# A REVIEW OF UPPER PRIMARY SCHOOL TEACHERS' AND PARENTS' ATTITUDES ON STUDENTS WITH SPECIAL NEEDS

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**ABSTRACT**

In the prehistoric past, children with deformities were not cared for. Throughout the prehistoric age, the "survival of the fittest" law operated to eliminate disabilities, or more accurately, limitations. People with disabilities were viewed in such a society as unfit to compete for survival. In the past, defects, deformities of any kind, and illnesses were attributed to past transgressions. A kind of prejudice against these "cursed souls," who were seen as a disgrace to humanity, developed during centuries of exclusion and disdain for those with disabilities. They endured radicalism and suffering at the hands of their family and society, and were perceived as being attacked in some type of demonic visitation. They used to frequently drown or die shortly after birth during the Greek and Roman eras (Apton, 1959). The father of a malformed child in ancient Rome had the authority to exterminate it. Many people with varying abilities were chastised, persecuted, and brutally executed starting in the latter years and continuing throughout the period. These statements make it very evident that there was a negative, discriminatory attitude towards children with disabilities in society. Nonetheless, a small number of medical professionals and academics in classical Greek and Roman civilisations worked to heal the disabled, preserve their lives, and provide them with asylums.

**KEYWORD:** Radicalism and Ruffering, Human, Education, Commission, Ministry

**INTRODUCTION:**

All educational policies and initiatives are created and carried out by the Ministry of Education in India, which is a division of the Ministry of Human Resource Development (Alur, 2002). Before 1960, education for those with disabilities was under the purview of the Ministry of Education. But since 1960, education for those with disabilities has been viewed as an endeavour of social justice rather than human resource development, and it has been separated from mainstream education (Alur, 2002). As a result, in 1960 the Ministry of Welfare took over responsibility for the education of children with special needs. The Ministry of Welfare's goal has been to "rehabilitate" instead of "educate" since 1960. As the first education commission of independent India, the Kothari Commission (1964–1966) noted that "the education of the Differently Abled children should be an inseparable part of the education system." The Commission suggested incorporating as many kids as possible into these initiatives.Alur (2002). Since it facilitates learning, it is morally correct to place children with different ability levels in the least restrictive environment (Nabors, 1995). One goal of inclusive education is to promote acceptance of individual differences (Nowicki, 2007). Thus, inclusive education regulations benefit children with disabilities as well since they foster empathy and may even help them develop pro-social qualities and a tolerance for diversity (Nabors, 1995).

**Suggestions (Singhal, 2006) made by the IEDC:**

a) A resource teacher in a group of eight to ten schools;

b) One special teacher for every eight pupils with special needs.

The IEDC was never intended to be a legislation, but rather a set of guidelines that the government never really put into practice. In fact, not long after it was launched, the Indian government gave the IEDC program to NGOs and community-based organisations. Nevertheless, the IEDC was not effectively implemented since the government did not enforce it and the NGOs' reach was constrained by a lack of resources and staff. Since then, only two pieces of legislation have been passed by the Indian Parliament pertaining to the education of children with disabilities: the UN-mandated National Trust Act of 1999 and the Persons with Disabilities Act of 1995. However, the program has minimal success because of a number of restrictions and flaws, including the inaccessibility of learning materials, the lack of understanding of the issues facing children with disabilities and their educational needs, and the lack of availability of qualified and experienced teachers. In addition, there was insufficient coordination between the several agencies to ensure its appropriate execution.

## The Conundrum of Differing Abilities

The number of professionals and workers in fields with varying skill levels has increased since the turn of the century. It is common knowledge that one can have actual and potential control over the life of another disabled person. It is a well-known truth that people with disabilities often feel that they are dependent on others for assistance. As a result, people with disabilities now seem to be passive subjects of study and assistance. The growing number of activists has also brought attention to the necessity of treating people with disabilities differently. When activists and similar groups spoke up, it gave them and their associates more confidence that they were acting in the best interests of the person with a disability. Thus, having different abilities has been viewed as a personal setback. An increasing number of persons with disabilities are able to function freely in the community as a result of the expanded assistance. Spokesmen and spokeswomen with disabilities have grown more outspoken, engaged, and able to express their own opinions on their circumstances. The number of institutions for the welfare of individuals with disabilities has suddenly increased during the first half of the 19th century, especially in the last ten years.

## Expression in metaphors

The vocabulary that is used by the media, newspapers, society, and other institutions to discuss various skills and the individuals who are born with these various abilities can have a positive or bad impact on how people's attitudes about various abilities develop. Hallahan and Kauffan (1988) claim that in the past, the media inappropriately and stereotypically portrayed people who were born with varied skills. This leads to a bad attitude among the general public towards people with disabilities, which in turn causes people with disabilities to have low self-esteem. Hull (2001) found various terms from the British newspaper "guardian" that are used to express disability. These include the following: disability as violence, disability as undiscriminating, disability as insensitive, and disability as uncritical apathy.

## Guardian

A parent is a person who conceives or nurtures a kid, or an animal or plant that has the potential to bear offspring. A parent is a person who bears or produces children or who raises and looks after another. "A father or mother, a progenitor or ancestor, any animal, organism, or plant in relation to its offspring, anything from which other things, source, origin are derived" is how the Webster New World Dictionary defines a parent.

**Instructors**

A teacher is defined as "a person who teaches, especially as a profession, instructor" by the Webster New World Dictionary. "The teacher is a guide and director; he steers the boat; the energy that propels it must come from those who are learning," noted renowned academic John Dewey. The National Policy of Education (NPE, 1986) correctly notes that "the socio-cultural ethos of the society is reflected in the status of the teacher." It's said that no one can become more than their professors. Teachers are an influential group of men and women who have studied the nature of individual development, are familiar with new teaching techniques, work with people as they are still developing, and are capable of taking the initiative to bring opposing viewpoints into active cooperation. The birth of a child with special needs can place strain on a family due to increased costs, additional work required for child care, and, most importantly, anxiety that the child won't be able to live a normal life. Different parents may react differently to learning that they are now the parents of a child with a disability. Some may initially be shocked or incredulous, while others may continue to live in denial and hope that things will get better over time. Still others may become enraged and place the blame for their child's condition on themselves or other people.

**CONCLUSION**

The benefits of integrated education for children with special needs have been shown in numerous research. The pattern shows that the benefits of integrated education are unquestionably recognised. Regarding the roles that school administrators, regular and resource teachers, kids with typical development, and kids with special needs play in integrated education programs, almost everyone is in agreement. However, there aren't many studies about the challenges and barriers individuals face in society because of cultural attitudes and perceptions in general, and those of parents and teachers in particular.An overview of the studies that are both directly and indirectly related to the problem revealed that, although integrated education programs and the mainstreaming of students with disabilities are important, the success of these efforts greatly depends on the mindset of society at large, and parents and teachers in particular.

Conclusions from most of the studies showed that the integrated education program helps guarantee equal educational opportunities for students with impairments. All of the legislation and initiatives aimed at enhancing the welfare of those with disabilities will be less effective if there is a negative attitude towards them. This led the researcher to look into the attitudes of educators and parents towards kids with impairments. The investigator tried to find out the parents' thoughts on having a child with a disability in the family as well as their expectations for the child's interactions with siblings and other family members and future career path. Along these lines, the researcher also made an effort to look at teachers' views to find out what they thought about including children with impairments in regular classrooms. What kinds of jobs are required of instructors, and how can they influence the way students with disabilities develop as individuals? In this study, the researcher has also made an effort to gather the opinions of parents and educators regarding the many government-run initiatives for the welfare and advantage of individuals with disabilities. The researcher has tried to find out how much information parents and teachers know about differently abled children in order to assess the extent to which these children have benefited from various plans and initiatives.

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