to collect the data from the respondents about their awareness and attitude towards disabled and disability issues. The researcher again visited the heads of schools and thanked them for their cooperation.

3.8 STATISTICAL TECHNIQUES USED

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Statistical techniques help to make data meaningful. This process supports in meaningful and flexible explanation on the relationship between the variables projected. In the present study, SPSS (Statistical Package for Social Sciences) program was used for inputting, coding and analyzing the data. SPSS is a software package used for statistical analysis. Analysis of data was done by using the following statistical techniques: (i) Descriptive statistics i.e. Mean and Standard Deviation; (ii) Inferential statistics i.e. Critical Ratio (‘t’ test) for measuring significance of
difference to analyse the data pertaining to Awareness about Disability Questionnaire and to test the significance of attitudes expressed by the respondents towards the disabled and disability issues. The relevant statistical indices, thus, obtained were made use of for the interpretation of data and drawing conclusions.

The researcher used following formula to calculate the mean by the short cut method.

\[ M = A.M. + \frac{\sum f.d}{N} \times C.I. \]

Where,
- \( M \) = Mean
- \( A.M. \) = Assumed Mean
- \( N \) = Total number of frequencies
- \( \Sigma \) = Sum
- \( f \) = Frequencies
- \( d \) = deviation
- \( \Sigma fd \) = Sum of the product of deviation with frequency.
- C. I. = Size of class interval.

The researcher used following formula to compute Standard Deviation.

\[ \sigma = \sqrt{\frac{\sum f d^2}{N} - \left(\frac{\sum f d}{N}\right)^2} \times C.I. \]

Where,
- \( \sigma \) = Standard Deviation
- \( \Sigma \) = Sigma
- \( f \) = Frequency
- \( d \) = Deviation
N = Total number of frequencies.

C.I. = Class Interval

However valid, reliable and adequate the data may be, it does not serve any purpose unless carefully edited, systematically tabulated, analyzed, interpreted and concluded. It is difficult to conclude without properly analyzed and interpreted the scattered data. Keeping this in mind, analysis and interpretation of data with reference to objectives and hypotheses is presented in IV chapter to get statistically valid results.