

TO STUDY KNOWLEDGE AND ATTITUDE OF PARENTS TOWARDS THEIR EXCEPTIONAL CHILDREN

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The term “Exceptional Children” refers to those children who deviate from normal children in any way. The committee for the National Society for the study of Education has described exceptional children as “those who deviate from what is supposed to be average in physical, mental, emotional or social characteristics to such an extent that they require educational services in order to develop their maximum capacity. Psychologists have classified exceptional children into many broad categories each of them having one or more types. Handicapped Children : This category is generally known as physically handicapped children. “An individual who is afflicted with a physical impairment that in any way, limits or inhibits his participation in normal activities may be referred to as physically handicapped. In other words, we can say that any person having a disability is called handicapped.

Verbal communication and speech development though hearing are major sensory pathways for a human being. If a child hears imperfectly there is every possibility that he will speak incorrectly. Hearing also influences learning and other aspects of maturation. If a hearing impairment is detected in early childhood there is every chance of its being corrected. If detected late, there is every chance of the child developing a functional disability. Speech Handicapped children : As was known communication is an essential feature of interaction. Human interaction involves language. Most people confuse ‘speech with’ language. As we see, quite a wide range of speech patterns is considered normal. When the speech of an individual differs significantly from that of others and it affects communication, it is diagnosed as a speech defect. The number of children suffering from speech defects is much more than the number of those having any other handicap.

MENTALLY RETARDED CHILDREN :- Generally, we consider mental retardation as a disease, earlier some people described it as a condition. At one time mentally retarded children were rejected by society as they were thought to be possessed by demons. Now days there is greater acceptance of and awareness about them among the general public. Certainly mental

retardation is a very complex medical social and educational problem. It is a condition of arrest or incomplete development of mind existing before the age of 18 years. A more adequate definition was developed by the American Association of Mental Deficiency (AAMD) in 1973. The objectives of the study was to study knowledge and attitude of parents towards their exceptional children.

METHODOLOGY -The total sample of the study comprised 60 samples consisted parents of exceptional children in Mehsana city. The method of sampling was purposive random in nature as the data collected was descriptive in nature, so data analysed by calculating frequency and percentage. Average mean also calculated.

RESULT AND DISCUSSION :- Tale No. 1 shows that 100% of respondents know about school and hostel facilities for exceptional children. 75 % respondents know about training centre run by Government and private agencies for exceptional children. 50 % of respondents know about parent counseling centre for parents. 66.66 % respondents said that knowledge taken from television and 31.66 % respondents said that knowledge taken from movies for exceptional children. 86.66 % respondents said that knowledge obtain from Non-Voluntary organization. So table also depicts that average 68.33 % of respondents had a knowledge regarding educational facilities for exceptional children.

Table no. 2 show that 100 % of respondents wish exceptional child grow like normal child and accept to their exceptional child as a desire of God. 91.66 % of respondents said that they full fill needs to the child. accurately, 75 % of parents of exceptional children like to trained their this child according to her or his capacity. 50 % of respondents feel embarrassment from exceptional child and they mostly cut of from society. 78.33% respondents said that they give attention towards their exceptional child equal to normal child. 83.33 % of respondents said that exceptional children needs more expense and 70% of respondents engaged more in rearing of exceptional child and they do not give attention to normal child.

Table No.1 - Table showing knowledge regarding educational facilities for exceptional children.

Sr.No	Facilities	Yes		No	
		Frequency	Percentage	Frequency	Percentage
1.	School and hostel facilities for exceptional children	60	100%	00	
2.	Training centre run by Government and private agencies	45	75%	15	25%
3.	Parent counseling centre for exceptional children's parents	30	50%	30	50%
4.	Knowledge taken from tele-vision	40	66.66	20	33.33%
5.	Knowledge taken from movies	19	31.66	41	68.33%
6.	Knowledge obtained from non voluntaries organization	52	86.66	08	13.33%
	Total Mean	24668.33		11431.66	

Table No. 2 :- Showing attitude towards child rearing practices by the parents.

S.No.	Statements	Agree		Disagree	
		Frequency	Percentage	Frequency	Percentage
1.	We wish my exceptional child grow like normal child	60	-	-	-
2.	We try to full fill my exceptional child needs accurately	55	91.66	05	8.33
3.	We would like to trained my exceptional child according to her or his capacity	45	75	15	25
4.	We feel embarrassment from exceptional child	30	50	30	50
5.	We accept our exceptional child as a desire of god	60	100	-	-
6.	Due to our exceptional child we mostly cut of from society	30	50	30	50
7.	We give attention towards my exceptional child equal to normal child	47	78.33	13	21.66
8.	We are not bothered of my exceptional child because kept attendant for rearing	10	16.66	50	83.33
9.	exceptional children needs more expenses	50	83.33	10	16.66
10.	We engaged more in rearing of exceptional children do not give attention to normal child.	42	70	18	30
	Total Mean	42971.50%		17128.5 %	

Only 16.66 % of respondents said that they are not bothered of their exceptional child because kept attendant for rearing, Table also depicts that average 71.50 % of respondents had positive attitude towards their exceptional children and 28.5 % respondents had false opinion about their exceptional children.

CONCLUSION :- Hence, it is concluded that average 68.33 % of respondents had a knowledge regarding educational facilities for exceptional children and 71.50 % of respondents had positive attitude towards their exceptional children. 28.5 % of respondents had false opinion about their exception children.

REFERENCE :- 1.Chintamanikar; 1998 ; Exceptional children; published by sterling publishers. 2.Unpublished data of M.Sc Home science part -2 practical work 2008-2009.