

Education Of Children With Intellectual And Developmental Disabilities In Rural India

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Abstract

The article examines the education of children with intellectual and developmental disabilities in rural India. It is now considered a serious issue that requires immediate action. The issue has an impact on the overall well-being of many people. Furthermore, it has a negative impact on rural India's socioeconomic situation. Given the growing disease burden, it is critical that this issue be resolved as soon as possible. Following the resolution of the problems, the necessary steps must be taken to completely eliminate this type of problem. The Indian government may find it difficult to resolve the situation due to the other issues at stake. However, the administration must work to effectively manage the situation thereby thinking about the country's future.

INTRODUCTION

In India, the prevalence of intellectual disabilities (ID) is unknown. There are more children in India than anywhere else who are more likely to have developmental disabilities. Because India has a large population, even a small change in the prevalence rate can have a big effect on the total number of people with ID and, as a result, on state and federal policies and budgets for the disability sector. Estimates of ID prevalence can be used by policymakers to design effective welfare programs and allocate funds accordingly. The ID population's social, educational, vocational, and healthcare requirements vary with age. In India, the majority of people live in rural areas with higher rates of neediness, absence of medical care, and restoration services than in urban areas. The age-related disparity in prevalence amongst urban and rural areas is essential for service planning and development. In this paper, an elaborated discussion regarding the education of children with intellectual and developmental disabilities is going to be elaborated on. The discussion is being made here by considering the current situation in India, and the educational barriers that children with these issues are facing. Different statistical and qualitative data is being used here in order to make the discussion significant.

Definition of Intellectual and Developmental Disabilities

Intellectual and developmental disabilities (IDD) are conditions that affect the ability to learn and develop normally (Scherer et al., 2019). There is no one definition of IDD, but they can generally be described as conditions that interfere with normal intellectual and physical growth and development. There is no one cause of IDD, but they are often caused by problems with brain development in early life (Mertala, 2019). This can include difficulties with learning, thinking, or problem-solving. IDD can also be caused by rare genetic disorders or injuries, exposure to toxins or chemicals, or head injuries.

Most people with IDD live in rural areas in developing countries where there is little access to quality health care. This means that many people with IDD don't get the medical treatment they need to improve their lives. Education is a key to improving the lives of people with IDD. Many people with IDD need help mastering basic skills such as reading and writing. Others need specialized education for jobs that are available in the community.

There is currently no cure for IDD, but there are many ways to help people living with it enjoy successful lives (Callista and Simanjuntak, 2022). Governments and non-governmental organizations (NGOs) must work together to provide accessible education, medical care, and social services for all children who need them most.

THE CHALLENGES FACED BY CHILDREN WITH IDD IN RURAL INDIA

Schools' infrastructure

There are many challenges faced by children with IDD in rural India (Boot et al., 2018). These include: a lack of quality education and support, inadequate infrastructure and resources, discrimination, poverty and social isolation in Rural India. In this regard, the census data can be considered. By considering the census data of 2011, it can be stated that there was around 68 per-cent literacy rates in rural India where the literacy rates in the urban areas is 84 per-cent (upscwithnikhil.com, 2022). It means that the level of education among normal children is low in rural India, and where the literacy rates of normal children are low, the literacy rates of children with mental and physical disorder will definitely

be lower. As per the information shared by Scior et al., (2020), many children with IDD do not attend school because they do not have access to a quality education. They also lack access to special educational needs (SEN) services, which would help them get the education they need. In addition, there is often no infrastructure or resources available to support these children. This can make it difficult for them to attend school and receive the proper support they need. In rural India, the infrastructure of schools is a considerable issue, and where normal school infrastructure is not effective, the infrastructure of schools for special children can be considerably poor, and it can be a considerable challenge for children with the concerned issue in India.

Discrimination

Discrimination is also a major challenge for children with IDD in rural India (Scior et al., 2020). Many people believe that these children are not able to succeed in school or society. In rural societies, people are more likely to think in this way in rural areas mainly (Wilson et al., 2019). This can make it very difficult for them to get the motivation of being educated, and it can also lead to social isolation, which can be very harmful for these children.

Poverty

Poverty is another big problem for children with IDD in rural India. The economic system of rural India is increasing steadily, and as per the information shared by www.rehabcouncil.nic.in (2022), it can be stated over the last five years the economy has grown by 10% per annum. However, this is not enough to ensure a good economic situation of everyone belonging to Indian rural areas. Many children with the concerned issue live in poverty because their families cannot afford to send them to school or provide them with the necessary resources. The issues of them are left untreated and it impacted their well-being in a considerable manner and it can lead to significant delays in their development and growth.

Inadequate Resources

In rural areas of India, there are typically few resources available to educate children with intellectual and developmental disabilities. This includes special schools, qualified teachers, and textbooks. As a result, these students often struggle to receive an appropriate education.

Isolation

Many children with intellectual and developmental disabilities live in isolation due to the lack of community facilities that can accommodate them. This leaves these students without social support systems which can be crucial for their development.

Lack of accessibility to IDD-related support services

Another major challenge faced by these students is the fact that they may not have access to IDD-related support services. This can include special educational needs assistants (SENAs) or other supports such as sign language interpreters or teachers who are knowledgeable about IDD. Some schools do provide such resources, but most do not. Consequently, these students often struggle to receive the specialized assistance that they need in order to meet their academic standards.

There are also social challenges faced by children with IDD when it comes to engaging in regular school activities. For example, some students may have difficulty participating in class due to their lack of verbal skills or mobility limitations. As a result, they may find it difficult to engage in classroom discussions or share their ideas with classmates. In addition, these students may also experience more peer bullying than their peers who do not have IDD.

Lack of Support from Family or Community

Many parents do not want their children to have an intellectual or developmental disability because they see it as a sign of weakness. This means that these families often do not provide their children with the necessary support needed to receive an adequate education.

Fortunately, there are many organizations working hard to help these children overcome these challenges. These organizations provide quality education and support programs that help these kids reach their full potential. They also work towards creating more accessible infrastructure and resources so that all kids have the opportunity to thrive regardless of their disabilities

TYPES OF IDD IN RURAL INDIA

There are three types of intellectual and developmental disabilities: Intellectual disabilities, autism spectrum disorders, and Asperger syndrome (Hosseini and Molla, 2020). Each has its own set of symptoms and needs.

Intellectual disabilities are the most common type of disability, affecting around one in fifty people. They're diagnosed when a person has difficulty with basic tasks such as learning to read and write or completing simple puzzles.

Autism spectrum disorders are a group of conditions that include autism and Asperger syndrome. Based on statistics, it can be stated that 1 in 500 or more than 2,16,000 people are suffering from the issue here, and in rural areas, people do not get adequate facilities to deal with the issue, and that is why it becomes a great challenge with respect to the overall mortality and morbidity of people. People with autism usually have problems socializing and communicating with

others (Wilson et al., 2019). Asperger syndrome is a milder form of autism that affects only some areas of development, such as communication and motor skills.

As intellectual disabilities progress, children often need specialized care in order to live full lives (Alexander et al., 2020). In rural India, the chances of getting this kind of care are low, and that is why intellectual disability can be a major issue here.

Care and Education of Children with IDD in Rural India

Children with intellectual and developmental disabilities (IDDs) in rural India often face significant barriers to quality care and education (Wilson et al., 2019). These include a lack of accessible facilities, inadequate staffing, and poor infrastructure. In some cases, families may have to travel long distances to access appropriate services. This can be especially difficult for children who are disabled or require specialist care. The cost of travel can also be a barrier to accessing care.

Educational opportunities for children with IDD are also limited. Many schools do not have proper facilities for accommodating these students, and many teachers do not know how to deal with them (Glenton et al., 2021). In addition, many children with IDD are excluded from mainstream schooling due to their disability. This can lead to social isolation and increased levels of poverty.

The Scope of the Problem

India is one of the most rural countries in the world, making it difficult for children with intellectual and developmental disabilities to receive adequate, quality education (Selvaraj et al., 2021). In addition, rural schools may not be equipped to accommodate students with special needs, which can make learning difficult (Boot et al., 2018). India also has a high rate of poverty, which can impede access to necessary resources, such as health care and education.

There are an estimated 20 million people living with intellectual and developmental disabilities in India (Sagar et al., 2020), and a lower percentage of people amongst them are getting education. This discrepancy is likely due to a number of factors. A discussion regarding the infrastructure of schools has already been made. However, the matter is that this is not the only reason. In order to deal with children with such issues, it is important for teachers to have some considerable qualities. In rural areas, the chances for teachers to be involved in proper training practices are low, and that is why managing children with these issues is getting difficult.

In order to improve access to quality education for children with intellectual and developmental disabilities in rural India, various organizations have been working to create awareness around the issue. For example, the National Federation for Intellectual Disabilities (NFI) has been working towards creating legislation that would mandate accessible classrooms nationwide. Additionally, NGOs like Enable India have been providing support and mentorship to educators in order to help them understand how to accommodate students with special needs.

Challenges Facing Schools in Providing Appropriate Education to Children with Intellectual Disabilities

The challenges facing schools in providing appropriate education to children with intellectual disabilities in rural India are manifold (Biswal and Satpathy, 2021). Schools often lack the necessary resources and trained personnel to cater for the special needs of these students. Additionally, many families of children with intellectual disabilities do not have the means to transport them to special schools or provide them with adequate care. As a result, many children with disabilities end up being educated at home or in alternative institutions that are not equipped to properly meet their needs. In some cases, families are forced to homeschool their children due to the prohibitive costs associated with sending them to mainstream schools.

Despite the significant challenges faced by schools in dealing with the education of children with intellectual and developmental disabilities, there are a number of initiatives underway that aim to address these issues (Miranda et al., 2019). One such initiative is the Special Education Project (SEP) run by NGO Sahayog. SEP provides training and support to school personnel in order to ensure that these students receive an appropriate education. Additionally, NGOs like Disability Rights Network India (DRNI) work towards creating awareness about the rights of people with intellectual disabilities and lobbying for legislative reform that would facilitate their access to quality education. Though there is still much work left to be done, progress is being made towards ensuring that all children with disabilities have access to an appropriate education.

Issues to be resolved in order to manage the problem

There is a lack of research on the educational performance of children with intellectual disabilities in rural India (Boot et al., 2018). However, anecdotal evidence shows that these children face many challenges in terms of their educational attainment (Slee, 2018). For example, they may have difficulty keeping up with classmates in class or coping with noisy classrooms. In addition, teachers may not be familiarized with how to teach these students and may find it difficult to make them feel comfortable in the classroom. This can lead to lower academic achievement for these students.

To address this problem, schools must be equipped to provide appropriate accommodations for students with intellectual disabilities (Van der Merwe et al., 2020). These accommodations might include special seating arrangements, assistants who help students with academics, etc. In addition, parents should be encouraged to participate in their child's education as much as possible. This will allow them to understand their son or daughter's difficulties and work together with educators to ensure that their child receives an optimal education. From this perspective, it can be stated that the main factor that has to be considered here is related to the research process. It is important to do research works on this kind of factors so that the areas of improvement can be found and it becomes possible to address the issue while developing proper strategies. Secondly, the government of India is required to work on the issues that have already been addressed. For instance, the economic issues, the issues related to the infrastructure of schools, lack of ability of teachers in dealing with children of such issues are some considerable areas, and the government of India is required to take care of all of the factors. It is a fact that the government of India is taking different steps in order to deal with the issue. However, the steps have to be more prominent and effective. By addressing the issues one by one, proper steps have to be taken based on its priority.

Solutions to Challenges in Education of Children with Intellectual and Developmental Disabilities in Rural India

Fortunately, there are solutions available to help these kids access quality education. For example, special schools or clinics can be set up specifically for I/DD students. These schools provide them with the necessary support so that they can learn effectively. Additionally, special educational programs can be offered during the regular school hours so that all students have the opportunity to learn together.

Children with intellectual and developmental disabilities (I/DD) face unique challenges in accessing quality education. In rural India, I/DDs often live in isolated communities without access to basic services and infrastructure. This limits their opportunities for learning, which can have a significant impact on their overall development. In order to eradicate the issue, it is important to pay adequate attention to the developmental processes of these people.

To address these educational needs, the Indian government has developed a number of programs aimed at improving access to education for I/DD children (Llano et al., 2021). Some of these initiatives include the National Policy for Persons with Disabilities (NPD), which was created in 2006 and requires schools to provide equal access to education for all students with disabilities, regardless of location or income level. The NPD also calls for affirmative action plans that identify and prioritize areas in which I/DDs need assistance to participate fully in society.

To address these educational challenges, NGOs working with I/DD children are fundraising and building schools specifically designed to meet their needs. These schools typically feature adapted curriculums that are tailored specifically for I/DD students, as well as specialized teacher training and equipment. By providing these students

Intervention Methods Used to Address Educational Needs of Children with Intellectual and Developmental Disabilities in Rural India

There are many intervention methods used to address educational needs of children with intellectual and developmental disabilities (IDD) in rural India (Travers and Carter, 2022). These typically include group home placement, specialized schools, and home-based services. Group home placement is the most commonly used intervention method for IDD children living in rural areas. This is because group homes are well-funded and can provide a stable environment for these children. Specialized schools are also common for IDD students living in rural areas. These schools typically have more resources than regular schools, which can help these children learn more effectively. Home-based services are also common for IDD students living in rural areas. These services may include tutoring, counselling, or other assistance with daily tasks.

All of these intervention methods have their own benefits and drawbacks. Group home placement is the most commonly used intervention method for IDD children living in rural areas because it is well-funded and provides a stable environment for the child. However, group home placement can be difficult to find and can be expensive to maintain over time. Specialized schools are also common for IDD students living in rural areas because they have more resources than regular schools. However, specialized schools can be difficult to find and can be expensive to attend. Home-based services are also common for IDD students living in rural areas because they offer a variety of options that may be easier for the child to access than specialized schools or group homes.

One key strategy is to ensure that all students have access to necessary resources, including accommodations such as auxiliary aids and Braille materials (Zhang et al., 2018). Another is to find ways to integrate these students into regular classroom settings by providing tailored instruction and supports. Additionally, educators can work to create community-wide campaigns aimed at raising awareness about IDD and providing resources for families struggling with these conditions. In the long term, creating supportive communities that understand and accommodate IDD will help these students reach their full potential.

CONCLUSION

In the article, an effective discussion regarding the education of children with intellectual and developmental disabilities in Rural India has been elaborated on. It can be regarded as a considerable issue in this era and it is required to be eradicated in an immediate manner. The issue is affecting the overall wellbeing of a number of people. Along with that, it is also affecting the socio-economic factors of Indian rural areas. The burden of disease is being increased due to such issues, and it is important to address the area of concerns in an immediate manner. After addressing the issues, proper steps have to be taken in order to eradicate this kind of issues properly. As a number of problems are associated in this regard, eradicating the issue might be challenging for the Indian government. However, the government has to try effectively to manage the issue by thinking of the future perspective of the country.

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