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-term 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 communicates 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.

Englandkennedy (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 medicalise, 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.