

## **Abstract**

Intellectual and Developmental Disabilities (IDD) are conditions that cause notable deficits in cognitive and adaptive skills. It is characterised by significantly below average general cognitive functioning that coexists with a deficit in adaptive behaviour and develops during developmental stage, negatively impacting a child's academic performance and day to day life skills. In India, there are between 0.22 and 32.7 cases of intellectual disability per 1,000 people. Children with IDD are becoming more and more reliant on their family members, especially their parents. Upon discovering that a newborn has an Intellectual and Developmental Disability, parents are naturally upset. Avoidance is prevalent and has an impact on day-to-day living. A parent's hopes and expectations for their child must often be drastically altered when they learn that their child has an Intellectual and Developmental Disability, which is often not diagnosed until after the child turns one year old. They frequently struggle with protracted sadness, rage, guilt, and an inability to handle significant practical and financial issues. Some parents choose to ignore their kids, while others become overly preoccupied with raising them, neglecting other crucial facets of family life. Having a child with an Intellectual and Developmental Disability is always challenging for the parents. It has a negative inverse effect on their lives. There are many real problems that parents have to face in such a critical situation. Parents face difficulties in arranging the extra labor, time, perseverance and money required for raising, treating, educating, vocational training, caring for their Intellectually and Developmentally Disabled child. The present study looked at what parents of children with IDD know about that disability, what problems they have, and what help they need. The major objectives of the present study were to assess the knowledge, problems and needs of parents of Intellectually and Developmentally Disabled Children. The study was delimited to 200 parents who have children with Intellectual and Developmental Disabilities (IDD) admitted to special schools and mainstream schools. The samples were selected from Kolkata and surroundings in West Bengal. Sample selection was done by using purposive sampling. The researcher applied Mixed Method Research Design in her study followed by a Descriptive Research Method. She conducted Surveys for quantitative data collection and Case studies for in-depth qualitative data collection. The quantitative data were collected with the help of three questionnaires, namely, Knowledge Questionnaire- (Adopted from Panigrahi and Nanda), Parents Problem Inventory (PPI)- (Adopted from Dr. Anju Singh), and NIMH-Family Need Schedule (Parents)- (Adopted from Reeta Peshawaria, 1994). In order to have an in-dept study of parents of IDD children, the researcher employed interview schedule. The obtained data were analysed by using SPSS. Descriptive Statistics like Mean and Standard Deviation; and inferential statistics like t-test, ANOVA and Pearson Coefficient Correlation were used to analyse the data. The qualitative data were analysed by Thematic analysis. The results showed that gender did not have any effect on the knowledge of parents of IDD children regarding IDD. There were significant mean differences in knowledge among parents of IDD children about Intellectual and Developmental Disabilities on the basis of their age. The researcher found that parent's education and occupation had a high impact on the knowledge of parents about IDD. Parents who resided in urban area had a better knowledge about Intellectual and Developmental Disabilities than parents residing in rural areas of West Bengal. The

present study observed that the mean difference in problems of parents of IDD children on the basis of their gender was not statistically significant. As per the results of this study, parents faced significantly different problems depending on the level of disability of their IDD children, income, type of the family of parents and type of schooling of their IDD child. Findings of the present research revealed that no significant mean differences were found in needs of parents on the basis of the disability level of their IDD children. Parents of children with IDD showed a significant mean difference in their needs on the basis of their income. Parents of IDD children have more problems when they know less about the disabilities. The findings of the study also revealed that there was a significant negative correlation between knowledge and problems of parents of IDD children; a positive correlation between problems and needs of parents of IDD children; and a significant negative correlation between knowledge and needs of parents of IDD child. The study concluded that helping parents gain a basic understanding of their disabled child's problems and educational needs can result in a more positive attitude about their effectiveness as parents, which increases the child's chances of making a satisfactory adjustment at home. The study suggests that government, NGOs, schools, and community leaders should all work together to help parents of children with Intellectual and Developmental Disabilities. This will help improve the quality of life for those parents and their families.

**Keywords:** Intellectual and Developmental Disabilities, Children with Intellectual and Developmental Disabilities, Parents of Intellectually and Developmentally Disabled Child, Knowledge of Parents, Problems of Parents, Needs of Parents.